



Educational Leadership & Policy Studies 434
AMERICAN COLLEGE STUDENT
 Fall, 2008
 Tuesdays, 4:15 – 6:45 p.m.
 Dumbach Hall Room 6 / Lakeshore Campus

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The Back Story

What – or who – is the American college student?

Depending on who you ask, you might receive these responses:

- Today's U.S. colleges and universities enroll just over 17 million students, but just two in every five is a "so-called traditional" college student – someone who is between the ages of 18 and 24 and enrolled in school full-time (ACE, 2005).
- The majority of college students today are female (58%), two of five are students of color, and one of six first year students are the first in their families to attend college (ACE, 2005; CIRP, 2005).
- Surprise! Only 2 million (about 12 percent) of college students live in on-campus housing (ACE, 2005; US Census Bureau, 2000).
- Forty percent of all undergraduates are from low-income families, the vast majority of whom are women. Half of low-income students are students of color and 39 percent are aged 25 or older (ACE, 2005).
- About one in every six students enrolled today will complete at least one online course as part of their college degree (see Sloan, "Making the Grade, " 2006).
- 80 percent of today's college students work a part-time job (King, 2003)
- Today's college students graduate with \$11,400 in student loan debt (\$10,900 for public and \$15,300 for private college grads). On average, these grads spend about 12 percent of their monthly income paying back this borrowed cash (Nellie Mae, 2008).

While these facts begin to paint a picture of what is the most culturally, racially, economically, and religiously diverse population of college students in U.S.

history, there's more to today's college students than demographic and related statistical indicators. All of us come to college with a story – or those experiences that have shaped our sense of self, beliefs, and values. Similarly, the postsecondary institutions we enter also have a story to tell – about what the institution (and those who teach, learn, and lead within it) – believe and value about learning and living. If we hope to develop broad and deep perspectives on today's college students, we have to develop an appreciation for the social contexts in which today's college students live, and the way that these shape students' understandings of their lives and world.

In this course, we'll delve into the varied contextual "backstories" that students bring to campus, what they experience (and the stories many have to tell) about the postsecondary institutional cultures they encounter, and the broader national and global contexts that shape students and the institutions they attend. In so doing, we will draw upon broader theoretical constructs related to social context, culture and identity to inform our understanding and analysis of college students. My hope is that you'll leave this class at semester's end with a richer understanding of college students that is grounded in these three important ideas:

- All of us "carry culture with us" (and these cultural understandings inform our interpretations of reality);
- The campus environments in which students (and others!) learn and grow can and do affect the nature and quality of their growth and development; and that
- For every student, there is always a "story behind every face."

Course Storyline

- Constructing a Context: Our Stories of Collegiate Life
- Concepts & Constructs to Inform our Understanding of Student Life & Culture
- Students & American Youth Culture
- Student Life on Campus: The Shaping Influence of Institutional, Student, & Varied Subcultures
- Diverse Students, Diverse Stories: The Multi-Cultured Realities of Student Life on Campus

Anticipated Learning Outcomes

Upon completion of this course, I hope that you will be able to:

- Explain campus environments and their influence on student learning and identity, paying special attention to human aggregate and socially constructed environmental components.
- Analyze and compare the experiences of different students and student groups on campus using anthropological and sociological constructs discussed

in the literature on campus environments.

- Explain how various cultural contexts (national youth culture, institutional culture, student culture, and student subcultures) shape and influence student life and identity.
- Identify the diverse groups of students who currently comprise the population of students in U.S. colleges and universities.
- Evaluate critically the arguments put forth by different authors in course readings.
- Self-assess your own “culturally bounded” understandings of students and college life, articulating your growing awareness of how your views of reality and past collegiate experiences may influence your understandings, practice, and effectiveness as a student affairs/services administrator or faculty member.

ACS & the SOE Conceptual Framework

“Professionalism in Service of Social Justice” is the conceptual framework that informs our work in the School of Education. In keeping with this framework, in this course we will seek to understand the diversity of college students on two and four-year college campuses and how various college environments contribute to their sense of belonging and “fit.” Moreover, we will reflect on our own stories as former college students and how those shape how we view and interact with college students today. Such understandings are likely to offer us keen insights into how justly and authentically we interact with students and with ourselves.

Required Books/Readings

We will read four books (listed in order of use) this semester. All books are available for purchase at the Barnes and Noble Bookstore on Sheridan Road (Granada Center) at Lakeshore Campus.

