

**Anthropology 285 - Ethnography**  
Fall 2005  
Schroeder Hall 103, MW 4-5:15

Professor Gina Bessa

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Course Website: [ilabs.inquiry.uiuc.edu](http://ilabs.inquiry.uiuc.edu)

Course Materials available at: [www.cas.ilstu.edu/shac](http://www.cas.ilstu.edu/shac)

Office Hrs: Thurs. 3:30-4:30 or by appointment

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### **Course Description**

This course provides students with hands-on training in ethnographic methods and writing. *Ethnography* refers to both a kind of qualitative research methodology and (perhaps more appropriately) to the final writing product that results from such research endeavors. Ethnographic research is the hallmark of socio-cultural anthropology, but is extensively used in many disciplines. There is no single definition, nor set of accepted criteria, for what constitutes *ethnographic research*. Usually, ethnographic fieldwork involves participant-observation and interviews, often in some sort of local context, involving relatively small numbers of research participants (although ethnographers have been known to employ large-scale surveys and other quantitative research methodologies). *The purpose of ethnographic research is usually to learn how members of a community make sense of their own community and its relationships with other people, communities, and institutions.* Ethnographers usually enter the “field” to figure out “what is going on” in some particular social environment. Even the most cursory review of the literature on ethnographic methods, however reveals a range of approaches and a vast array of research techniques – we will not attempt to cover this diversity.

Assigned readings for the course introduce issues of research ethics, project design, ethnographic writing and representation, and provide examples of ethnographic research. The primary focus is on hands-on student research activities. Instead of attempting to present a whole smorgasbord of research methods or to survey the vast literature on ethnographic fieldwork, we will focus on a small selection of techniques that are central to much anthropological fieldwork (field note taking, participant observation, interviewing, mapping) and that are most likely to be useful and relevant for students’ semester projects. Other techniques and issues will be discussed and incorporated as they emerge from student inquiry. You will not conduct a full-blown research project but instead will get “a taste of ethnographic research through a series of ethnographic exercises. At the end of the semester, you will write a brief ethnographic research proposal.

This course will provide you with conceptual and practical tools to help you become researchers on a topic about which you already know quite a bit: the university. Our class will focus on theme, “The University and the Community.” We will ask questions like: What kind of institution is ISU? What is the mission of ISU and why? What distinguishes ISU from similar institutions in Illinois? How is the university mission achieved (or not) through everyday practices on and off campus? Who does (doesn’t) the university serve? We will do some reading on universities and ISU in particular to get us started in this direction. Your job as ethnographic

researchers will be to choose some small aspect of life at and around ISU that helps us to understand something about the questions above.

As you develop your research projects, you will be asked to link your local, specific research questions to larger social processes and forces. You will also be asked to consider who might find this research useful and how the results of your investigations might be utilized to promote education, improve the university community, or forge effective university-community collaborations.

### **Ethnography of the University (EOTU) Affiliation**

This course is affiliated with the EOTU project at the University of Illinois at Urbana-Champaign. The EOTU facilitates and supports courses at UIUC and other college campuses that incorporate a student research component in which students conduct ethnographic research on the university. As an EOTU-affiliated course, we will resources available on the EOTU website ([www.eotu.uiuc.edu](http://www.eotu.uiuc.edu)), the specially designed web-pages, or “inquiry pages,” where students will record their research, and a class iLab, a web-based classroom environment that will help us organize and share our work.

We will build on previous semesters of student-research on the university included in the EOTU “University and Community” Gateway. You will also be encouraged share your findings through an EOTU conference and at the U of I and Illinois State University’s Undergraduate Research Symposium and by archiving your inquiry pages with the EOTU project so that future students can build on your work.

### **Required Texts**

Mitchell Duneier (1999) Sidewalk. New York: Farrar, Strauss, Giroux. (“S” in course outline)  
Karen O. Reilly (2005) Ethnographic Methods. London: Routledge. (“EM” in course outline)  
Cathy A. Small (1997) Voyages: from Tongan Villages to American Suburbs. Ithaca and London: Cornell University Press. (“V” in course outline)

### **Other Required Readings**

Available in a course pack from Rapid Print or through my instructor (glbessa) folder at SHAC

### **Course Requirements**

*Attendance:* Due to the collaborative nature of the course, attendance is required. Absence from class will negatively affect your final grade.

