

SYLLABUS [Doctoral Students] – DRAFT

GENERAL INFORMATION

Course Title: College Student Life and Culture
Course Number: EDH 6047
Course Term: Spring 2015

Instructor: *Benjamin Baez*
364A ZEB
(305) 348-3214 (voice)
Email: baezb@fiu.edu

Office Hours: Tuesdays, 2:00-5:00 PM
Wednesdays, 3:00-4:45 PM
[Anytime by Appointment, of course]

Meeting Times: Wednesday, 5:00-7:40 PM

Location: PC 441

Texts: Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present* (Chicago: The University of Chicago Press, 1987). [“Text”]

Other readings will be available on Blackboard in the folders corresponding to their due dates.

Note: This class includes both Master’s and doctoral students, but class discussions generally will presuppose no such distinction. There are, however, extra readings for doctoral students, as well as assignments that will be specific to each group of students. Thus, to avoid confusion, two syllabi and Blackboard groups have been created in this class (Master’s/doctoral), and you should be able to access only those materials relevant to your group. This is the doctoral syllabus. On Blackboard, please attend to requirements that are specific to your student status, and let me know if you are unable to do so.

COURSE DESCRIPTION AND GOALS

This course examines college students, primarily in the U.S., from a socio-cultural perspective. It compares student life across historical contexts, various student types, and current issues related to college students.

This course aims at a socio-cultural understanding of the “college student.” Thus, students at the end of the course should be able to:

- 1) Understand higher education from various cultural-studies frameworks;
- 2) Analyze the constructions of cultural identities via cultural-studies frameworks;
- 3) Uncover how institutional (i.e., sociological and campus) environments shape cultural groupings;
- 4) Become familiar with the scholarly and popular knowledge about students and campus cultures; and
- 5) Develop an understanding of the methodologies and sources of cultural knowledge of higher education via readings and fieldwork.

OTHER IMPORTANT INFORMATION

Please review the important policies listed below, which we will follow in this course. The links to, details of, and your rights with regard to, these policies can be found in the “Important Policies” folder on Blackboard:

- 1) Policies on academic dishonesty and integrity;
- 2) Policies relating to students with special needs; and
- 3) Policies on Sexual Harassment.

Policy on Assignments:

First, I will not accept exams after their due dates—No way, no how.

Second, I will not entertain discussions about other assignments after their due dates. If you wish to get an extension on assignments, other than the exams, please consult with me at least 24 hours in advance of their due dates.

Third, only assignments submitted on Blackboard in the proper assignment location will be accepted. I want neither to have my email cluttered with assignments (unless I explicitly authorize this), nor to receive assignments in person, or left under the door of my office, or sent to me telepathically, or by osmosis, or by any other than way than its proper submission on Blackboard. Please do not test me on this!! If you have trouble submitting an assignment on Blackboard, please contact the Blackboard support services well in advance of the time the assignment is due.

Writing in this Course:

This is considered a graduate-level course, and your writing skills should reflect that you are in such a course. And in particular, this course entails a great deal of writing, and specifically, critical and argumentative writing. Given the importance of such writing, I offer various resources for you to review. Thus, I recommend highly that you review the materials in the “Writing Resources” folder on Blackboard throughout the course.

COURSE ASSIGNMENTS, POINTS, AND GRADING SCALE

<u>Assignment</u>	<u>Points</u>
Class Participation and Attendance/ Self-Assessment of Participation	20
Ten “Exams” (4 points each)	40
Position Paper	20
First Draft	
Second Draft	
Final Paper	
Cultural Analysis Paper	20

Grade Scale

Your course grade is based on a 100-point scale. The following scheme will be used to translate the points you earned into your course letter grade (and in case you are wondering, yes, I will round up to nearest point):

95-100	A
90-94	A-
85-89	B+
81-84	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
56-60	D
Below 56	F

Attendance, Participation, and Preparation (20 points)

Your attendance, participation, and preparation will determine the success of this course and your experience in it. We all must be in attendance, on time, prepared, and there for the entire class in order to participate fully and contribute to class discussions. Please let me know if circumstances preclude your attendance, will cause you to be late, or require you to leave early. Your grade for this part of the course will be based on three things: (a) attendance, (b) participation, and (3) preparation.

