ANTH 310 Ethnography of the University CRN 26949

2014

(Duck-Ethnography)
Prof. Lamia Karim

T/TH 2-3:20 PM
Chapman 204
Office Hours Condon 375
Wed 3-4 PM
Thurs 11:30-12:30 PM
GTF: Rupa Pillai

Have you wondered about the history of the University of Oregon? Who was the first African American or female student at the University of Oregon? How does the university run on a daily basis? What are the histories behind the various buildings on campus? What was the history of protest on campus? Where does your food come from and who prepares it? If you have wondered these questions, then this course is for you.

Ethnography of the University teaches you research methods to meaningfully engage with the University of Oregon as a global village. Students will conduct ethnographic (field research and/or archive based) project that takes up some aspect of campus life at the University of Oregon. Moreover, in conducting research related to campus life such as student organizations, student housing life, and cultural activities, the course will provide students with the opportunity to closely examine issues of race, class, gender and sexuality on campus.

This is a hands-on/activity-oriented class on ethnographic research methods—observation, participation, identifying an object of analysis, developing research questions, gaining trust of the people you wish to interview, interviewing techniques, empirical research, data collection and evaluation, analysis, and writing reports. For the first five weeks you will read assigned articles posted to Blackboard along with class assignments. For the remaining five weeks, you will engage in active research on any aspect of university life or its history. The final product will be an original piece of work, either a written report or a poster. Students will select final projects to be showcased in class.

All articles will be posted to Blackboard. There is no final exam in this course.

**COURSE OUTCOMES**

a. The course teaches students to critically analyze and interpret their world (in this case, the campus) using anthropological tools of ethnography.

b. The course teaches students the grammar of ethnographic analysis, such as fieldwork, building trust, ethical practices, journal writing, note taking, photography and video to create a polished academic project.
c. The course teaches students to critically evaluate their work and the work of their fellow students through the development of objective criteria. This is a real life skill that students can apply later in life in supervisory roles.

ASSIGNMENTS

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Grades Rubrics

A=90%; B=80%; C=70%; D=60%. F=Below 60%. +/- Grades will be assigned. Please note that I do not assign A+ in a survey course.

The grading system used in this course is as follows:
A – Outstanding performance relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.
B – Performance that is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.
C – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
D – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
F – Performance in the course is unacceptable and does not meet the course requirements.

Class Rules

E-mail Message Policy. I have an e-mail message policy for large classes I teach. In the course of a day, I receive many messages, and it is not possible for me to respond to all of your queries. Please rest assured that your questions and concerns are very important to me, and I will do my best to address them in a timely manner. I am available to discuss questions pertaining to class readings during my office hours and after class. During Monday thru Thursday, you will get a response from me within 24 hours. For messages sent to me on weekends, I may not be able to respond to your messages until Monday morning.

Please extend the same courtesy to the GTF, who is a graduate student and has schoolwork in addition to her duties as a teaching assistant.
Blackboard will be used in this course. Please read Blackboard regularly for class-related announcements. Changes to class scheduling, directed questions for reading, etc. will be posted on Blackboard. For example, if I have to cancel class one day, I will post the message on Blackboard.

Disabilities. Students with disabilities who are taking this course and need disability-related accommodations should inform the instructor immediately and file documentation with the Office of Disability Services (164 Oregon Hall) or visit their website: http://www.ds.uoregon.edu.

Plagiarism or academic dishonesty is a very serious academic offence. Any student caught plagiarizing will automatically get a Fail grade for that assignment. A repeat offence will be reported to the Office of Academic Dishonesty. Plagiarism consists of inserting phrases, sentences, paragraphs or more from another source without proper attribution including quotation marks and a footnote indicating the source. It also includes using purchased papers or downloading material from any Internet source without explicit quotation.

Please review the University policy on Academic Dishonesty for details visit: http://studentlife.uoregon.edu/judicial/conduct/sai.htm. It is your RESPONSIBILITY to make sure that you understand this policy, and that you follow university policy accordingly.

Grade Policy
The Graduate Student Fellow (GTF) will grade all assignments. If you have questions regarding a grade you received, your first line of action is to meet with the GTF to discuss the matter. If you have failed to come to a satisfactory resolution, only then will you meet me to go over your grade.

Attendance
In order for the course to be successful, it is important that you do the readings and come prepared to participate in class discussions. It is also important that you show up for class on time. We will keep attendance both in lecture and in discussion classes. You are allowed two unexcused absences. If you show up late (more than ten minutes after class has begun), you will be considered “absent” for that day.

Assignments
All assignments must be done on time and turned into the GTF. In the assignments we will look for creativity and originality of thought.

Participation
In order to be successful in this course, it is important that you do the assigned readings before class. You should be prepared to engage in class discussion. I will often call on students to answer questions about the readings.

Readings
Read the materials prior to class. Below are the guidelines for reading the assigned texts.

1. What are the author’s main objectives?
2. What are the major findings?
3. What is the context for the writing of this article/book? For example, try to understand how the article relates to topics such as ethnicity, sexuality, nationalism, and globalization.
4. Do you agree with the arguments? Why or why not?

**Final Paper/Project**
Below are some suggested topics for your Final Paper/Poster, but you are encouraged to come up with your own topic.
1/29—You will write a one-page description of what you would like to work on and turn it in at the end of Week Four in Discussion Class.
Week Eight—You will meet with Prof. Karim and GTF Pillai during Week Eight for one-on-one consultation on your final paper/poster.
Students will present on their projects during Weeks Nine and Ten. Final Projects are due by the end of Week Ten.

