

EPS 500pf1: *Race and Ethnography: A Study of the University* update 10/21/04
Fall 2004

Tuesdays and Thursdays 3:30 to 4:50 in 145 Armory
Dean Priscilla Fortier
Office of Minority Student Affairs and McNair Scholars Program
130 Student Services Building
pfortier@uiuc.edu
333-0054

This seminar is not only a course, but part of a cross-campus initiative. As a member of this course you are joining a campus-wide learning community in which UIUC is being explored ethnographically. The initiative itself is titled Ethnography of the University, and the designated area of concentration for 2004-05 is "Race and the University." More information about EOTU is available at www.eotu.uiuc.edu/index.htm.

We will begin the course by thinking about what the university is, as well as about race as an area of inquiry within the university's narratives. A third area of concentration will be "ethnography," and you will learn and practice the basic skills of observation, interviewing, and writing as an ethnographer.

The course is intended to allow summer 2004 SROP and McNair scholars the opportunity to continue (into fall of 2004) qualitative research projects begun in the summer. Although students will be coming to the course from different summer research disciplines, each will be expected to produce a final project conducted via ethnographic research methods. Several smaller projects will also be assigned.

Class Participation:

This class will be conducted as a combined seminar and independent study. Seminars require active participation and mandatory attendance. You are expected to complete all assigned readings before class, to bring questions about the readings to each meeting, and to be a willing discussant. In addition to the group meetings, individual meetings with the instructor will be scheduled throughout the semester and will also require preparation and active participation. Because the class is very small, attendance is very important. If you must miss class or an individual appointment for health reasons or a personal emergency, you should obtain a medical or dean's excuse. More than one unexcused absence will count against your grade.

Inquiry Page Website:

We will be using a virtual community called the Inquiry Page (www.inquiry.uiuc.edu). You will soon be added as a user to our group on that page.

Readings:

Required Book: Goodall, H. Lloyd. (1996). Writing the New Ethnography. Altamira Press, 2000.

Other readings will be given out in class, available electronically, or available for purchase at UpClose copy shop on Sixth Street.

Assignments and Grading:

| | |
|--|------------|
| Final Project..... | 40 points |
| Draft of Final Project..... | 5 points |
| Shorter Writing Assignments: (5 pts. each)... | 25 points |
| Participation in Seminar Discussion..... | 20 points |
| Participation in Individual Meetings..... | 10 points |
| TOTAL..... | 100 |

The instructor reserves the right to change course requirements for individuals or for the class.

Syllabus:

August 26

Introduction, Review Syllabus, View EOTU site and Audio Narratives on website, Info on Human Subjects

Week 1

Tuesday, August 31st

THE RESEARCH UNIVERSITY

James T. Bonnen, November 1996. *Land Grant Universities are Changing*.
<http://www.adec.edu/clemson/papers/bonnen1.html>.

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

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

Short assignment # 1: How do you think about the University? That is, how have you imagined it and what do you think of it now? Bring one page to share.

Thursday, September 2nd

THE RESEARCH UNIVERSITY: UIUC Narratives:

First Annual Report: Diversity Initiatives Planning Committee; University of Illinois; May 2002

The Illinois Board of Higher Education. 1999. A Citizen's Agenda for Illinois Higher Education. *The Illinois Commitment: Partnerships, Opportunities, and Excellence*

<http://www.ibhe.state.il.us/Board/Agendas/1999/February/1999-02-07.pdf>

EOTU Homepage—see narratives on UIUC:

<http://www.eotu.uiuc.edu/tools/narratives.htm>

Short assignment # 2 (1 or 2 pages): How does your Illinois story connect to these? Are these narratives connected to, or disconnected from, to yours?

Week 2:

Tuesday, September 7th

THE RESEARCH UNIVERSITY: Diversity on Campus

Light, Richard. 2001. In Making the Most of College. Ch. 7, *Diversity on Campus*, pp. 129-159.

Feagin, Joe. 2002. In The Continuing Significance of Racism: U.S. Colleges and Universities, *Continuing Issues in Higher Education*, pp. 13-19. Occasional Paper: First in a Series from the American Council on Education.

Williamson, Joy Ann. 2003. In Black Power on Campus, Ch. 1, *Black Youth Forcing Change*, pp. 7-34.

Thursday, September 9th

INTRO TO ETHNOGRAPHY

Read first two chapters in Goodall Text, pp. 21-81

Sunstein, Bonnie Stone and Chiseri-Strater, Elizabeth. 2002. In Fieldworking, Ch. 5, *Researching Place: The Spatial Gaze*. pp. 217-247.