1. Strange, C.C. & Banning, J.H. (2001). Educating by design: Creating campus environments that work. San Francisco: Jossey-Bass.
2. Kuh, G., & Associates. (2005). Student Success in College. San Francisco: Jossey-Bass.
3. Kadison, R., & DiGeronimo, T. (2004). College of the overwhelmed: The campus mental health crisis and what to do about it. San Francisco: Jossey-Bass.
4. Suskind, R. (1998). A hope in the unseen. New York: Broadway.

There are also several assigned readings on the course Blackboard (Bb) site. Please check the site weekly for assigned readings. Bb is accessible at <http://blackboard.luc.edu/>

In preparation for seminar discussions, I encourage you to reflect on the following questions prior to each class meeting:

- Given what I've read today, what seems to be the "big idea" that the author(s) is (are) advancing for my consideration? [Try to summarize it in a sentence or two]
- Given what I've read today, what ideas or topics seem fuzzy to me? What idea, topic, or question would I like to explore further in today's class?
- How is what I've read today similar to/different from my own experiences as a teacher? Learner? How might these readings help to inform my professional practice?
- What did I find surprising in the readings for today? Why? What didn't the authors discuss that I assumed they would? Make a list!
- How did I go about preparing for today's session? What could I have done differently?

My Approach to Teaching & Learning

Two Kinds of Intelligence

There are two kinds of intelligence: one acquired, as a child in school memorizes facts and concepts from books and what the teacher says, collecting information from the traditional sciences as well as from the new sciences.

*With such intelligence you rise in the world.
You get ranked ahead or behind others in regard to your competence in retaining information.
You stroll with this intelligence in and out of fields of knowledge, getting always more marks on your preserving tablets.*

*There is another kind of tablet,
one already completed and preserved inside of you.
A spring overflowing its spring box.
A freshness in the center of the chest.
This other intelligence does not turn yellow or stagnate.
It's fluid,
and it doesn't move from outside to inside through the conduits of plumbing-learning.*

*This second kind of knowing is a fountainhead
from within you,
moving out.*

--Jellaludin Rumi (Sufi mystic)

With which kind of intelligence are you most familiar?

With which kind of intelligence are you most comfortable?

Which kind of intelligence have you found to be most privileged in the educational institutions you've attended? Within the workplace? Our society?

Now, be still and respond honestly to this question: Which kind of intelligence would you most like to cultivate in your own life . . . right now?

Why?

In this quotation, Rumi draws our awareness to a powerful reality, but one that has often been ignored in educational practice: two kinds of intelligence exist – the acquired (developed through means outside of ourselves) and the preserved (developed through means internal to ourselves). Rumi suggests that we need both to live fully, wisely, harmoniously.

With few exceptions, formal education in the United States stresses the development of “acquired intelligence.” Over the past several years, however, a small group of educators (who often write about “transformational learning” and “contemplative education”) have begun to encourage a greater balance between the “acquired” and the “preserved.” Their writings have served as a reminder that a truly liberal education *informs* and *forms*, fostering a way of knowing that is spacious enough to value “outer” knowledge and “inner” wisdom, critical analysis and self-understanding, external observation and inner awareness.

My own approach to teaching and learning has been influenced by the writings of these educators, as well as others outside of academe. All of these learnings have challenged me to embrace an approach to teaching and learning that honors what Laura Rendon, in her July/August 2000 *About Campus* article, refers to as an “academics of the heart.”

At its core, an “academics of the heart” is integrative, holistic, and humanistic. Defined by its five key features, Rendon underscores that while each “is unique and plays its own role in the teaching and learning process, [an] Academics of the Heart is about how the pieces are integrated . . . each forms a piece of the puzzle that makes a complete whole; each nourishes the other” (p. 3).

What, then, are those pieces that, when connected together, comprise an “academics of the heart?”

- FIRST, an “academics of the heart” *values the creation of learning environments that “engage the heart as well as the intellect”* (p. 3). In my

case, this means that I view the classroom as a “sacred space,” a place where “holy work is being conducted” (p. 4). Here, I believe it’s important to emphasize rituals and ceremonies that honor learning as a sacred act as well as to respect all who have gathered together to teach and learn.

