

Anthropology and Higher Education

ANG 5937.003 Spring 2019

Wednesdays 9:30 am-12:15 pm, SOC 30



Instructor: Dr. Karla Davis-Salazar

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Office Hours: TR 11-12 or by appointment

Course Description

In the anthropological tradition of making the strange familiar and the familiar strange, this course examines the very institution we, as students and educators, inhabit daily – the university. As complex social and cultural systems with unique traditions, rituals, values, beliefs, goals, and aspirations, universities simultaneously embody the past, present, and future of higher education. From homecoming parades and commencement ceremonies to team mascots and brand taglines, familiar facets of university life serve to conjure a sense of history, community, and common purpose. This familiar landscape, however, is being reshaped by policymakers, academics, and entrepreneurs, all seeking to create their own vision of teaching and learning. In this course, we will apply anthropological theories and methods to explore how students, faculty, staff, and administrators make sense of this changing landscape while navigating the political and economic realities of higher education today.

Central questions we will address are: 1) how do universities reconcile current demands for improved performance, increased access and affordability, and greater accountability with their academic mission and history, and 2) in what ways does this institutional negotiation shape the lived experiences of students, faculty, staff, and administrators? We will explore these questions through course readings, class discussions, and guest lectures, and by engaging in original, ethnographic research. While a background in anthropology is helpful, it is not required.

Course Objectives

The objectives of this course are: 1) to introduce students to various issues and challenges facing higher education in the U.S. today, 2) to demonstrate how an anthropological perspective enhances our understanding of contemporary higher education, and 3) to engage students in original ethnographic research that contributes to their understanding of the contextual forces shaping the lives and livelihoods of university stakeholders.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Articulate the need for an anthropology of higher education,
- 2) Apply anthropological theories and methods to issues in higher education,
- 3) Analyze local institutional changes within a broader political and economic context, and
- 4) Derive informed interpretations of cultural patterns in higher education from original ethnographic data.

Course Requirements

This course combines assigned readings, short written reflections, and class discussions in preparation for individual research projects, which contribute to an overarching class research project on higher education. Because of the heavy emphasis on class discussions and the application of readings to the research projects, *it is absolutely imperative that you come fully prepared to each class.*

Class Participation (15 x 1 pt each)	15 pts
Short Written Reflections (5 x 5 pts each)	25 pts
Facilitation of Class	10 pts
Individual Research Project	40 pts
Presentation of Research Project	<u>10 pts</u>
	100 pts

Grading Scale

90-100	= A
80-89	= B
70-79	= C
60-69	= D
below 60%	= F

Class Format

The majority of class sessions will be divided in two parts: the first part will focus on a discussion of the day's readings; the second part will be an application of readings to our research project. Guest lectures will augment our understanding of the issues under discussion.

UNIT 1: INTRODUCTIONS

Week 1: Why an Anthropology of Higher Education? (1/9)

- 1) Wisniewski, Richard. 2000. "The Averted Gaze." *Anthropology & Education Quarterly* 31 (1): 5-23.
- 2) Gusterson, Hugh. 2017. "Homework: Toward a Critical Ethnography of the University, AES Presidential Address, 2017." *American Ethnologist* 44 (3): 435-450.

Week 2: History of Higher Education in the U.S. (1/16)

- 1) Brubacher, John. 2017. *Higher Education in Transition: History of American Colleges and Universities*. London: Taylor & Francis. Abstracts (Ch. 1-11) and Chapters 12-20 only (ebook via library)
- 2) USF System Consolidation: <https://www.usf.edu/system/board-of-trustees/system-consolidation/index.aspx>

Week 3: Anthropology and Education (1/23)

Due: Practice Written Reflection

- 1) Erickson, Fredrick. 2011. "Culture." In *A Companion to the Anthropology of Education*, edited by B. A. Levinson and M. Pollock, 25-33. New York: Wiley-Blackwell.
- 2) Wolcott, Harry. 2011. "If There's Going to Be an Anthropology of Education..." In *A Companion to the Anthropology of Education*, edited by B. A. Levinson and M. Pollock, 97-111. New York: Wiley-Blackwell.
- 3) Levinson, Bradley and Dorothy Holland. 1996. "The Cultural Production of the Educated Person: An Introduction." In *The Cultural Production of the Educated Person: Critical Ethnographies of Schooling and Practice*, edited by B. A. Levinson, D. E. Foley, and D. Holland, 1-54. Albany: State University of New York. (pp. 1-20 only)
- 4) Shumar, Wesley. 2004. "Making Strangers at Home: Anthropologists Studying Higher Education." *The Journal of Higher Education* 75 (1): 23-41.
- 5) Shumar, Wesley and Shabana Mir. 2011. "Cultural Anthropology Looks at Higher Education." In *A Companion to the Anthropology of Education*, edited by B. A. Levinson and M. Pollock, 445-460. New York: Wiley-Blackwell.

