

Anthropology 199AK
The Ethnography of the University

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Class Meets: TuTh 10-11:20 Office Hours:
106B6 Engineering Hall
389Davenport,

Abelman, Tuesday 2:30-5:00,
244-7733

Kelleher, Wednesday 8:30-11:30, 396B
Davenport 244-3516

The Ethnography of the University (EOTU) is not only a course but also a cross-campus initiative: namely, we are joining a campus-wide learning community in which many classes are exploring UIUC ethnographically. We shall describe this to you more in person. In order to explore this institution ethnographically, we need to think about what “the university” is and about what “ethnography” is. Broadly, we will explore the university as a composite of prose, numerical, and visual narratives (don’t worry we will explain what we mean as we go along). We will also introduce you to ethnographic methods. The bulk of this class will be devoted to your own ethnographic project on UIUC and to a number of substantive areas of inquiry about the university, including student assessment; student writing; diversity, race, and affirmative action; students and new technologies; student archiving practices; and globalization and the university.

To find out more about EOTU please see our Website:

[HYPERLINK "http://www.eotu.uiuc.edu/index.htm" http://www.eotu.uiuc.edu/index.htm](http://www.eotu.uiuc.edu/index.htm)

Assignments and Grading System

“My Ethnography.” These projects will be every student’s major ethnographic research work. All students will begin working on them early in the semester and will present their progress as the semester proceeds. It is possible that some students will end up working together on a group project. All students will present their final projects during the last week of class. Throughout the semester, both teachers will comment on the research and give each student feedback. The grade, however, will be a cumulative one. We will regard your work as a portfolio in progress. You will be working in an on-line environment called the Inquiry Page (see hand-out). We shall grade the projects at the end of the semester. **60% of final grade.**

Short Assignments. You will have 6 short assignments to complete during the semester. Four of these assignments will be 1 page analytical/reflective essays. These assignments are listed in the syllabus, and they are directed not only to the readings but also to the core analytical concepts of the course. **30%, 5 points each.**

Mini-assignments. You will have 4 mini-assignments to complete. These should be quite simple and we hope fun. Their results will help EOTU community artist, Anna Callahan (see: [HYPERLINK "http://www.eotu.uiuc.edu/events/2003-04anna.htm" http://www.eotu.uiuc.edu/events/2003-04anna.htm](http://www.eotu.uiuc.edu/events/2003-04anna.htm)) **10%, 2.5 points each**

Each student is expected to make at least 2 extended office visits with Abelman and Kelleher during the semester. Meeting during office hours is preferred, but alternative times may be arranged with one of the instructors.

Books and Readings to Purchase:

The one book required for this class is available at the various university bookstores (Cathy Small, Voyages: From Tongan Villages to American Suburbs (Ithaca: Cornell U. Press, 1997). There is a short course pack of required readings. It is available for purchase at **Dup-It, 808 S. Sixth St., Champaign. Please phone them at 337-7000 to order a course pack. Course packs will not be pre-printed. You must order an individual copy for yourself in order to buy one.** Please do this as soon as possible since there may be a wait of several days, and materials from the course pack are required reading during the second week of classes. Many of our readings, not all, are on the web, and we'll e-mail all class members an attachment of the reading schedule so that students can more easily access the web-based materials.

Class/Reading Schedule

* indicates reading from course pack. Some readings will be handed out in class or are available on e-reserve.

August 28

First Class: Introductions, Review syllabus, Key Concepts

I. THE UNIVERSITY – OUR UNIVERSITY I

Week 1

Tuesday, September 2

The Research University

* Ewell, Peter. 1998. Who Do You Think You Are? The Art of the Institutional Reality Check. University Business: 20-21.

Boyer Commission on Educating Undergraduates. 1998. Reinventing Undergraduate Education: A Blueprint for America's Research Universities. Stony Brook, NY: State University of New York at Stony Brook for the Carnegie Foundation for the Advancement of Teaching. HYPERLINK "http://naples.cc.sunysb.edu/Pres/boyer.nsf/" <http://naples.cc.sunysb.edu/Pres/boyer.nsf/>

In Class Exercise: Comparison (peer) group selection (CGSS), National Center for Higher Education Management Systems (NCHEMS).