*Class participation:* Class participation includes participation in class discussions, group work, presentations of your research to the class and your posted comments on other students’ work.

*Readings and Reading Responses:* Reading assignments should be completed before you come to class. Six times during the semester, you will be required to post a brief critical reflection/response to the readings by the evening before class (due dates and times are listed in the course outline). In these responses, I *do not* want a summary of the reading. Rather, I want

you to state why the reading was (or was not) interesting and helpful, question any murky points in the reading, and propose questions for in-class discussion.

*Inquiry Pages:* You will post the results of your research exercises on an Inquiry Page (IP) so that readers (your partners and I) can accompany the progress of your research. You should think of your IP as a cumulative portfolio. You will get points for completing the different exercises and IP sections, but a good overall project at end of the semester will be rewarded with a good overall grade.

### Grading

Reading Responses (RR) and Exercises

[5 = excellent, 4 = very good, 3 = good, 2 = adequate, 1 = insufficient]

(there are 12 assignments, you can miss two)  $10 \times 5 = 50$  (25%)

IP entries  $14 \times 5 = 70$  (35%)

Project report = 30 (15%)

Proposal = 30 (15%)

Participation = 20 (10%)

TOTAL Points: 200

### Summary of Deadlines

<i>For class on:</i>	<i>Please turn in assignment by _____ at/on _____</i>
W Aug 24	Answers to questions due in class
M Aug 29	RR Due by email <b>6pm Aug 28th</b>
W Aug 31	IRB exercise due in class
W Sept 7	RR due by email <b>Tues, Sept 6<sup>th</sup> by 6pm</b>
M Sept 12	Essay on "Why ISU?" due in class
W Sept 14	RR due in class
M Sept 19	Exercises due in class
W Sept 21	2 exercises posted to your iLab by class time
M Sept 26	2 entries to iLab posted by <b>Sun Sept 25, 6pm</b>
W Sept 28	2 Entries to iLab by class time
M Oct 3	Comments on your group members' IPs by class time
W Oct 5	Archive activity due in class
M Oct 10	IP entry posted by <b>Sun, Oct 9, 6pm</b>
W Oct 12	Interview 1 entry due <b>by noon</b>
M Oct 17	RR to Cathy Small posted in Other by <b>Sun Oct 16 6pm</b> IP entry "Reflections" due by class time
W Oct 19	Entry to iLab due by class time.
M Oct 24	IP entry by <b>Sun Oct 23, 6pm</b>
W Oct 26	RR posted under Other by <b>noon Oct 26<sup>th</sup></b>
M Oct 31	RR to Duneier posted under Other by <b>Sun Oct 30 6pm</b>
W Nov 2	Entry posted to iLab by class time
W Nov 9	RR Due in class
Nov 14 - 16	Postings by class time
<b>Friday Dec 2</b>	Project report entry under Discuss due <b>by 6pm</b>
M Dec 5	Implications entry posted by class time

<b>Friday Dec 9</b>	Final proposal due, upload under Other.
<b>Thurs Dec 15</b>	<b>By 3:10 pm</b> have editing of IP completed.

**CLASS SCHEDULE (subject to change)**  
**(9-14-05)**

**Week 1 – Getting Started: Introductions and Ethnography Defined**

**M – Aug 22** Introductions, class requirements, EOTU, iLab and Inquiry Pages

**W – Aug 24**

Readings Due: EM - Ch1 “Introduction to Ethnographic Methods” (pp 1-24); S- Introduction (pp1-14), Appendix 1 “Statement on Methods” (pp 333-357).

Assignment: Be prepared to discuss in class: Do O’Reilly and Duneier think about ethnography in the same way? What does Duneier mean when he says he uses an “extended place method” to avoid the ethnographic fallacy?