Week 4: Ethnographic Research (1/30)

- 1) Lucas, Lisa. 2012. "Ethnographic Journeys in Higher Education." In *Handbook of Qualitative Research in Education*, edited by S. Delamont, 170-180. Cheltenham: Elgar.
- 2) Erickson, Frederick. 1984. "What Makes School Ethnography 'Ethnographic'?" *Anthropology & Education Quarterly* 15 (1): 51-66.
- 3) Schensul, Jean and Margaret LeCompte. 2013. *Essential Ethnographic Methods*, Ch. 3-4 and Ch. 6-7.
- 4) Spradley, James. 1979. *The Ethnographic Interview*, pp. 55-68.

UNIT II: THEORIES AND THEMES

Week 5: Ritual, Community, and Conformity (2/6)

Guest: Marnie Hauser, Director of Orientation, University of South Florida (10 am confirmed)

Due: Reflection #1

- 1) Lankshear (1999) Foreword. In *Schooling as a Ritual Performance: Toward a Political Economy of Educational Symbols and Gestures*, by Peter McClaren. Pp. viii-xxii. Lanham, MD: Rowman & Littlefield.
- 2) Quantz, Richard. 1999. "School as Ritual Performance: A Reconstruction of Durkheim's and Turner's Uses of Ritual." *Education Theory* 49 (4): 493-513.
- 3) Manning, Kathleen. 2000. *Rituals, Ceremonies, and Cultural Meaning in Higher Education*. Westport, CT: Bergin & Garvey. Ch. 1 only
- 4) Magolda, Peter. 2000. "The Campus Tour: Ritual and Community in Higher Education." *Anthropology & Education Quarterly* 31 (1): 24-46.
- 5) Tierney, William. 1992. "An Anthropological Analysis of Student Participation in College." *The Journal of Higher Education* 63 (6): 603-618.

Week 6: Structure, Agency, and Neoliberalism (2/13)

Due: Reflection #2

- 1) Canaan, Joyce and Wesley Shumar. 2008. "Higher Education in the Era of Globalization and Neoliberalism." In *Structure and Agency in the Neoliberal University*, edited by J. E. Canaan and W. Shumar, 3-30. New York: Routledge.
- 2) Shear, Boone W. and Susan Brin Hyatt. 2015. "Introduction: Higher Education, Engaged Anthropology, and Hegemonic Struggle." In *Learning Under Neoliberalism: Ethnographies of Governance in Higher Education*, edited by S. B. Hyatt, B. W. Shear, and S. Wright, 1-29. New York: Berghan Books.
- 3) Shear, Boone W. and Angelina I. Zontine. 2015. "Reading Neoliberalism at the University" In *Learning Under Neoliberalism: Ethnographies of Governance in Higher Education*, edited by S. B. Hyatt, B. W. Shear, and S. Wright, 103-128. New York: Berghan Books.
- 4) Davis, Dána-Ain. 2015. "Constructing Fear in Academia: Neoliberal Practices at a Public College" In *Learning Under Neoliberalism: Ethnographies of Governance in Higher Education*, edited by S. B. Hyatt, B. W. Shear, and S. Wright, 151-177. New York: Berghan Books.