Accordingly, in my classes I attempt to make a good faith effort to enact the following ways of being, hoping that others will elect to do likewise:

- *reverence*, honoring the dignity of each learner (and text) we encounter;
 - *humility*, recognizing the limitations on our own bounded knowledge, welcoming the gifts of new knowledge that accompany our learning together, and living with gratitude the mystery of what we cannot yet fully understand;
 - *generosity*, listening and learning from a stance of “seek first to understand and then to be understood”;
 - *compassion*, understanding that all of us come to this space with our own needs and concerns, and that caring for each others’ hearts is as important as sharpening each others’ minds; and, finally,
 - *love* – yes, love – recognizing that each of us are gifts in our own right as well as to each other, and that this opportunity to teach and learn together in this space for this period of time is also a gift that we must “pay forward” by sharing our learnings with others in our various communities. Here, Augustine’s teaching serves us well: “Love, love and do what you will.”
- SECOND, since an “academics of the heart makes *“teaching and learning a relationship-centered process,” it is fundamentally “about connection and community”* (p. 4). What this means, concretely, is that I believe all of us will learn much more (and enjoy the learning process far more) if we attempt to see and interact with each other as “companions on a journey” whose intentions are to learn, grow, and develop alone and with one another than as individuals prematurely pigeonholed into defined roles (e.g., the “expert” professor who decides what to teach, when, where, and how; the “novice” student who sits passively and absorbs knowledge and participates in the “limited resources” game of competing with his/her peers for one of the few high grades in the class). Personally, while I know I have studied much and thought deeply about many things, my knowledge expands every time I teach a course because of the robust discussions I enjoy with students. I am a learner first and a teacher second. Similarly, I know that many of you have experiences of value as well as deep thoughts on the material we will discuss this semester – gifts that I want to encourage you to share with me and every other learner in this class. Viewing and interacting with each other as “companions on a journey,” however, will likely not happen if we are unable to develop a classroom culture that welcomes vulnerability, encourages transparency, and safeguards trust. To build such a culture, I know I have to “model the way,” becoming vulnerable, transparent, and trustworthy in my relationships with you and the subject we are seeking to know. My hope is that you will do likewise, taking the following words from Thomas Merton to heart: *“What can we gain by sailing to the moon if we are not able to cross the abyss that separates us from ourselves? This is the most important of all voyages of discovery, and without it, all the rest are not only useless, but disastrous.”*

- THIRD, an “academics of the heart” *“honors and respects diverse ways of knowing . . . opening itself to different voices, and especially to voices that have been silent”* (p. 4). I am fond of the saying, “You can’t hate a person whose story you know.” Hate is bred in fear, and fear is often grounded in ignorance. Opening ourselves up to other perspectives – intellectual, affective, spiritual – has the potential to enlarge our awareness of humanity and to increase our compassion and love for the diverse abundance of all creation. As such, in this course you will see that I have been intentional about “making lots of room” for “different voices” – including the “still, small voice” of silence.

On this latter point, I have a confession to make: I am an introvert who derives most of her energy from solitude. Most of you will find this hard to believe when you see me in class, however, since I also greatly enjoy people and conversation! Sometimes, however, I recognize that I simply need time to think and reflect on a point that is made before engaging in a conversation about it. I know that I’m not alone here; several of you may also share this need for silence in the midst of conversation. Of course, I understand that some of you do your best thinking “out loud.” I want to respect this diversity by asking us to embrace an ethic articulated in a course syllabus by English professor Mary Rose O’Reilly:

This course moves rather slowly and covers material in depth rather than breadth. Try to be patient with going back over the material in silence and slow time. I don’t like to talk all the time, or to hear other people talk all the time. I often have to sit quietly in order to come up with an answer or analysis; sometimes I have to write a little, and perhaps I will stop class to do that: or perhaps that is not stopping class but continuing it in a different way [JGH adds that all of you should feel free to request “pauses in the action” when you feel you need them]. I think that if we proceed in this rather contemplative manner we can get to deeper understandings. This is not McSchool; there are no golden arches out front!

- FOURTH, an “academics of the heart” *attends to “matters of difference as well as togetherness. . . . [Too] often we think we have to choose between community and individual expression. But as Margaret J. Wheatley and Myron Kellner-Rogers . . . explain in “A Simpler Way,” life requires . . . honoring this paradox. Collectively we should discuss: What called us together? What did we believe was possible together that was not possible alone? What did we hope to bring forth by linking with others?* (p. 5). I have no more to say here than this. My hope is that we will embrace the paradox in our learning community this term.
- FIFTH, an *“academics of the heart engages in contemplative practice. Here comes the hard part – an academics of the heart begins not with what we do with or for others; it begins with what we do with ourselves. We cannot engage the hearts of our students without knowing how to engage our own hearts”* (p. 5). And, with that, we have come full circle to where we began: a truly liberal education is not just about imparting and mastering external

information (or “acquired intelligence”); it is also fundamentally about human formation (or tapping into “preserved” intelligence that cultivates inner awareness and self-understanding/knowledge).