**Week 2 - Ethics in Ethnographic Research**

**M – Aug 29**

Readings: EM – “Where to begin” (pp 23-58) and “Ethical Ethnography” (pp 60-83); S- “The Book Vendor” (pp 17-42); Michael Moffat (1987) *Coming of Age in New Jersey* “Orientation” (pp1-23). (PDF file in Shac server called “MoffatOrientation”)

Assignment: Reading Response #1 Due (email your response to me at [glbessa@ilstu.edu](mailto:glbessa@ilstu.edu) by **Sun. Aug 28 6pm**) : What ethical issues arise in the fieldwork of Duneier (in what we’ve read so far) and Moffat? What do you think about the researchers’ solutions to those problems? (10 pts)

**W – Aug 31**

Readings: “AAA Code of Ethics” (1998) <http://www.aaanet.org/committees/ethics/ethcode.htm> , “Statement on Ethnography and Institutional Review Boards” (2004) <http://www.aaanet.org/stmts/irb.htm> , “ISU IRB Policy and Compliance” <http://www.rsp.ilstu.edu/policy> (See headings under IRB\_ Research with Human Subjects)

Class Assignment: Use materials on ISU’s IRB Research Policy and Compliance website to answer the following questions (Bring answers to class, you will turn these in):

1. Based on what you know about the research we will be doing this semester, are you required to get IRB approval for your semester projects? (why or why not? Is it “exempt” or subject to “expedited” or “full review”?)
2. If your project is subject to review, who on campus will be looking at it and making a decision?
3. Before you interview someone, what are the things you must tell that person?

### **Week 3 – Doing Ethnography – Participant Observation and Ethnographic Fieldnotes**

**M – Sept 5:** Labor Day. No Classes

#### **W- Sept 7**

Readings: EM – “Participating and Observing” (pp 84-111); *Writing Ethnographic Fieldnotes* “Fieldnotes in Ethnographic Research” (pp 1-16), S- “The Magazine Vendors” and “Men Without Accounts” (43-111)

Assignment: Reading Response #2 Posted send by email to [gbessa@ilstu.edu](mailto:gbessa@ilstu.edu) by **Tues, Sept 6<sup>th</sup> 6pm.**

### **Week 4 - The “Field” in Fieldwork: Texts and Contexts**

#### **M – Sept 12**

Readings due: Vered Amit “Introduction: Constructing the Field” in *Constructing the Field: Ethnographic Fieldwork in the Contemporary World* (pp1-18); V- “Part I– Departures” (Chapt 1 and 2, pp. 1-55); S – “How 6<sup>th</sup> Ave Became a Sustaining Habitat” (pp 115-154)

Assignment: Write one-page about why you came to ISU. When and how did you find out about ISU? What led you to enroll here? (Bring this to class and be prepared to share).

Bring at least one question related to research ethics, IRB policy, or informed consent to class for Bruce Deason.

Class Visitor: Bruce Deason. Assistant Director of Research Policy and Compliance at ISU.

#### **W – Sept 14**

Readings due: Martha Balshem (1993) “The Study Community” in *Cancer in the Community* (pp 13-39); Norman Fairclough (2003) “Intertextuality and Assumptions” in *Analyzing Discourse: Textual Analysis for Social Research* (Pp 55-61) Both on Shac server.

Assignment: Bring reading response and discussion questions to class. (As usual, I will collect these, 10 pts)

We will log-on to iLabs and set up your Inquiry Pages today in Sch 219.

Activity: Under “About the Ethnographer,” tell us 1) why you are interested in ethnography, 2) why you are taking this class OR, for those of you who already have an idea for a research topic, 3) why you are interested in exploring that particular question related to “the University and the Community”

## Week 5 – University Stories

### M - Sept 19

2000 Carneige Classification

<http://www.carnegiefoundation.org/Classification/CIHE2000/defNotes/Definitions.htm>

Read “Forward,” “Category Definitions” and find ISU in the Classification Listings.

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

“The Illinois Commitment” (1 page) at <http://www.ibhe.state.il.us/About/ilcommitment.htm>

See other IBHE pages for research work.

Read/listen to selections from “The University is...”