Week 7: Policy, Practice, and Power (2/20)

Guest: Dr. Bradley Levinson, Professor, Educational Leadership and Policy Studies, Indiana University (10 am confirmed)

Due: Reflection #3

- 1) Levinson, Bradley A.U. and Margaret Sutton. 2001. "Introduction: Policy as/in Practice—A Sociocultural Approach to the Study of Educational Policy." In *Policy as Practice: Toward a Comparative Sociocultural Analysis of Educational Policy*, edited by M. Sutton and B. A.U. Levinson, 1-22. Westport, CT: Ablex.
- 2) Levinson, Bradley A.U., Teresa Winstead, and Margaret Sutton. 2018. "Theoretical Foundations for a Critical Anthropology of Education Policy." In *The Anthropology of Education Policy: Ethnographic Inquiries into Policy as Sociocultural Process*, edited by A. I. Castagno and T. E. McCarty, 23-41. New York: Routledge.
- 3) Hamann, Edmund T. and Lisa Rosen. 2011. "What Makes the Anthropology of Education Policy 'Anthropological'?" In *A Companion to the Anthropology of Education*, edited by B. A. Levinson and M. Pollock, 461-477. New York: Wiley-Blackwell.
- 4) Kozaitis, Kathryn. 2008. "The Culture of Policy in Higher Education." *Anthropology News* 49 (6): 32.
- 5) Wies, Jennifer. 2015. "Title IX and the State of Campus Sexual Violence in the United States: Power, Policy, and Local Bodies." *Human Organization* 74 (3): 276-286.

Week 8: Learning, Identity, and Community (2/27)

Guest: Dr. Kiran Jayaram, Assistant Professor, Department of Anthropology, University of South Florida (confirmed 9:30-12:30)

Due: Reflection #4

- 1) Lave, Jean and Etienne Wenger. 1991. *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press. pp. 29-58 only
- 2) Varenne, Hervé. 2009. "Culture, Education, Anthropology." *Anthropology & Education Quarterly* 39 (4): 356-368.
- 3) Varenne, Hervé, with Jill Koyama. 2011. "Education, Cultural Production, and Figuring Out What to Do Next." In *A Companion to the Anthropology of Education*, edited by B. A. Levinson and M. Pollock, 50-68. New York: Wiley-Blackwell.
- 4) Posecznick, Alex. 2015. "Provoking Aspiration: Risk-management through the Cultivation of Future Selves in College Recruitment." *Policy Futures in Education* 13 (5): 639-661.

Week 9: Audit and Accountability (3/6)

Guest: Dr. Susan Wright, Professor of Educational Anthropology, Danish School of Education, Aarhus University, Denmark (confirmed)

Due: Reflection #5

- 1) Shore, Cris and Susan Wright. 2000. "Coercive Accountability: The Rise of Audit Culture in Higher Education." In *Audit Cultures: Anthropological Studies in Accountability, Ethics, and the Academy*, edited by M. Strathern, 57-89. London: Routledge.
- 2) Strathern, Marilyn. 2000. "Accountability... and Ethnography." *Audit Cultures: Anthropological Studies in Accountability, Ethics, and the Academy*, edited by M. Strathern, 279-304. London: Routledge.
- 3) Greenwood, Davydd. 2009. "Bologna in America: The Spellings Commission and Neoliberal Higher Education Policy." *Learning and Teaching* 2 (1): 1-38.
- 4) Hébert, Marc K. 2008. "Student Assessment and Dis/economies of Scale." *Anthropology News* 49 (1): 9.

Week 10: NO CLASS – Spring Break (3/13)

Week 11: NO CLASS – SfAA (3/20)

UNIT III: LIVED EXPERIENCES

Week 12: Students (3/27)

Student Facilitation of Class: #1

- 1) Delcore, Henry. 2018. "The Lifescapes of Public University Students: Extending Work Practice to Macro and Micro Levels." *Human Organization* 77 (1): 1-9.
- 2) Montgomery, Laura M. 2008. "Camaraderie, Distraction and Discouragement: Academics and Gendered Patterns of Peer Interactions among College Students." In *Structure and Agency in the Neoliberal University*, edited by J. E. Canaan and W. Shumar, 211-233. New York: Routledge.
- 3) Johnson, Carol E. and Angelina E. Castagno. 2018. "DREAMers and DACAmented Students in U.S. Higher Education: Toward a Critical Race Anthropology of Education Policy." In *The Anthropology of Education Policy: Ethnographic Inquiries into Policy as Sociocultural Process*, edited by A. I. Castagno and T. E. McCarty, 139-157. New York: Routledge.
- 4) Jenkins, Andrea L. 2010. "Learning to Be Anthropological Educators: Graduate Student Perspectives." *Anthropology News* 51 (6): 7-8.