From where I stand, I believe Laura Rendon is correct when she writes, “Contemplative practice is at the heart of the academics of the heart – it is the center of the mystery in the adventure of creating a new dream of teaching and learning” (p. 5). Given Ignatius Loyola’s teaching that a truly Jesuit education endeavors to develop graduates who will live as “contemplatives in action,” I cannot imagine *not* integrating contemplative practices into our weekly sessions! In this course, I will do this in two important ways. First, I know from my own experience and with others that beginning class on a contemplative note (and one that often welcomes silence) often generates a life giving tone for what follows. With this in mind, I hope that you will join me in beginning our time together each week in this way, opening yourself to the silence and attending to what it can teach you (I will draw off of the creativity found in the visual and performing arts, poetry, and various contemplative practices for these opening, centering moments). Second, I have built two contemplative assignments into this course, should you elect to complete them (the reflective journaling assignment and the “I Want You to Know” paper). I know that at engaging in these more contemplative assignments can be challenging. But I also know that, without taking time to slow down and hear ourselves think, none of us can ever become “academics of the heart” who live in an integrated, compassionate, and authentic manner. My hope is that by experiencing contemplation in this course, you will begin to escape the burden that too many young people feel in our culture today – a burden expressed candidly by Wayne Muller in his book, *Sabbath*:

Whether they are Hispanic or Native American, Caucasian or Black, the more their lives speed up, the more they feel hurt, frightened, and isolated. Despite their good hearts and their equally good intentions, their work in the world rarely feels light, pleasant, healing. Instead, as it all piles endlessly upon itself, the whole experience of being alive beings to melt into one enormous obligation. It becomes the standard greeting everywhere: I am so busy.

In this class, then, my hope is to teach and learn with you in ways that will help all of us to become “academics of the heart.” I recognize that this approach to teaching and learning will sometimes be uncomfortable, awkward, and challenging. I also know deep in my heart, however, that if we dare to reach out and become companions to each other on this journey, our adventure will be a life-giving, inspiring, and enlightening one.

I do hope that you will join me this semester as companions – alone in solitude and together in community – who are committed to creating a place where “our spirits can be renewed and our souls restored.” I believe – and I hope you will to – that the “classroom” can be:

a place where paradise can be realized, a place of passion and possibility, a place where spirit matters, where all that we learn and know leads us into greater connection, into greater understanding of life lived in community" (bell hooks, Teaching Community: A Pedagogy of Hope, 2003, p. 183)

Evidence of Understanding: Evaluation Methods & Criteria

It is my perspective that evaluation should serve as an enriching activity that (1) helps us to demonstrate our understandings of a given subject to others, (2) provides for critical and constructive feedback that further clarifies and enhances understanding, and (3) promotes self-knowledge through self-assessment of what we have learned and the implications these new understandings may have for our continuing growth and development as educator-leaders.

Accordingly – and taking a cue from Grant Wiggins and Jay McTighe in their excellent book, *Understanding by Design* – I have chosen to emphasize an approach to evaluation in this course that is grounded firmly in the following two questions:

- What kinds of performance or behaviors would provide authentic, “revealing and sufficient evidence” that the participant really understands the course material?
- What criteria will we use to assess the degree of understanding participants have of course material?

Regarding **evidence of understanding** (question one above), I will ask each of you to complete a variety of assignments, all of which are designed to allow you to (1) demonstrate your emerging understandings of today’s college students, (2) explore the relevance of these understandings within your personal and professional experiences, and (3) prompt reflection on the implications these understandings may have for your professional practice.

FOR MASTER’S STUDENTS, I would like you to complete ONE required assignment – a Teach Us Session on a text of your own choosing – and a combination of two or more additional assignments from the menu of options provided below. Please select these latter assignments with these rules in mind:

1. At least two-thirds of the total points possible for each of your two selected assignments must be earned; otherwise no points will be awarded. Hence, if you select to complete the reflective journal assignment, which includes 4 entries at 5 points each, you must complete at least **three** of the entries if you wish to earn **any** points for this assignment.
2. Once the due date for the assignment has passed, you may no longer elect to complete it as one of your two “chosen” assignments.