Short Assignment #1: (Due at beginning of class) Write one page describing your UIUC story? You might decide to write about how and when UIUC came onto your personal/cognitive map, about how you ended up coming here, or about your sense of what sort of university this is and where you fit in it.

Thursday, September 4

UIUC: prose narratives

EOTU Homepage – see: narratives on UIUC: HYPERLINK "<http://www.eotu.uiuc.edu/tools/narratives.htm>" <http://www.eotu.uiuc.edu/tools/narratives.htm>

* Gabelnick, Faith. 2002. Leading Institutional Transformation: The Architecture of Change. Selections: Learning the Stories on Our Campuses, 6-7.

The Illinois Board of Higher Education. 1999. A Citizen's Agenda for Illinois Higher Education. The Illinois Commitment: Partnerships, Opportunities, and Excellence (HYPERLINK "<http://www.ibhe.state.il.us/Board/Agendas/1999/February/1999-02-07.pdf>" <http://www.ibhe.state.il.us/Board/Agendas/1999/February/1999-02-07.pdf>)

Come to class ready to talk about these questions: What surprised you about these different narratives? Do they make sense to you? Why and how?

Short Assignment #2 due: In one page discuss your UIUC story in relation to these diverse university narratives. How are they connected or disconnected to your narrative, and what do you think of them?

Week 2

Tuesday, September 9

The Formation of the University Student:

* Znaniecki, Florian. From The Social Role of the University Student, from Chapter 3, "The Student's Basic Role," pp. 37-53.

* Sanday, Peggy. From Fraternity Gang Rape: Sex, Brotherhood, and Privilege on Campus. Ch. 1, "Campus Party Culture," pp. 23-37.

* Bérubé, Michael. 2002. Teaching to the Six. Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture 2.1: 3-15.

Thursday, September 11

UIUC: visual narratives.

* Keith Basso, From Wisdom Sits in Places: landscape and language among the western Apache. Preface, xiii-xviii and Ch. 1, "Quoting the Ancestors," pp. 3-35.

Reading from Fieldworking by Bonnie Stone Sunstein and Elizabeth Chiseri-Strater, Ch. 5 "Researching Place: The Spatial Gaze," pp. 217-19, 223-44, 245-47. Copies to be handed out in class.

Prior to class consider the "thinking on place" advocated by Basso in relation to stories about UIUC places.

Mini-Assignment #1: Due on Thursday September 18

UIUC Places

- (1) Draw the campus path you travel most often - indicating the buildings (or parts of buildings) that you use most.
- (2) Draw another map re-naming the buildings in your map with names that more accurately represent their meaning for you.
- (3) Take a photo of one of these buildings (or a part of the building interior or exterior) in such a way as to show its meaning for you
- (4) Observe and report on (only) 5 minutes in the life of that building (or a part of the building interior or exterior).

Week 3

Tuesday, September 16

UIUC: Numerical Narratives

Introduction to J. Best, Damned Lies and Statistics at: HYPERLINK "<http://www.ucpress.edu/books/pages/9358/9358.intro.html>" <http://www.ucpress.edu/books/pages/9358/9358.intro.html>

National Center for Education Statistics (HYPERLINK "<http://www.nces.ed.gov>" www.nces.ed.gov): (under postsecondary button) HYPERLINK "<http://www.nces.ed.gov/surveys>" www.nces.ed.gov/surveys (longitudinal surveys on students) and HYPERLINK "<http://www.nces.ed.gov/ipeds>" www.nces.ed.gov/ipeds (census-type data on colleges and universities).

Measuring Up 2000: State Report Cards (The National Center for Public Policy in Higher Education) (HYPERLINK "<http://www.highereducation.org>" www.highereducation.org).

Come to class with answers to the following:

What percent of Urbana freshman in the entering class of 1998 or 1999 graduated within 4 years? (define "freshman")

What is the student/faculty ratio at UIUC? (define "student" and "faculty")

(note: keep track of your sources)

Below are the websites to consult for University of Illinois information.