<http://www.eotu.uiuc.edu/live/university/university.htm>

Compare these higher education institutions:

Heartland Community College, President’s Welcome

<http://www.hcc.cc.il.us/about/president.html>; and HCC Mission

<http://www.hcc.cc.il.us/about/mission.html>

Office of the President: Home <http://www.president.ilstu.edu/> and “The Goals of Illinois State” at <http://www.president.ilstu.edu/goals/>

Illinois Wesleyan U. Mission Statement: <http://www.iwu.edu/aboutiwu/mission.html>; IWU

History <http://www.iwu.edu/aboutiwu/history.html>; IWU’s Distinctive Differences

<http://www.iwu.edu/aboutiwu/distinct.html>

Assignments:

1) What do you learn from the sites above about the role(s) of universities in general (and in Illinois, compare what you know about ISU to narratives about UIUC, IWU, HCC). Did you already have ideas about these schools or others in Illinois? Reading something about these schools, what do you find surprising/interesting? And Why? 1-2 pages, bring to class

2) Choose one student EOTU researcher listed on this page:

<http://www.eotu.uiuc.edu/live/toolkit/students.htm> and review her/his work, or look at archived work here: <http://www.eotu.uiuc.edu/pedagogy/archive.htm/>

Be prepared to describe/discuss the project in class. What ideas does this give you for your own research project?

See also: [http://www.eotu.uiuc.edu/live/toolkit/toolkit\\_gateway.htm](http://www.eotu.uiuc.edu/live/toolkit/toolkit_gateway.htm)

### W – Sept 21

A Brief History of ISU <http://www.president.ilstu.edu/history/>

The American Democracy Project at Illinois State University  
<http://www.ilstu.edu/american-democracy/aboutADP/index.shtml>

The General Education Program <http://www.gened.ilstu.edu/>

ISU Non-Tenure Track Faculty Association <http://www.geocities.com/isufaculty/index.html>

Registered Student Organization: ISU Cornerstone <http://www.cornerstoneisu.org/>

About Greek Life <http://www.greekaffairs.ilstu.edu/about.html>

ISU's Academic Plan (Read sections, plus, see "Dashboard")  
<http://www.educatingillinois.ilstu.edu/Arquives>

#### Assignments:

Choose one or two university documents (you may use something from a campus department or unit; it can be an online or offline document). You should look for a text that relates in some way to your research interests. Use Fairclough and Balsham to help you analyze it/them.

- 1) Under **Question** in your Inquiry Page (IP), create an entry titled "University Document" and paste your analysis of a university document there.
- 2) Under **Question**, create a second entry titled "Preliminary Question" and explain your research issue/question. In class we will discuss these burgeoning research ideas and I will divide you into groups. You will share your work with and comment upon the work of other members in your research group.

### Week 6 – Exploring your University and your research topic

#### M – Sept 26

Reading: "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions"

[http://www.ssrc.org/fellowships/art\\_of\\_writing\\_proposals.page/](http://www.ssrc.org/fellowships/art_of_writing_proposals.page/)

Assignments: Due Sunday, **Sept 25 by 6pm.**

1. Under **Question**, create a new entry called "Revised Question 1" (you may end up with many entries as you go along), and refine your research question based on comments you have received and based on the readings about proposal writing.
2. Under **Plan**, create an entry that describes how you will investigate this issue.

We will look at these in class.

#### W – Sept 28

Read: S Part III “The Limits of Informal Social Control” (pp. 157-228); EM – “Writing Reflexivity and Autobiography” (pp 205-229);

During class we will talk about sources for historical and archival information

Assignments: **Due by class time:**

1) Find a few sources on the topic you have chosen. Use the bibliography at the end of this Course Outline as well as your own library research. Under **Link**, create a new entry titled “Literature Review” and list at least two relevant studies you have found and how these relate to your research question. Based on these admittedly few sources, what ideas does this give you about your own research?

Revise the **Question section** (don’t erase previous entries, add new entry) as your question becomes more defined.

## **Week 7 – The Archives**

### **M – Oct 3**

Class will meet in Williams Hall, University Archives with Jo Rayfield.