FOR DOCTORAL STUDENTS, I would like you to complete TWO required assignments – a Teach Us Session on a text of your own choosing and the field-

based research project – and one additional assignment from the menu of options provided below. In selecting the latter assignment, please remember that:

1. At least two-thirds of the total points possible for your selected assignment must be earned; otherwise no points will be awarded. Hence, if you select to complete the reflective journal assignment, which includes 4 entries at 5 points each, you must complete at least three of the entries if you wish to earn **any** points for this assignment.
2. Once the due date for the assignment has passed, you may no longer elect to complete it as your “chosen” assignment.

MENU OF ASSIGNMENTS

Portfolio Item	Due Date	Points Possible
<i>Collaborative “Teach Us” Session</i> (required of all students)	See schedule below	25
<i>Research Prospectus on Culminating Course Project (ungraded) & Field-based Research Project</i> (required of all doctoral students)	Prospectus due: October 14 by Bb dropbox Final paper due: December 2	5 for prospectus 25 for final paper
<i>Interview with Selected Student & construction of “Life Story/ Educational Narrative”</i>	September 30	20
<i>Reflective Journal</i>	Entry 1 due: September 23 Entry 2 due: October 21 Entry 3 due: November 11 Entry 4 due: December 9	20
<i>I Want You to Know Essay</i> <i>(ungraded – you will receive all 20 points if you complete the assignment)</i>	December 2	20
<i>Professional Assessment Commentaries</i>	December 9	10
TOTAL POINTS POSSIBLE		125

A description of potential portfolio items is included below.

1. *Collaborative "Teach Us" Session (required item of all students)* -- for this portfolio item, you are required to form collaborative work groups (of three or four people), read a book from the below assigned list, and "teach" it to your class colleagues. Additionally, I will ask you to complete some work related to group dynamics and assessment. Your session should be limited to a 45 minute timeframe (30 minutes for "teaching" material and 15 minutes for open discussion). I encourage you to approach this task with intellectual curiosity and scholarly playfulness.

Several formats are acceptable for your "teach us" session. You may, for instance, choose to read excerpts from the text and offer critical reflections on them, transform portions of the book into a "screenplay" and enact selected scenes in class, discuss the book along the lines of a "Face the Nation," "Oprah," or "Colbert Report" format, or draw upon popular expressions of culture (in TV, films, popular magazines, and music) to illustrate key concepts from your selected text. In addition to "teaching the book" to your colleagues, I would also like you to prepare class handouts that summarize the text's major concepts.

I will evaluate teach us sessions on the basis of three criteria: (1) how accurately the group depicts the overall themes, or idea(s), in the selected book; (2) how effectively the group engages the class in the overall themes, or idea(s), of the book; and (3) how effectively the GROUP worked together AS A GROUP. ***You will be asked to develop a group bill of rights and fill out a group evaluation form.***

Please prepare your "teach us" session on one of the following books (to facilitate your choice, the "teach us" presentation date is indicated below each book):

- Nathan, R. (2005). My Freshman Year: What a Professor Learned by Becoming a Student. Ithaca, New York: Cornell. (A middle-aged college professor re-enrolls in college as a freshman and gets a revealing and insightful look into today's college students and life on campus.)
Teach Us Session date: September 23
- Thernstrom, M. (1998). Halfway heaven. Plume. (An account of a murder-suicide at Harvard University and its effect on the university campus.)
Teach Us Session date: October 14
- Murphy, A. (2007). Saturday Rules: A Season with the Trojans and Domers (and Gators and Buckeyes and Wolverines). New York: HarperCollins. (A Sports Illustrated reporter looks inside the culture of big time college football and the various rituals, ceremonies, lore, and love that surround it at USC, Notre Dame, and a few other places as well.)
Teach Us Session date: October 28
- Zailckas, K. (2005). Smashed: Story of a Drunken Girlhood. New York: Viking. (An autobiographical account of one young woman's experience with alcohol before and during college.)
Teach Us Session date: November 11

- Bogle, K.A. (2008). Hooking Up: Sex, Dating, and Relationships on Campus. New York: New York University Press. (A sociologist offers a contemporary perspective on the sexual culture at two universities – one public, and one faith-based.)