Management and Information main web site

HYPERLINK "<http://www.dmi.uiuc.edu>" <http://www.dmi.uiuc.edu>

Campus organization chart:

HYPERLINK "<http://www.dmi.uiuc.edu/cp/glossary02/orgchart.pdf>" <http://www.dmi.uiuc.edu/cp/glossary02/orgchart.pdf>

Campus Profile

HYPERLINK "<http://www.dmi.uiuc.edu/cp/>" <http://www.dmi.uiuc.edu/cp/>

Student enrollment reports

[HYPERLINK "http://www.dmi.uiuc.edu/stuenr/" http://www.dmi.uiuc.edu/stuenr/](http://www.dmi.uiuc.edu/stuenr/)

Course Information System

[HYPERLINK "http://www.dmi.uiuc.edu/course" http://www.dmi.uiuc.edu/course](http://www.dmi.uiuc.edu/course)

The Association for Institutional Research, Code of Ethics

[HYPERLINK "http://www.airweb3.org/air-new/page.asp?page=140" http://www.airweb3.org/air-new/page.asp?page=140](http://www.airweb3.org/air-new/page.asp?page=140)

(From the Office of Academic Policy and Analysis)

[HYPERLINK "http://www.uoapa.uillinois.edu/" http://www.uoapa.uillinois.edu/](http://www.uoapa.uillinois.edu/)

[HYPERLINK "http://www.uoapa.uillinois.edu/databook/index.asp" http://www.uoapa.uillinois.edu/databook/index.asp](http://www.uoapa.uillinois.edu/databook/index.asp)

Thursday, September 18

UIUC: Numerical Narratives, cont.

Read the Campus Statistical Profiles on faculty and student diversity, academic qualifications of student body, regional and demographic information etc.

Come to class ready to both discuss these profiles and present your group mapping projects.

Week 4

Introducing Students' Ethnography Projects

This week will be the first week of in-class presentations on your "My Ethnography" projects. By this time, you should have consulted with one or the other professor about your research questions and strategies for solving them. Be prepared to discuss these. You should have the **EXPLORE** section of your Inquiry Unit nearly completed by September 23. Be Prepared to introduce your **EXPLORE** section and lead a discussion of it. On September 25 students should come to class having revised their **EXPLORE** sections and prepared to discuss the reasons for the revisions.

Before your presentations, we shall discuss some EOTU Inquiry work from last semester. We have a compilation of papers in the lobby of 396 Davenport. Please consult them. If you want to borrow them to read at home, please sign them out and return them the next morning.

Tuesday, September 23

My Ethnography I (Preliminary student presentations and past student presentations): Websites to browse past projects will be provided.

We shall listen to several reports from previous student ethnographic projects. All students in this semester's class are required to present the specific ethnographic project they have begun, the questions they are trying to answer, and the material

they have begun to collect in order to answer those questions.

Please be prepared to answer:

What are some of the surprises of our university inquiry thus far – and what are some of your questions?

What, if any, research idea has your work generated so far?

This week is a great opportunity to ask questions of the teachers, past students, and fellow class members about your own projects.

Thursday, September 25

II. ETHNOGRAPHY: WHY? HOW?

Week 5

Tuesday, September 30

Reading and writing ethnography: Cathy Small, [Voyages: From Tongan Villages to American Suburbs](#) (Ithaca: Cornell U. Press, 1997). Chs. Parts I and II, pp. 1-120. Be prepared to discuss the categories around which Cathy Small organizes her ethnography.

Thursday, October 2

Describing the Global in the Local: Cathy Small, [Voyages](#), Parts III and IV, pp. 121-216. Be prepared to discuss how Cathy Small puts together and makes sense of the relationships between and among the different places she discusses.

Week 6

MY ETHNOGRAPHY PROJECT STATUS: INQUIRY PAGE ENTRIES

BY OCTOBER 7, ALL STUDENTS SHOULD HAVE MADE AN EXTENDED ENTRY IN THE INQUIRE SECTION OF THEIR INQUIRY PAGES. PLEASE BE PREPARED TO SHARE THEM WITH CLASS MEMBERS.