Self Assessment of Participation and Attendance: Although I will also do so, you are responsible for keeping track of your attendance and participation. At the end of the course, you will submit a self assessment of your participation, specifically listing and explaining your absences and times you were late. You will grade yourself in this area (up to 20 points) and give a justification for that grade.

Please follow these guidelines in assessing your attendance and participation:

Deduct 0 points for one absence
Deduct 5 points for two absences;
Deduct 10 points for three absences;
Deduct 20 points for more than four absences.

Properly-documented, medically-excused absences are subject only to a 2-point rule; that is, deduct 2 points for every absence properly justified for medical reasons (after the first absence, of course).

Please also explain your tardies; excessive tardies must be considered in your overall assessment. Deduct points as you deem appropriate, giving due respect for the class and professional standards of behavior.

Please assess as well as the quality of your participation in and preparation for class discussions. Deduct points as you deem appropriate in this regard.

Your self-assessment is simply a recommendation. I will take into consideration your assessment in your grade for this requirement. Please see the Course Calendar and Blackboard for when your self-assessment is due.

Expectation for Class Discussions

I have designed the course with the point of view that the classroom must be a place where we all speak freely and share our insights with the other members of the class. We will have varying opinions on many matters discussed in class, but this does not mean that you must agree with my opinion or abide by any class consensus on issues. I expect, and hope, to have my opinions challenged, and I expect and hope that you feel the same about yours. The course will not be truly enjoyable unless we disagree about issues and are willing to explain our opinions. However, at all times we must be respectful to each other. If your participation is unsatisfactory, I will try to address the matter with you. But it is ultimately your responsibility to let me know how I can help you in this regard.

“Exams” (10 exams/4 points each/40 points total)

Prior to each class session (except for the introductory class session), there will be an “exam” on the required readings. (You will not be tested on the optional readings.) The purpose of these exams is to ensure you have reviewed the required materials, are prepared for class discussions, and to help you understand key concepts and issues. The questions will require you either to synthesize the week’s readings, explain key concepts or controversies, or compare and contrast the readings. You will not be able to take any exam after its due date.

You will be able to complete up to 13 exams, but only 10 of them will be considered in the final grade for this assignment (i.e., your grade for this requirement will be the sum total of the grades for 10 exams). If you complete more than 10 exams, I will accept the 10 highest grades (of course, if you complete less than 10 exams, your grade will be sum total of the grades of the exams you did complete).

You must limit yourself to 300 words for each answer (and I mean 300 words! There will be at least a ½-point deduction for exceeding this limit by even one word; more if you exceed this limit by more!). I will not judge your answer for writing style, but I expect you to write it in essay form. You must also be able to refer explicitly, specifically, and clearly (i.e., by author name) to at least two (2) readings for each answer, and you must cite a direct page citation for those readings.

I will generally give you full credit for each question, provided it shows me that you have read the readings, referred explicitly, specifically, and clearly to at least two readings in each answer, cited direct pages for your arguments about the readings, adhered to the word limit, and submitted the exam on time. If you do not adhere to these guidelines, I will grade each question on a scale of 0-2.

These exams do not assess cumulative knowledge; that is, they assess only your understandings of the readings assigned for the week. You may only use course readings assigned for the week in your answers to the questions. In other words, you may not use outside resources (or readings from prior or future weeks)! It should be obvious that you should work on these questions by yourself; these are NOT group projects.

You will have at least 96 hours to complete your exams and to submit them to Blackboard by the start of the class session in which the readings are due (see Course Calendar and Blackboard for due dates of each exam as well as the reading each exam must cover). Please note that if you wait until the last minute to work on this or to submit your exam to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Whatever.

The Blackboard will randomly choose questions from a question database, so you can submit your answers only once. I recommend that you copy the questions into your word processor, work on them, and then cut and paste them back to the Blackboard. Please refer to the course calendar and Course Blackboard for due dates.