Teach Us Session date: November 11

- I will allow TWO teach us sessions, each on one of the following books. If interest is expressed in this option, we will need to eliminate one of the aforementioned teach us sessions.
 - Garrod, A., Kilkenny, R., & Gomez, C. (Eds.) (2007). Mi Voz, Mi Vida: Latino College Students Tell their Life Stories. Ithaca, NY: Cornell University Press. (A collection of candid life stories by 15 Latino college students)
 - Garrod, A. & Kilkenny, R. (Eds.) (2007). Balancing Two Worlds: Asian American College Students Tell their Life Stories. Ithaca, NY: Cornell University Press. (A collection of candid life stories by 14 Asian American college students)
 - Garrod, A., Ward, J.V., Robinson, R., & Kilkenny, R. (Eds.) (1999). Souls Looking Back: Life Stories of Growing Up Black. New York: Routledge. (A collection of candid life stories by 16 African American, Afro-Caribbean, and biracial high school and college students)
 - Garrod, A., & Larimore, C. (Eds.) First Person, First Peoples: Native American College Graduates Tell their Life Stories. Ithaca, NY: Cornell University Press. (A collection of candid life stories by 13 Native American Dartmouth College alumni/ae)
 - Howard, K., & Steven, A. (2000). Out and about on campus: Personal accounts by lesbian, gay, bisexual, and transgendered students. Los Angeles: Alyson books. (Personal accounts of gay, lesbian, bisexual, and transgendered students on diverse college campuses. THIS BOOK IS OUT OF PRINT AND IS NOT AT THE BOOKSTORE. Several copies are available at amazon.com and I also have a copy.)

Teach Us Session date: November 18 and November 25

2. Interview with Selected Student & Construction of "Life Story/ Educational Narrative" -- If you elect to complete this portfolio item, I would like you to interview a graduate or undergraduate student of interest to you and, preferably, who is quite different from you (see potential list of "diverse students" below). You may choose to interview a classmate, a good friend, or someone who is not familiar to you. Your interview should concentrate largely on learning more about that person's life story and their unique narrative as, for instance, a first generation college student, re-entry adult woman student, GLBT student, sorority sister, seminarian, and so forth. As part of your queries, be certain to ask questions about why they chose to go to college, what challenges they have experienced during college, what they have most enjoyed about their college experience, and what advice they would give to students like them as they come into college as well as to student affairs administrators who work with members of their group. I have included a list of *potential* interview questions in Appendix A to guide your efforts, although you can feel free to add or subtract from this list. Indeed, you may have to alter this list somewhat to focus on targeted aspects of the student you select to interview.

Once you have completed your interview, I would like you to construct a narrative, or story, about that person, ***preferably writing the narrative in your interviewee's "voice."*** Put another way, I'd like you to construct a "first person" account of your selected interviewee, told in his or her voice, from his or her own perspective. The portraits in any of the Andrew Garrod books noted above offer outstanding examples (as does the Rodriguez piece, "Detour from Nowhere"). Please type and double-space your narrative, which should not exceed 8 - 10 pages in length (I suspect most will be between 5 - 10 pages long).

Please submit your paper by the Blackboard mailbox. Indicate on it if I have permission to post it to the class discussion board.

You may select from a plethora of "diverse student groups" for this project. I offer some suggestions here; if you would like to interview a student whose "group" is not represented on this list, please discuss your selection with me before proceeding. Possible interviewees for this project include: traditional-age or non-traditional age Caucasian/Latino/African-American/Asian-American/Native American/International/Immigrant male or female; gay/lesbian/bisexual student (who may be of traditional or non-traditional college age and of any racial/ethnic background); a male or female student of diverse religious background (e.g., Muslim, Jewish, Evangelical Christian, Roman Catholic); a male or female HIV positive student; a single-parent, working male or female returning adult student; a fraternity or sorority member; a male or female student leader (or any racial/ethnic background); a first-generation, low -income college student (or any racial/ethnic background); a physically disabled/challenged student (e.g., visually or hearing impaired, wheelchair bound); a learning disabled student (e.g., dyslexia); a commuter student; a seminarian, Jesuit scholastic, or other man or woman studying for a religious vocation; a student leader in government or student affairs; a college athlete; or an academically-gifted woman or student of color.

3. *Reflective Journal* – In large part because the literature suggests strongly that professionals enhance and improve their practice when they engage in reflective inquiry about their own practice, if you elect to complete this assignment I would like you to keep a reflective journal throughout the duration of this course. This assignment is intended to help you think through course readings and activities and apply them specifically to your own practice as a student affairs professional or classroom teacher. As you read the assigned materials for each class, please reflect on what you have learned, jotting down questions that may have surfaced in your mind or exploring critically (and, often, creatively) how you might potentially apply the concepts or ideas discussed in your own practice.