Tuesday, October 7

Researching social space: Interviewing and Understanding:

Role Play in class: from Bourdieu, Pierre, [The Weight of the World](#), read pp. 60-76 and be prepared to role play pp. 64-76. Read excerpts from Pierre Bourdieu in the same volume, “Understanding,” pp. 612-17.

Thursday, October 9

Observing and Recording Words, Bodies, Places

PLEASE BROWSE THE ARTICLES FEATURED UNDER “ETHNOGRAPHY” ON THE EOTU WEBSITE AT HYPERLINK "<http://www.eotu.uiuc.edu/tools/ethnography.htm>" <http://www.eotu.uiuc.edu/tools/ethnography.htm>. COME TO CLASS PREPARED TO DISCUSS THEIR METHODS AND FINDINGS IN RELATION TO YOUR PROJECTS.

Short Assignment #3: 1 page (no more!) On methods: Please take one of the methods used by the writers we've examined during the last three weeks and discuss its relevance and usefulness for the project you are planning or for understanding a particular place (space) at the University of Illinois. You can write about the strengths and weaknesses of a particular method, or you might choose to focus on why you would adopt a particular method for a certain research problem and why. **(due in class on Tuesday, Oct. 14)**

III. THE UNIVERSITY – OUR UNIVERSITY II

Week 7

BY THE END OF THIS WEEK, ALL STUDENTS SHOULD HAVE MADE AN ENTRY IN THE INVESTIGATE 1 SECTION OF THEIR INQUIRY UNITS. PLEASE BE PREPARED TO SHARE THEM AND ASK QUESTIONS ABOUT THEM ON OCTOBER 16. PLEASE PERUSE THE SITES OF OTHER STUDENTS.

Tuesday, October 14

Performance – Assessment -- Value: Student Learning

Ewell, Peter T. 1997. Accountability and Assessment in a Second Decade: New Looks or Same Old Story. American Association of Higher Education Keynote Address. Selection, 7-14. To be passed out in class.

Ewell, Peter. 2000. Grading Student Learning: Better Luck Next Time. 1-4 (HYPERLINK "<http://measuringup2000.highereducation.org/PeterEwell.cfm>" <http://measuringup2000.highereducation.org/PeterEwell.cfm>).

American Academy for Liberal Education. 2000. The Academy's Education Standards. 1-4 (HYPERLINK "<http://www.aale.org/edstand.htm>" <http://www.aale.org/edstand.htm>).

*Light, Richard J. 2001. Making the Most of College: Students Speak Their Mind. Cambridge, MA: Harvard University Press. Selection, The Assessment Project, 217-226.

Thursday, October 16

Performance – Assessment -- Value: Student Engagement

National Survey of Student Engagement (NSSE): HYPERLINK "<http://www.indiana.edu/~nsse/>" <http://www.indiana.edu/~nsse/> - should we direct them to some parts of it?

*Light, Richard J. 2001. Making the Most of College: Students Speak Their Mind. Cambridge, MA: Harvard University Press. Selections, Powerful Connections, 13-22; Good Mentoring and Advising, 81-103; Faculty Who Make a Difference, 104-128 (These final 24 pages are available on e-reserve).

Short Assignment #4 due in class: (1 page, no more) Please answer: After

completing these readings and reflecting on your own student experience, how do you think student learning (and engagement, if you think this construct is important) should be evaluated and why?

Week 8

BY THE END OF THIS WEEK (OCT. 23), ALL STUDENTS SHOULD HAVE ENTERED MATERIALS IN INVESTIGATE ii (READINGS, KEYWORDS, AND CONSTRUCTS). PLEASE BE PREPARED TO DISCUSS YOUR ENTRIES ON OCTOBER 23.

Tuesday, October 21

EOTU Nested Project I: Student Writing

*Herrington, Anne J. 1992. "Composing One's Self in a Discipline: Students' and Teachers' Negotiations" in *Constructing Rhetorical Education*, M. Secor and D. Charney, eds. (Carbondale, IL: Southern Illinois University Press), 91-115.