Wednesday, September 8th-Friday, September 10th

Individual meetings with instructor on research projects

Week 3

September 14th-16th

INTRO TO ETHNOGRAPHY: Place

NO REGULAR CLASS MEETINGS

**Short assignment # 3: Complete *Mapping Space* assignment on p. 233 of Stone and Chiseri-Strater:
(Worth 10 points—same as two smaller assignments)**

Assignment summary:

In groups of two, record and gather observations during a half-hour of an everyday routine. Work collaboratively so that you can collect a range of data.

1. Obtain access
2. Record your assumptions
3. Take notes on the overall setting
4. Map the space
5. Describe the activities and record the conversation
6. Talk with your partner
7. Write up your data collaboratively

Week 4

Tuesday, September 21st

ETHNOGRAPHY: Reading and Interviewing

Present *Mapping Space* projects

Readings on Ethnography and Interviewing:

*Sunstein, Bonnie Stone and Chiseri-Strater, Elizabeth. 2002. In *Fieldworking*, *Friday Night at Iowa* 80, pp. 24-41; also *The Interview: Learning to Ask*, pp. 368-391.

Thursday, September 23rd:

Role Play in class:

*Bourdieu, Pierre, *The Weight of the World*, read and be prepared to role play pp. 64-76.

Browse the websites below and find at least one working paper to read and share with the class. Bring the paper to class and explain the findings of the study and its implications for your own research. (Be sure to read an entire paper, not just an abstract!)

<http://www.ethno.isr.umich.edu/pubs/index.html>

<http://www.celf.ucla.edu>

<http://www.emory.edu/college/MARIAL/pdfs/Shore028-03.pdf>

http://www.emory.edu/college/MARIAL/pdfs/Duke_Fivush027-03.pdf

Week 5

Tuesday, September 28th

ETHNOGRAPHY: the Archives

Presentation by University archivist at the Archives Research Center, 1707 S. Orchard St. in Urbana. The Center is in the Horticulture Field Lab at the corner of Orchard and Florida. The Number 8 Orchard Downs bus goes there—or it's a 20 minute walk from the quad.

Short assignment #4: Project on Student Life and Culture:

Using the university archives, find a previous student with whom you have something in common. For example, that person might be of the same racial/ethnic background, might have belonged to the same organization, or might have come from the same hometown, etc. Write a 1 to 1 ½ page paper about that student's experiences and include your own self-reflexive considerations. Due on Thursday, October 7th.

Thursday, September 30th

Individual meeting with instructor on research projects

Before meeting, complete the EXPLORE and make an entry in the INQUIRE section of your inquiry unit. You will need to have your research question(s) and the material you have begun to collect and examine.

Week 6

Tuesday, October 5th

ETHNOGRAPHY: Writing

Introduce the rest of the class to your project. Plan to introduce your EXPLORE and INQUIRE sections and lead a discussion.

Thursday, October 7th:

Archives project due.

Week 7

Tuesday, October 12th

ETHNOGRAPHY: More Writing

Read chapter 3 in Goodall Text, pp. 83-150.

Thursday, October 14th

Individual meeting with instructor on research projects

Week 8

Tuesday, October 19th

THE UNIVERSITY AS A SUBJECT OF INQUIRY

Possible reading assignment to be assigned

Plan to introduce your INVESTIGATE section, based on the meeting with the instructor.

Thursday, October 21st

Illinois Statistical Narratives

Reading: Introduction to Best, J. Damned Lies and Statistics at

<http://www.ucpress.edu/books/pages/9358/9358.intro.html>

Browse the following websites and come to class with the information/answers requested below:

2003 Senior Survey

<http://www.oir.uiuc.edu/assessment/reports/2003-sr-survey.pdf>

Faculty Status Report:

<http://www.eoa.uiuc.edu/Faculty%20Status%20FY03/FacultyStatus2003.htm>

Management and Information main website:

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

Campus organization chart:

<http://www.dmi.uiuc.edu/cp/glossary03/orgchart.pdf>

Campus profile:

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

Student enrollment reports

<http://www.dmi.uiuc.edu/stuennr>

From the Office of Academic Policy and Analysis:

<http://www.uoapa.uillinois.edu/>

- 1) On pages 26 or 27 of the Senior Survey, identify a statistic that you find interesting or surprising.
- 2) In the Faculty Status report, choose a college and determine which department in that college has the best 10-year record for hiring Latino faculty members. What is the overall percentage for the entire college?
- 3) What percent of Urbana freshmen in the entering class of 1995 or 96 graduated within six years?
- 4) Although a large number of individuals report to the Chancellor, one is often called “first among peers.” What is that person’s title?
- 5) Which five Illinois counties send the most students to the University?