Position Paper (3 drafts) (20 points)

This assignment is an avenue for investigating an issue via conceptual and critical analysis. There is no “plug-in” response that satisfies this requirement; I ask that you clarify what socio-cultural foundations underlie your position on any issue important to you. This requires more than unsupported opinion and mere assertion; you should attempt to incorporate the course’s readings, your previous readings, class discussions, and so forth, in attempting to clarify what assumptions you have about the issue.

In essence, this assignment entails a “position paper” that addresses an issue, problem, or concern about college student life and culture (broadly defined) that is important to you, and for which you will draw from the readings, discussions, and your own thinking to formulate your position or stance. These papers, then, are *argumentative* in nature. Please review the materials on writing such papers in the Writing Resources folder on Blackboard.

As you think about this assignment, consider these questions: (1) What is the issue? (2) Why is it important? (3) Why is it an issue, problem, or concern? (4) Why are you interested in it? (5) Who else is concerned about it? (6) What are the opposing arguments about it? (7) What is your position or argument about it? (8) What social, political, or cultural concerns seem to be informing your and others’ understanding of it?

Position Paper # 1: The first draft should clearly lay out the issue, problem, or concern. This paper can be primarily descriptive, in the sense that you are explaining the issue and beginning to think about it in terms of the goals of the course.

Position Papers # 2 and 3: The second draft and final paper are reiterations of the previous one. These reiterations should not be taken to mean that you submit what is essentially the same paper; that is, the second and third papers should not be primarily descriptive but should attempt to explain the underlying socio-cultural bases for the issue, problem, or concern. In these papers, however, you should (a) revise your original position paper(s) in response to my comments and your ongoing thinking about this issue, and (b) draw on the readings and discussions we have had since you wrote the first paper.

These papers cannot exceed 5, double-spaced pages each. Please also scan and attach a copy of all the previous papers I reviewed and marked-up when submitting a subsequent position, i.e., submit a reviewed copy of the first paper when submitting the second, and the first two papers when submitting the last paper.

Note: You may, if you wish, change the topic of previous position papers in the second and third versions of them, but in all cases, I will treat the latter versions as if you had submitted earlier versions; in other words, in all subsequent versions, you are expected to show appropriate progress toward understanding and justifying issues.

These papers should be understood as “working drafts” of your ideas about, and understanding of, the issue you have chosen. The ultimate point of the assignment is to allow you to progress in your thinking about and justifying an issue of importance to you. And that will be what determines your grade in this assignment; I will need to see more and more progression and sophistication in your analysis of your position. Thus, the final grade for this assignment will not be given until all iterations are completed.

See Course Calendar and Blackboard for due dates of each paper. Again, note that if you wait until the last minute to work on this or to submit your paper to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Good grief.

Cultural Analysis Paper [20 points]

Using one or more of the cultural-studies frameworks from the course, please write a research paper analyzing an issue of your choice. For this assignment, you are expected to offer a cultural analysis of this issue as it understood via scholarly, popular, and original sources.

Your paper must include, at a minimum, distinct and clearly marked sections addressing the following:

- (a) A description of the issue in detail;
- (b) The use of one or more of the cultural-studies frameworks from the class;
- (c) The methodology used in collecting all primary and secondary sources for this paper; and
- (d) An analysis of the issue informed by your framework(s).

This project primarily will require traditional scholarly resources, such as refereed journal articles, books and chapters, government reports, white papers, and so forth. But you are also expected to include original research, such as interviews or email/paper surveys of key individuals who have knowledge of your topic, as well as other relevant materials that would not be considered traditional academic ones (e.g., websites, association statements, government reports, periodicals or newspapers, TED talks, blogs, etc.).

In thinking about how to approach this assignment, consider these questions: What cultural norms (i.e., events, rituals, symbols, values, methodologies, knowledges, etc.) are explicitly indicated by the scholarly and popular thinking on the issue? Which cultural norms are presupposed but not explicitly indicated? Which cultural norms are privileged, explicitly and implicitly? Which cultural norms are marginalized, explicitly and implicitly? Who or what speaks authoritatively on the issue, and who or what does not? What are the assumptions about the issues being discussed, and what would be gained or lost by buying into them? How are your sources positioned, and how do they position themselves, in relation to others we have read/are reading? How do the sources “fit” (or not fit) in relation to your own thought and practice? What questions did you find yourself asking after doing your research for this paper?