Week 13: Faculty (4/3)

Student Facilitation of Class: #2

- 1) Sahlins, Marshall. 2008. "The Conflicts of the Faculty." *Anthropology News* 49 (1): 5-6.
- 2) Kozaitis, Kathryn. 2013. "Anthropological Praxis in Higher Education." *Annals of Anthropological Practice* 37 (1): 133-155.
- 3) Church, Jonathan. 2008. "Managing Knowledge: Intellectual Property, Instructional Design and the Manufacturing of Higher Education." In *Structure and Agency in the Neoliberal University*, edited by J. E. Canaan and W. Shumar, 33-44. New York: Routledge.
- 4) Brayboy, Bryan McKinley Jones. 2003. "The Implementation of Diversity in Predominantly White Colleges and Universities." *Journal of Black Studies* 34 (1): 72-86.
- 5) Osei-Kofi, Nana. 2012. "Junior Faculty of Color in the Corporate University: Implications of Neoliberalism and Neoconservatism on Research, Teaching, and Service." *Critical Studies in Education* 53 (2): 229-244.
- 6) Canaan, Joyce E. 2008. "A Funny Thing Happened on the Way to the (European Social) Forum: Or How New Forms of Accountability Are Transforming Academics' Identities and Possible Responses." In *Structure and Agency in the Neoliberal University*, edited by J. E. Canaan and W. Shumar, 256-277. New York: Routledge.

Week 14: Staff and Administrators (4/10)

Student Facilitation of Class: #3

- 1) Lee, Jenny J. and Matthew Helm. 2013. "Student Affairs Capitalism and Early-Career Student Affairs Professionals." *Journal of Student Affairs Research and Practice* 50 (3): 290-307.
- 2) Hamrick, Florence A. and Krista Klein. 2015. "Trends and Milestones Affecting Student Affairs Practice." In *New Directions for Student Services 151*, edited by E. J. Whitt and J. H. Schuh, 15-25. San Francisco, CA: Jossey-Bass.
- 3) Magolda, Peter and Liliana Delman. 2016. "Campus Custodians in the Corporate University: Castes, Crossing Borders, and Critical Consciousness." *Anthropology & Education Quarterly* 47 (3): 246-263.
- 4) Weinstein, Laurie. 2007. "The Life of a Chair Saturated in Bureaucracy." *Anthropology News* 48 (3): 27-28.

UNIT IV: CONCLUSIONS

Week 15: Student Project Presentations (4/17)

Week 16: Student Project Presentations (4/24)

COURSE POLICIES AND PROCEDURES

Extra Credit: There are no opportunities for extra credit.

Attendance Policy: Students are expected to attend all classes.

Late and Missed Work Policy: A course assignment is considered late if the assignment is not uploaded to Canvas by 9:30 am on the day that it is due AND the student is not present at the beginning of class when the assignment is due. For each 24-hour period, and portion thereof, that the assignment is late, the assignment grade will be lowered by a letter grade.

In the case of hospitalization or a similar emergency, the student must get in contact with me within two hours of the class. Documentation of the emergency must be presented during the next class attended, if an extension is requested. Any makeup due to such emergencies will be made at my discretion. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to me, in writing, at the beginning of the term.

Notes and Tapes: The sale of notes or tapes from this class is prohibited. It is your responsibility to take notes during class. Lecture notes will not be provided by the instructor or posted on Canvas. If you miss a class, copy a classmate's notes and see your teaching assistant to make sure you understand the missed material.

Canvas and USF Email: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas [help guide](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu. You will also be required to regularly check your USF email for important course announcements. You will not be excused for missing an assignment or announcement because you did not check your USF email.

Academic Integrity of Students: Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. ([Regulation USF3.027](#))

Disruption to Academic Process: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons. ([Regulation USF3.025](#))

Student Academic Grievance Procedures: An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different than that used for other students. The student academic grievance procedures provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. ([USF System Policy 10-002](#))

Disability Access: Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct/Sexual Harassment Reporting: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Professionalism Policy: Per university policy and classroom etiquette, mobile phones, tablets, etc., must be silenced during class. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

The Writing Studio: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with students, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

Campus Emergencies: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.

Course Changes: The instructor reserves the right to make changes to the syllabus, course content, and course calendar.