Assignments: By class time, read and post comments on your group members’ research ideas so far.

### **W – Oct 5**

Reading: EM – “Interviews: Asking Questions of Individuals and Groups” and “Practical Issues in Interviewing;” from Pierre Bourdieu *The Weight of the World: “To the Reader” and Understanding”*

Archive Exercise Due in class.

## **Week 8 – Participant Observation and Ethnographic Interviews**

### **M – Oct 10**

Readings: Selections from Pierre Bourdieu *The Weight of the World: “Jonquil Street” and “The Displaced Family”* and the “Order of Things”

Assignment:

1) Be prepared to role-play from pages 60-74.

2) Under **Observe**, create an entry titled “Observations” and include excerpts or a summary from your fieldwork in one environment, event, context. **Posted by Sun, Oct 9, 6pm**

### **W – Oct 12**

Readings: EM – “Ethnographic Analysis: From Writing Down to Writing Up” (pp. 175-204); ; V- Part II “Arrivals” (pp 51-120) and Part III “Returns” (Pp. 121-181)

Assignment: Conduct and interview with someone on campus about how they got to (ended up at) ISU? If possible, choose a person related to your project. Take notes or tape record this interview. In the **Observe** section of your IP, explain why you chose this interviewee (protecting her/his confidentiality, of course), give us any background information we need and then provide an excerpt from your interview either paraphrasing, using direct quotes from notes or a short section of a transcription. Explain why you think this part of the interview was meaningful/interesting. **Due by Noon.**

## **Week 9 – Spaces, Places and Ethnographers**

### **M – Oct 17**

Readings: V - Part IV “Travels Ahead” (pp121-216) and Martin Fossey ‘He’s not a Spy; He’s one of Us’: Ethnographic Positioning in a Middle Class Setting” (2004) in *Anthropologists in the Field: Cases in Participant Observation* (pp 59-70).

Assignments:

1) Post “Reading Response to Cathy Small” in the **Other** box of your Inquiry Page Unit by **Sun night, Oct 16, 6pm.**

2) **Due by class time.** In the **About the Ethnographer** section of your IP, add a new entry titled “Reflections.” Reflect on how who you are influences the kind of ethnographic research you are doing or the relationships you may have with your research participants. Reflect also on the challenges of doing fieldwork.

### **W – Oct 19**

Readings: Keith Basso “Stalking with Stories” in *Wisdom Sits in Places*; Stuart Muir (2004) “Not Quite at Home: Field Envy and New Age Ethnographic Dis-ease” in *Anthropologists in the Field: Cases in Participant Observation* (pp 185-200).

Assignments: Re-think how your project fits into the “University and Community” theme... Which/whose university are you talking about now? Which community are you talking about? What are the ties between them? Think again about Duneier’s “extended place method”... what places are relevant to your research? Make a substantial entry related to this issue in the **Observe** section of your IP section. Describe the place(s) that is (are) relevant to your research interests?

## **Week 10 – Other Kinds of Data; Other Kinds of Interviews**

### **M – Oct 24**

Readings: EM: “Visual Data and Other Things” (pp 157-174); Robert Rhoades (1992) “The Coming Revolution in Methods for Rural Development Research” (61-78) in *Rapid Assessment Procedures*. Laura Nelson “First Vignette 1992” and “Seoul to the World, The World to Seoul” in *Measured Excess* (Pp 30-68).

Assignment: Take a photograph of your research “site” or relevant situation. Or, bring an object related to your research project. Or, ask one of your research participants to talk your site(s) and draw a map. Be prepared to explain why it is interesting to you and what it means in the context of your project. Scan and upload or discuss the results of this activity in an entry called “map” or “visual data” under the **Observe section** of you IP. Post these by **Sunday 23<sup>rd</sup> by 6pm**.