The following are readings for the second half of the semester. You are expected to come to class with a discussion question for each article.

Week 8

Tuesday, October 26st:

THE UNIVERSITY AS A SUBJECT OF INQUIRY: The College Student--Diversity and Intellectual Development

Evans, N. J., Forney, D. S. & Guido-DiBrito, F. (1998). Perry’s Theory of Intellectual and Ethical Development. *Student Development in College*. (pp. 127-145.) San Francisco: Jossey-Bass.

Terenzini, P., et al., The Transition to College: Diverse Students, Diverse Stories, pp. 54-65. (sent via email as a pdf file)

Thursday, October 28th:

Minorities in Higher Education: 1999-2000, Seventeenth Annual Status Report. The Benefits of Racial and Ethnic Diversity in Higher Education, (pp. 39-63). American Council on Education (course pack)

Levine, A. (1998). *When Hope and Fear Collide*. Multiculturalism: The Campus Divided, (pp. 71-92). San Francisco: Jossey-Bass. (course pack)

Week 10

Tuesday, November 2nd

THE UNIVERSITY AS A SUBJECT OF INQUIRY: Learning and Engagement

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Powerful Connections, (pp. 13-22); Good Mentoring and Advising, (pp. 81-103);

Faculty Who Make a Difference, (pp. 104-128). (handout) and The Assessment Project, (pp. 217-228). (course pack)

Astin, A. (1984). Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Personnel*, 25 (4), 297-308.

Milem, J. (2001). Increasing Diversity Benefits: How Campus Climate and Teaching Methods Affect Student Outcomes. In G. Orfield and M. Kurlaender (eds) *Diversity challenged: Evidence on the impact of affirmative action*. (Pp. 233-249). Cambridge, MA: Harvard Education Publishing Group.

Thursday, Nov. 4

Meeting with Hyun Kim

Week 12

Tuesday, Nov 9th

Plan to give a progress report on your projects. You should have made **substantial** entries in *both connections* sections, and in either (or both) the *project diary*, or the *create* section. You can choose (either or both) the *diary* or *create* in which to put notes related to your interviews, new ideas you have about your project, etc. *Connections* should include your thoughts about readings and other researchers' work. Note that your final "paper" goes into the *discuss* or the *discuss and reflect* sections. If policy recommendations seem appropriate, you may use that box also.

If you don't already have a favorite style manual that you have used for previous research, please use the APA format. Final projects should be the *equivalent* of at least ten double-spaced pages.

Thursday, Nov 11th:

THE UNIVERSITY AS A SUBJECT OF INQUIRY: Affirmative Action

Bowen, W.G., and Rudenstine, N.L. (2003). Race-Sensitive Admissions: Back to Basics. Andrew W. Mellon Foundation. (20 pages)
<http://www.mellon.org/publications/Admissions/load.htm>

Bowen, W.G. and Bok, D. (1998). Historical Context. In *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*. Princeton: Princeton University Press (course pack)

Week 13

Tuesday, Nov. 16th:

Cantor, N. and Schomberg, S. (2002) What WE WANT Students to LEARN: Cultivating Playfulness and Responsibility in a Liberal Education. *Change* 34(6), pp. 47+. To be emailed.

Go to this website and do a 5-minute oral summary of one of these reports (*Reports Prepared for the Lawsuits*)

<http://www.umich.edu/~urel/admissions/research>

Thursday, Nov. 18th

Individual Meeting with Instructor

Week 14

November 22-26

THANKSGIVING BREAK

Week 15

Tuesday, Nov 30

TBA, Catch-up, wrap-up

Creef, E. T. (2002) Discovering My Mother as the Other in the Saturday Evening Post.
In N. K. Denzin and Y. S. Lincoln (eds.) *The Qualitative Inquiry Reader*. (pp. 73-89) Thousand Oaks, CA: Sage Publications. (course pack)

Thursday, Dec. 2nd and Tuesday, Dec. 4th (LAST DAY CLASS MEETS)

FINAL PRESENTATIONS

Friday, Dec. 10th

EOTU CONFERENCE (TENTATIVE) AND FINAL INQUIRY PAGE ENTRIES DUE