Please avoid using too many sources for which a direct page citation cannot be found; you are expected to cite direct (on point) page numbers for all your references, whether you are quoting or not. There are no page limits for this assignment—the appropriate length of the paper will be assessed in terms of its overall quality.

I will judge the paper using these criteria: (a) the depth of the argument, evidence, and analysis in each of the four required sections of this paper [16 points, 4 points each], and (b) the quality of the quality of your writing (which also includes clear referencing for arguments and using direct page citations) [4 points]. Please proofread your paper before submitting it!

You must submit a copy of your final paper to Blackboard by the due date (see Course Calendar and Blackboard). Again, note that if you wait until the last minute to work on this or to submit your paper to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Good luck trying to submit this otherwise!

** I will accept a **completed** draft of the paper prior to the final, provided you submit it to the Blackboard by the due date for this draft (see Course Calendar and Blackboard). For such a draft, I grade and return it to you, and you can either accept that grade or revise your paper and submit the final version when due at the end of the course. In the past, I was too loose with this requirement, but no more Mr. Nice Guy: I will return the draft to you ungraded and unmarked if I feel that it is not complete enough for me to grade it. **

COURSE CALENDAR

The readings and assignments are due on the day listed. Please see the section on “Required Texts” for a listing of the texts referred here. The other materials are available on the Course Blackboard in the folders corresponding to their due dates.

[The optional readings listed are just that: Optional. There are intended to give you more information about a particular topic. We will discuss them in class only if you have read and have questions about them.]

January 14 Introduction to the Course

Required Readings:
Syllabus

Assignments:
Pop Culture Trivia (Browse)

January 21 What Is Culture?

Required Readings:
Williams, Culture
Kuh and Whitt, Culture in American Colleges
Magolda, The Campus Tour Ritual
Reynolds, Being U
Reynolds, Representing U
Salasuo and Hoikkala, Culture

Assignments:
Exam # 1

Optional Readings:

Durkheim, The Cultural Logic of Collective Representations
Greenblatt, Culture
Martin, Organizational Culture
Schein, The Concept of Organizational Culture
Yudice, Culture

January 28 Writing Culture I

Required Readings:

Jackson, The Lottery
Barthes, Selections from Mythologies
Bloland, Postmodernism and Higher Education
Geertz, Deep Play
Said, Introduction to Orientalism

Assignments:

Exam # 2

Optional Readings:

Geertz, Thick Description
Rosaldo, Border Crossings
Rosaldo, Putting Culture in Motion
Said, Introduction to Culture and Imperialism
Seidman, The Political Unconscious of the Human Sciences
Willinsky, Postmodern Literarcy

February 4 Writing Culture II

Required Readings:

Rose, The Politics of Life Itself
Baez, Schools and the Public Good
Ladson-Billings and Tate, Toward a Critical Race Theory of Education
Omi and Winant, Racial Formation
Quantz and Magolda, Nonrational Classroom Performance

Assignments:

Position Paper # 1
Exam # 3

Optional Readings:

Baez, Database
Derrida, Racism's Last Word

February 11 Identity and Culture I

Required Readings:

Ellison, Prologue to Invisible Man
Hilliard, Race, Identity, Hegemony, and Education
Gilroy, The Crisis of Race and Raciology
West, The New Cultural Politics of Difference

Assignments:

Exam # 4

Optional Readings:

Delpit, The Silenced Dialogue
Brantlinger, Victorians and Africans
Todorov, Race, Writing, and Culture
Gilroy, After the Love Has Gone
Gilroy, Identity, Belonging, and the Critique of Pure Sameness
Tompkins, Indians

February 18 Identity and Culture II

Required Readings:

Christensen, Enhancing Cross-Cultural Understanding
Scott, The Evidence of Experience
Hacking, Making Up People
Wallerstein, The Construction of Peoplehood