## **W – Oct 26**

Reading: Reading Valerie Hey (2002) “Not as nice and she was supposed to be”: school girls’ friendships” ( Pp 67-90) in *Ethnographic Research: A Reader*; Garrett Mehl with Gerry Stimson, Leanne Riley and Andrew Ball, “Mapping where Tobacco is Marketed and Used” in *Youth Tobacco: Rapid Assessment and Response Guide* at: [http://www.who.int/hpr/youth/html/yt-rar/Chapter\\_9.html#9.8/](http://www.who.int/hpr/youth/html/yt-rar/Chapter_9.html#9.8/)

Assignment: Oct 26<sup>th</sup> Reading Response due by **noon on Oct 26<sup>th</sup>**.

## **Week 11 –Making Connections; Situating Your Project**

### **M – Oct 31**

Readings: Emerson et al (1995) “Persuing Members Meanings” (Pp 108-141) *Writing Ethnographic Fieldnotes*, S - Part IV “Regulating the People who Work the Streets” and V “The Construction of Decency” and Afterword (pp. 231-330).

Assignments: Reading Response to Duneier: Think about the strategies Duneier has used to situate both his research and the research participants. How does the contexts and linkages he makes shape out understanding of the street scenes and actors he describes? Post your response under **Other** in an entry labeled “Response to Duneier” by **6pm Sunday Oct 30**

### **W – Nov 2**

Readings: Joel Best, (2001) *Damned Lies and Statistics* “Introduction” at: <http://www.ucpress.edu/books/pages/9358/9358.intro.html>

Numerical Data

Check sources compiled at this site:

<http://www.library.uiuc.edu/rex/instruction/eotuproject/whatdoido/whatdoido.htm#statistics>

Although some of these links pertain to UIUC stats, many are for general higher ed sources.

Class Assignments:

- 1) Find answers to the following questions: TBA
- 2) Think about how you might situate your project within a larger framework. Find relevant numerical data to situate your project within a larger field. Create a new entry called “Linking Up” under the **Link section** of your IP. Discuss the data you have found and its relevance to your research. Due by class time.
- 3) We will discuss these in class

**Week 12 – Other Kinds of Data (and what do with it)**

**M – Nov 7**

Reading: Emerson et al “Processing Fieldnotes: Coding and Memoing” (142-168) in *Writing Ethnographic Fieldnotes*; Jane Collins (2000) “Tracing Social Relations in Commodity Chains: The Case of Grapes in Brazil” (Pp 97-112) in *Commodities and Globalization: Anthropological Perspectives*; Carol Stack (1974) “Those You Count On” (pp 90-107) in *All Our Kin*.

**W – Nov 9**

Readings: MacCormack, Carol and Draper A. (1987) “Social and Cognitive Aspects of Female Sexuality in Jamaica” in *The Cultural Construction of Sexuality*; Elizabeth Tolley and Margaret Bentley, “Body Mapping” (pp203) in *Participatory Methods for Research in Women’s Reproductive Health, RRA Notes 16* (1992):63-68 at:  
[http://www.iied.org/sarl/pla\\_notes/pla\\_backissues/documents/plan\\_01611.pdf](http://www.iied.org/sarl/pla_notes/pla_backissues/documents/plan_01611.pdf); Danial Gross, “Time Allocation: A Tool for the Study of Cultural Behavior,” *Annual Review of Anthropology* 13 (1984):519-558.

Assignments: Reading Response on “Other Kinds of Data-Weeks 10 and 12” **Due in class.**

**Week 13 – Focusing on Your Projects**

**M - Nov 14**

Progress Report: Research teams 1-3 will meet with me today to discuss their projects.

Assignments:

- 1) By class time today, have new entries in the **Observe section** of your IP with field notes from one of the methods or interview styles used in weeks 10 or 12.
- 2) By class time today, have **read and posted comments on your group members’ work so far**

**W – Nov 15**

Progress Report: Research teams 4-6 will meet with me today to discuss their projects.

Assignments:

1) By class time today, have filled in the **Observe section** of your IP with field notes from one of the methods or interview styles used in weeks 10 or 12.