Please prepare a 2-3 page journal entry along the lines described above EXCEPT for entry 4-- the last in your journal. For the last entry (which is NOT optional), I'd like you to write a 1 - 3 page essay on the following question:

What did you learn about yourself as a student affairs professional or teacher while completing this journaling activity? Be concrete.

You are more than welcome to write on any topic of your choosing for the first three entries as long as your entry relates to one or more of the assigned class readings discussed up to that point in time in the course.

Please type and limit your entries to no more than 4 double-spaced pages. Please submit your entries electronically via the Bb dropbox. My feedback will take the form of a dialogue with you, raising questions and offering observations on your reflections.

4. *Research Prospectus and Field-Based Project (required of all doctoral students)* -- If you elect to complete this project, I would like you to either conduct independent, individual research or to form small, collaborative research groups (of 2-3 people) and to complete a case study depicting student life and culture at Loyola University Chicago or a postsecondary institution of your choice. Be sure to choose a manageable topic; don't set out to describe student culture writ large at an institution. Instead, focus on the culture of a particular fraternity/sorority, residence hall, academic or social society, athletic team, or something similar. You can also write a case study about a specific aspect of student life -- such as the transitional experiences of first year students or student volunteerism on campus -- or explore the contours of student life and culture for a particular population, such as for women, adult, gay/lesbian/bisexual, community college, first generation, international, or minority students. I am available to confer with you about your selected topic. **Your study will require my approval before you can begin data collection.**

Your case will require original research (interviews, document analysis, and possibly, participant observation). I have provided you with guidelines that will be useful to you in conducting research for your study (see information to include in research prospectus, number 2 above and attached appendix). In writing your case, organize it as follows: (a) introduction of the topic and background information on the subject under study (make some reference to the literature in this section); (b) methods used to study the subject; (c) the actual case itself (tell a story -- do not discuss results in a disaggregated, verbatim manner; rather integrate your findings into a coherent work that tells a story about what you studied); (d) analysis and discussion (pull out and elaborate on key analytical themes that describe what you learned in your study); and (e) implications for student affairs administrators (building on what you learned in your study, what implications should your findings have for students affairs practice?). In your case, be sure to supply relevant evidence that will, in turn, support your analytical themes/interpretations. I warmly encourage collaborative group projects; you can cover more ground and do a more in-depth study with more brainpower. If you elect to complete your culminating course project as a GROUP PROJECT, please attach a description at the end of your paper that accounts for the contributions made by each group member.

As part of electing this option, you are required to submit a general plan, or prospectus, of the research study you plan to conduct. Appendix B ("Things to Remember when Conducting Your Study") will offer assistance as you seek to write your prospectus. Simply put, I would like you to answer each of the 6 questions listed on this handout: (1) what you plan to study (phrase this as a two to three sentence purpose statement); (2) what research questions will guide your study; (3) who you plan to observe, interview, or survey; (4) how you will collect your data (via interviews, focus groups, surveys, observations, analysis of written materials, or a combination of these methods); (5) when and where you'll collect your data (give a timeline!); and (6) how you plan to obtain permission from

relevant "gatekeepers" for your study (we'll discuss this in class). While I expect you to give your research prospectus careful thought, please remember that I know that for many of you this represents your "first shot" at conducting original research. Hence, the "real purpose" of this assignment is to get you thinking about your project in a thoughtful, systematic way. I will provide you with constructive feedback on your proposed study which, I hope, will help to guide your research efforts later in the term. Of course, you should feel free to call, email, or set up an appointment with me if you would like to discuss your research study prior to the submission of your research prospectus.