Assignments:

Exam # 5

Optional Readings:

McDermott and Varenne, Culture as Disability
Delpit, The Silenced Dialogue
Kymlicka, Multicultural Citizenship
Britzman et al., Slips that Show and Tell
Pollack et al., Cosmopolitanisms

February 25 Identity and Culture III

Required Readings:

Gillman, The Yellow Wallpaper
Rodriguez, Aria
Baez, Learning to Forget
Tan, Two Kinds

Venegas-Steele, Trans
Wolcott, Adequate Schools and Inadequate Education
El Feki, Pop Culture in the Arab World (TED Talk)

Assignments:

Exam # 6

Optional Readings:

Yosso, Whose Culture Has Capital?
Baez, Outsiders Within
McInnes, Melancholy and ... Sissy Boy Experience
Talbert, Constructions of LGBT Youth

March 4 Campus Cultures I

Required Readings:

Horowitz, Chapters 1-4 [Text]
Dundes and Schonhom, Kansas University Slang

Assignments:

Position Paper # 2
Exam # 7

Optional Readings:

Pingray and Randolph, Kansas University Slang
Hilberry and Keeton, Student Society in the Liberal Arts College

March 11 No Class Spring Break

March 18 Campus Cultures II

Required Readings:

Horowitz, Chapters 5-12 [Text]
Hummon, College Slang Revisted
Young, Reexamining Our Rituals

Assignments:

Exam # 8

Optional Readings:

Lamoreaux, Stover at Yale
Read et al., Challenging Cultures
Thornton and Jaeger, The Ceremonies and Symbols of Citizenship

March 25 Campus Cultures III

Required Readings:

Armstrong and Hamilton, Introduction to Paying for the Party
Goldrick-Rab, Following Their Every Move
Holland and Eisenhart, Gender Relations Culturally Construed
Manning, Philosophical Underpinnings

Assignments:

Exam # 9

Optional Readings:

Magolda, Saying Good-Bye
Lyons, The College Novel in America

April 1 Student Archetypes I

Required Readings:

Reynolds, Learning from U
Elam et al., Welcoming a New Generation to College
Hurst, Student Types as Reflection of Class Habitus
Renn and Arnold, Reconceptualizing Research on Peer Cultures

Assignments:

Position Paper # 3
Exam # 10

Optional Readings:

Ashmore et al., Dimensions and Categories
Dillabough et al., Ginas, Thugs, and Gangstas

April 8 Student Archetypes II

Required Readings:

DiMaria, Working-Class Students
Hurst, Schoolcraft Vs Becoming Somebody
Meggysey, Athletes in Big-Time Sports
Rhoads, Whale Tales, Dog Piles, and Beer Goggles

Assignments:

Optional Draft of Cultural Analysis Paper
Exam # 11

Optional Readings:

Casey, Diversity, Discourse, and the Working-Class Student
Lightweis, The Challenges, Persistence, and Success
Donner, Toward an Interest-Convergence

April 15 Student Archetypes III

Required Readings:

Smith, Women's Colleges and Coed Colleges
Spencer, Only Girls Who Want Fat Legs
Hesse-Biber, Racial Identity and Body Image
Yeziarska, Soap and Water and the Immigrant
Dilley, New Century, New Identities

Assignments:

Exam # 12

Optional Readings:

Kinzie et al., Women Students
Perkins, The Impact of the Cult of True Womanhood
Dilley, Which Way Out

April 22 Student Archetypes IV

Required Readings:

Brayboy, Hiding in the Ivy
Cole and Ahmadi, Reconsidering Campus Diversity
Pollack, Jewish Problems
Tierney, Models of Minority College-Going

Assignments:

Exam # 13

Optional Readings:

Feagin, The Continuing Significance of Racism
Wright, For the Children of Infidels
Wright, The Untameable Savage Spirit
Ruttenberg et al., Collective Identity and Intergroup Prejudice
Toosi and Ambady, Ratings of Essentialism

April 24 No Class Final Assignments Due

Assignments:

Cultural Analysis Paper
Self Assessment of Class Participation