2) By class time today, have read and made comments on your group members' work so far

**Week 14 – [Nov 21 & 23] - NO CLASSES THANKSGIVING BREAK!**

**Week 15 –Projects and Proposal Writing**

**M – Nov 28**

Reading: Review SSRC reading from Week 4, IRB materials, Lawrence F Locke, Waneen Wyrick Spriduso, and Stephen J Silverman. “Developing the Thesis or Dissertation Proposal” In *Proposals that Work: A Guide for Planning Dissertations and grant Proposals* (2002) (pg 41-62)

Visitors: Two professors will discuss their ethnographic studies: where they started, where they ended up, how they analyzed their data.

**W -- Nov 30**

Reading: Howard Becker TBA, Emerson et al

Assignments: **By Friday Dec 2, 6pm** In the **Discuss section of your IP**, report on the results of your pilot ethnographic project. (This should be written like a report, ~3-5 pages).

**Week 16 - Presentations**

**M – Dec 5**

Project Presentations

Assignment: Think about the implications of your findings: Are there any recommendations that you might make to teachers, administrators, students, or others based on your findings? Under **Implications**, create an entry that describes your recommendations.

**W – Dec 7**

Project Presentations (continued)

Assignment: **Proposals Due Friday. 6pm.** Under **Other**, upload a file titled “Research Proposal.”

**Finals Week - Thurs, Dec 15<sup>th</sup> 3:10 pm.**

Due: Edit your inquiry page for archiving (whether you plan to archive or not).

Mandatory meeting to turn in research materials, discuss archiving, and discuss final grades.

## Some Resources

The Chronicle of Higher Education

National Survey of Student Engagement (NSSE): <http://www.indiana.edu/~nsse/>

Measuring Up 2000 State Report Cards  
<http://measuringup2000.higereducation.org>

Neal, Ira L., 1992. Comparisons of perceptions of college campus environments by undergraduate students at eleven Illinois universities. Dissertation.

Light, Richard J. 2001 Making the Most of College: Students Speak Their Mind. Cambridge, MA: Harvard university Press.

Znaniecki, Florian (1994) The Social Role of the University. WYDAWNICTWO: Nacom, Poland.

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

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.

Krause, Elliot A. 1996. Death of the Guilds: Professions, States and the Advance of Capitalism, 1930 to the Present. New Haven, CT: Yale University Press.

French, Peter A. 2004. Ethics and college sports: ethics, sports, and the University Lanham, Md.: Rowman & Littlefield Publishers.

Sperber, Murray 2000. Beer and circus: how big-time college sports is crippling undergraduate education New York : Henry Holt.

Hayes, Dennis and Robin Wynyard, eds. 2002. The McDonaldization of higher education edited by Westport, Conn. : Bergin & Garvey,

Smart, John C.; Kenneth A. Feldman; Corinna A. Ethington. 2000. Academic disciplines : Holland's theory and the study of college students and faculty.

Smith, William A., Philip G. Altbach, and Kofi Lomotey, eds. 2002. The racial crisis in American higher education: continuing challenges for the twenty-first century. Albany : State University of New York Press.

Lane, Jason E., and M. Christopher Brown II, eds 2004. Unique campus contexts : insights for research and assessment. San Francisco: Jossey-Bass.

Brint, Steven. 2002. The future of the city of intellect: the changing American university. Stanford,: Stanford University Press.

Dober, Richard P. 2000. Campus landscape: functions, forms, features. New York: Wiley.

Slaughter, Sheila and Gary Rhoades. 2004. Academic capitalism and the new economy : markets, state, and higher education. Baltimore : Johns Hopkins University Press.

Giroux, Henry A., and Susan Searls Giroux. 2004. Take back higher education: race, youth, and the crisis of democracy in the post-Civil Rights Era. New York: Palgrave Macmillan, 2004.

Bok, Derek. 2003. Universities in the marketplace: the commercialization of higher education. Princeton, N.J.: Princeton University Press.

Matthews, Anne. 1997. Bright college years: inside the American campus today New York: Simon & Schuster.

ISU/Community History

Illinois State University review : May-October 1998 / James L. Fisher LTD ; James L. Fisher, et al. Also known as "The Fisher Report," Nov 10, 1998.

“History of Normal” at <http://www.normal.org/AboutNormal/History.htm>

ISU Archives

McLean County Historical Society