*Worth Anderson, Cynthia Best et al, "Cross-Curricular Underlife: A Collaborative Report on Ways with Academic Words." *College Composition and Communication*, Vol. 41, No. 1. February 1990.

Deborah Brandt, "The Means of Production: Literacy and Stratification at the Twenty-First Century, pp. 169-186 in her *Literacy in American Lives* (Cambridge: Cambridge University Press, 2001). On E-reserve.

In-Class Exercise: Share with the class one of your papers/exams and the feedback you received. Be prepared to discuss how you accepted (or rejected) it and its effect upon you.

Thursday, October 23

Where is the Library in the University Library? See: HYPERLINK "http://door.library.uiuc.edu/rex/instruction/eotuproject/" <http://door.library.uiuc.edu/rex/instruction/eotuproject/>
Visit from library staff.

Week 9

Creating Ethnographies

Tuesday, October 28

Thursday, October 30

Students should come to class on Tuesday with at least one entry made in the CREATE section of their Inquiry Units. Students will share this work with course members. It is important to describe not only the results of the work but also the difficulties in producing it. Writing ethnography is difficult, and we should all share both the joy and pain of doing it along with our substantive results.

On Thursday we shall discuss each other's findings as much as possible. Students should elaborate on what they have discovered and what questions remain to be answered. We'll ask that all students reflect on their work, tell you some of our own struggles with figuring out the meaning of data collected, and request that you share

your difficulties and successes. It is important that students share any unpredicted circumstances/problems/questions they have encountered.

Week 10

Tuesday, November 4

EOTU Nested Project II: Race, Affirmative Action, and “Diversity” I

Light, Richard J. 2001. Making the Most of College: Students Speak Their Mind. Cambridge, MA: Harvard University Press. Selection, Diversity on Campus, 129-159. On E-Reserve.

Bowen, William G. and Derek Bok. 1998. The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions. Princeton, New Jersey: Princeton University Press. Selection, Historical Context, 1-14. On E-Reserve.

WEB stuff on the Michigan Case: HYPERLINK "<http://www.umich.edu/news/Releases/2003/Jun03/supremecourt.html>" <http://www.umich.edu/news/Releases/2003/Jun03/supremecourt.html>

Please peruse the materials organized at this site. Read the decision and at least two of the submissions by interested outsiders, one by supporters and one by opponents of the University of Michigan’s position.

Read Chancellor Nancy Cantor’s remarks at:

HYPERLINK "<http://www.admin.uiuc.edu/oc/chancellor/cantoraffirmative.htm>" <http://www.admin.uiuc.edu/oc/chancellor/cantoraffirmative.htm>

Thursday, November 6

EOTU Nested Project II: Race, Affirmative Action, and “Diversity” II

*Bowen, William G. and Derek Bok. “Diversity: Perceptions and Realities, pp. 218-255 in The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions (Princeton, New Jersey: Princeton University Press, 1998)

Reader?Orlando Patterson, “Affirmative Action: The Sequel” OP-ED: *The New York Times*. To be handed out in class.

Short Assignment #5 (one page due in class): Write a paper that develops your position on the Michigan case (race and affirmative action) and relates it to the University of Illinois.

Week 11

My Ethnography III: Creating, Discussing (Creating), Connecting

Tuesday, November 11

Thursday, November 13

All students will share their work. Since the last meeting, more ethnographic materials should have been deposited in the CREATE section of the inquiry unit and a discussion of the materials should be begun before class on Tuesday. Again, we'll talk about difficulties, successes, and the pleasure/pain of your inquiries. On Thursday we'll ask all students to share their attempts at connecting their data to ideas from the readings, from social theory, or other ethnographic work. At this point, projects should be fairly well developed and final positions should be beginning to be thought through in a first draft or outline.

Week 12

Tuesday, November 18

EOTU Nested Project III: Archiving Student Life

Session at the UIUC Student Life and Culture Archives with Ellen Swain.
We may move this session to an earlier point in the semester.

Mini-assignment #2

Exploring UIUC connections

Go to the student archives and research a person that has something in common with you.