**Below are some suggested topics**
Who was the First African American at UO
University’s Relationship with Native Populations
First International Student at UO
First Female Athlete on Campus
Rajneeshpuram (the papers are in the archives)
What do the Buildings on Campus say to you? Can you find out their history?
Race on campus/Rap/ Hip-Hop
International Student Life
Student protest on campus
Food—where does it come from? Who prepares it?
Environment-how green is UO?
Sports/Ducks
Technology and Campus Life
Sexual Harassment/Assault /Prevention
Student Government
Greek culture

**CLASS SCHEDULE**
ALL Article PDFs will be posted on Black Board

**Week One**

1/6 What do anthropologists do? Why should we study the university?

**Campus Activity Journal #1**
What is your life on campus like? Write down all campus related activities during a 24-hour period (going to class, reading, coffee with friends).

1/8

How do issues of race, class, gender, sexuality, disability, etc. inform the university and campus life? Do these issues affect you?

“How Professors, Coaches, Jocks, Geeks and Other Strange Characters,” in *Campus Traditions* by Simon Bonner, pp. 71-113
Calhoon, Martha. History of Eugene’s Race Politics, in *Eugene Weekly*, May 18, 2006

1/9

**Discussion Section**
**Assignment #1**
**Observing the University**
GTF will take the section to a particular spot and students will observe the environment-flow of traffic, the built environment, placement of objects, and how people behave in a particular public place.

**Assignment for Week Two:**
Find two things that deal with race and class at the University of Oregon. You will be asked to present your findings in class on 1/13.

**Week 2**
**The Modern University**

1/13

“How College Spirit: Expressing Loyalty and Rivalry” in *Campus Traditions* by Simon Bonner, pp. 1623-191

1/15


What are the competing views of the modern university? Have your views changed after reading the articles?

**Friday Discussion**
Is the university a corporation? How do race/class/gender/sexuality operate in a university. GTF will facilitate role playing and mock interviews.
Is there a kinship structure on campus? Draw a map of the people you depend on at UO.

**Assignment #2**

**Visualize Your University**

If you have a smart phone, take TWO pictures to introduce your university to a friend. If you do not have a smart phone, then you can borrow a camera from the Knight Library Technology Rental Office on the ground floor. Do your pictures tell a story about your campus? If so, what is the story? This will be discussed in class on 1/19 and 1/22. Post your pictures on Blackboard.

**Week Three**

**Title IX / Sexual Assault on Campus**

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity.

**1/19**

“Greek Life,” and “Sex and the Single Student,” in *Campus Traditions* by Simon Bonner, pp. 242-276 and pp. 343-376

**1/21**

“A Rape on Campus and a Struggle for Justice at UVA” Sabrina Erdley, *Rolling Stone Magazine*, November 19, 2014

[http://www.rollingstone.com/culture/features/a-rape-on-campus-20141119](http://www.rollingstone.com/culture/features/a-rape-on-campus-20141119)

Read the UO Institutional Protocol for Responding to Incidents of Sexual Harassment and Sexual Assault Involving Students. This is available online.

**1/22**

Discussion on Sexual Assault at UO

**Week 4**

**Free Speech on Campus**

**1/27**

Accountability and Transparency on Campus

Read UOMatters: The Unofficial Organ at the University of Oregon


“Normalizing State Power: Uncritical Ethical Praxis and Zionism,” Steven Salaita in *The Imperial University: Race, War and the Nation-State*, ed. by Chatterjee and Maira

**Campus Journal Activity #3**
Do online research on the issues affecting Salaita’s firing from the University of Illinois-Urbana Champaign

1/28 Jennifer O’Neal University Archivist

1/29 Discussion on Free Speech on Campus

One-page description of your research paper/poster due in Discussion class
Assignment

Week 5 Athletics/Global Oregon

2/3 Field Trip to the Athletics Dept.

2/5 How ‘global’ is Global Oregon
Matt Nelson, Student Life Coordinator

2/6 Discussion
Student feedback on athletics and globalization of education
Assignment #3
Interview a friend on an issue considered important to undergraduates. Ask between four to five questions. Turn in interview transcript to GTF.

Week Six Ethics in Fieldwork

2/10 Why do protection of human subjects matter in research?
UO’s Institutional Review Board

2/12 Giselle Henry, “Where are you Really From? Representation, Identity and Power in the Fieldwork Experiences of a South Asian Diasporic,” Qualitative Research, August 2003, Vol 3 (2) 242

2/13 Discussion on Ethical Dilemmas
Breakout sessions

Midterm Exam (Take Home) to be returned on 2/19

Weeks 7 Research Methods/Presentation Skills

2/17 Annie Caruso on archaeology in the Caribbean

2/19 Rory Walsh on how to make Professional Posters using Power Point and Adobe
Students attend sessions at the **Graduate Research Forum, EMU**

**Campus Journal Activity #3**
Write a one-page summary of the panel you attended and what you learned from it

**Week 8**
**Research**
Sign up to meet with Dr. Karim and GTF Pillai to discuss your research project

**Week 9**
**Student Presentations**
Student Presentations
Each presentation will last for 30 mins (15 mins for delivery plus 15 mins for Q&A)

**Week 10**
**Student Presentations**
Summary of course

**Final Papers/Projects Due by Week Ten**