Maybe you have the same first or last name. Maybe you're from the same home town or belong to the same organization.

Write two short pieces. (1) Tell us something about their life or experience at UIUC that interests you; also indicate why you are interested. (you may include information about the University or the social environment at the time as it might have related to the person you chose). (2) Tell us what this person's life or experience at UIUC makes you think about in relation to your own UIUC life/experience.

Thursday, November 20

EOTU Nested Project III: Archiving Student Life and the New Technologies

Fieldworking Ch. 4 "Researching Archives," pp. 169-187. (e-mail, IM, homepages, etc.). On E-Reserve.

In-Class Exercise: write about an item or object that has meaning for you and that you would want to have archived. How would you want it classified, labeled, and stored? .

THANKSGIVING BREAK

Week 13

Tuesday, December 2

EOTU Nested Project IV: The University and its Borderlands I

*Herzberg, Bruce. 1994. Community Service and Critical Teaching. CCC 45.3: 307-319.

Ehrlich, Thomas. 2000. Civic Engagement.1-4 (HYPERLINK "<http://measuringup2000.highereducation.org/ThomasEhrlich.cfm>" <http://measuringup2000.highereducation.org/ThomasEhrlich.cfm>).

Campus Contract. Declaration on the Civic Responsibility of Higher Education. Webstie to be provided.

Relevant Report: HYPERLINK "<http://lrs.ed.uiuc.edu/p16/P-16-Report.html>" <http://lrs.ed.uiuc.edu/p16/P-16-Report.html>

Nancy Cantor, "What we want students to learn: cultivating playfulness and responsibility in a liberal education" from Change Magazine: HYPERLINK "<http://www.admin.uiuc.edu/oc/chancellor/cantorchange.htm>" <http://www.admin.uiuc.edu/oc/chancellor/cantorchange.htm>

UIUC Partnership Illinois (HYPERLINK "<http://www.oc.uiuc.edu/oc/pi/>" <http://www.oc.uiuc.edu/oc/pi/>) (focus on the East St. Louis Project).

Short Assignment #6: In 1 page (no more!) state your position on the importance (or lack thereof) of student civic engagement (and indicate what you mean by that construct (due in class).

Mini-assignment #3 (in groups)

Rethinking UIUC-Community Ties

Your group should choose several off-campus jobs - either in Champaign or Urbana - and trace their effect on the University community. For example: Person X works a Meijer in the Pharmacy. They are also a member of the Boys and Girls Club that gives out an annual scholarship to the U of I. Present a visual diagram of the indirect affect to the University. Take photos that reveal these connections.

Thursday, December 4

EOTU Nested Project V: Globalization and the University

Green, Madeleine, Peter Eckel, and Andris Barblan. 2002. The Brave New (and Smaller) World of Higher Education: A Transatlantic View. Washington D.C.: American Council on Higher Education. Selection: An Unholy Trinity? Three Forces for Change: Technology, Globalization, and Competition. 7-15. On E-Reserve.

Hayward, Fred M. and Laura Siaya. 2003. Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys about International Education – Executive Summary. American Council on Education: The International Initiatives Program. 1-6. (HYPERLINK "http://www.acenet.edu/programs/international/mapping/intl_summary2.cfm" http://www.acenet.edu/programs/international/mapping/intl_summary2.cfm).

Mini-assignment #4

Have an international student (i.e., one who has come from outside of the United States) introduce you to the things they have brought from their country. Explore why these are the particular items they have carried with them. Reflect on what you learned from this assignment. If possible photo document some of the items in a manner you find appropriate.

Week 14

Discussing, Connecting, Reflecting: Sharing the Results of Inquiry

Tuesday, December 9

Thursday, December 11

Having drafted the DISCUSS and REFLECT box on the Inquiry Page, students should share their conclusions and tell the stories of doing the work and making the questions that got them there. It will be important to share your reflections on your work. What new questions have come up at the end? What might you do differently? Did your research affect the way you understand the university, your self, the world?

By December 13 please edit your Inquiry Page for archiving (whether or not you are willing to have it archived – a matter we will discuss early in the semester)