5. *"I Want You to Know" Personal Essay or Artistic Representation* – Near the mid-semester point of this course, we will view the film, "Skin Deep." There is a scene in the film in which students – who represent a wide range of ethnic backgrounds – engage in an activity entitled, "I Want You to Know." The purpose of this activity is to provide students with an opportunity to reflect on their personal histories and stories (including how ethnic, social class, and gendered realities have shaped their personal identities) and to express these developing thoughts out loud to their peers. If you elect to complete this portfolio item, I would like you to put your thoughts on paper or use your creative imagination via music, film, paint, clay, or pencil to respond to the question: "This is who I am, and these are the events that have defined my identity. I want you to know that . . ." Your essay or artistic representation should provide insights into your own personal history/story. You'll have a far keener idea of how to do this once you see "Skin Deep." Please note that while I expect your papers to be typed, double-spaced, and professional in appearance, this is an *informal* paper (of, probably, 2 - 4 pages in length). *If you would like to use a different mode and style of communication to express your authentic, genuine self in this assignment, just check it out first with me. I am open to that option.*

6. *Professional Assessment Commentaries* -- Finally, if you elect to complete this portfolio item, I would like you to respond to three of the questions listed below. All of these questions are intended to encourage you to reflect on your ongoing development as an advanced professional in the field of higher education administration. I expect that your responses will be thoughtful and will offer examples to support your assessments. In my experience, the most thoughtful commentaries usually require a least a page of narrative each. ***Please compose responses to only THREE of the following questions:***

- What are the two or three most important things you believe you have learned in this course?
- What are the two or three things that you want to work on in your work setting as a result of this class? Why? Be specific. You may write your response to this item in the form of a first-person, self-assessment or as a letter to someone of your own choosing.
- Reflect on the various portfolio items you have completed for this class. Why did you select these particular portfolio items? What do they reveal to you about your learning preferences? Strengths? Weaknesses? How does your work over the course of the semester, in your mind, demonstrate that you have developed an enhanced *understanding* of student cultures and college students?
- Reflect on one of the portfolio items you completed for this class in light of the questions stated below. Then, write brief responses to the following:
 - What problems did you face in writing (or teaching) this item?
 - What solutions or strategies did you use to solve these problems?
 - What alternate plans did you consider for this item? Why did you reject them?
- What task or assignment did you find most challenging in this course? Why? What task or assignment are you most proud of, and why?
- Compose a question or assignment/project that you would give to another person in this class that, in your opinion, would demonstrate that he or she had developed a solid *understanding* of one or more concepts discussed in class. After posing your question or assignment/project, write a paragraph or two that offers thoughtful commentary on why you chose to ask such a question or require such an assignment.

Final course grades for **MASTER'S STUDENTS** will be assigned according to the following point totals:

Total Points Earned	Final Grade
61 and over	A
59 - 60	A-
57 - 58	B+
55 - 56	B
53 - 54	B-
51 - 52	C+
49 - 50	C
47 - 48	D

Final course grades for **DOCTORAL STUDENTS** will be assigned according to the following point totals:

Total Points Earned	Final Grade
71 and over	A
69 - 70	A-
67 - 68	B+
65 - 66	B
63 - 64	B-
61 - 62	C+
59 - 60	C
57 - 58	D
Below 50	Fail

Regarding *evaluation criteria*, the following items will inform our assessments:

- evidence of outside-of-class preparation for class activities and discussions;
- active engagement and involvement in class activities;
- organization and clarity of expression and thought in written projects and verbal presentations;
- integration of class readings, theory- and research-based principles on teaching and learning in required assignments;
- effort to reflect upon teaching practice and commit to ongoing professional improvement;

- efforts to support the teaching, learning, and professional growth and collegiality of peers;
- proper grammar/mechanics and professional appearance of written projects (note: if you send your assignment as an attached file, it must be free and clear of all computer viruses. Failure to comply with this latter requirement will result in a one point deduction from the point total for your assignment).

Of course, please remember that it is very possible “to earn all A’s in school and still flunk life” (and graduate school!). My hope is that your primary focus will be on developing and enriching your understandings of the research on effective teaching and how that relates to your own skillful practice as a current (or future!) higher education professional, rather than earning an “A.” Indeed, I’ll wager that if you focus on the former, you’ll do well on the latter. The reverse, unfortunately, seldom happens.

As a matter of fairness and courtesy to all class participants, I will assess penalties for late papers (except in the case of emergencies, whereupon I must be notified). First, I will not provide extensive written feedback on papers that are submitted late. Second, I will deduct one point for each day that an assignment is submitted past the due date.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

http://www.luc.edu/education/academics_policies.shtml#honesty

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>.

Technology

We live in an increasingly technological world and, as professionals in the teaching and learning enterprise, we need to be able to access and use technology effectively. Accordingly, I will be using the following technological tools in this course: email, youtube video, on line internet sites, Blackboard, and video clips from various DVDs. I will expect you to develop further your own technological skills through (1) the use of a word processing program for submission of required written assignments; (2) retrieving course readings and other materials via a dedicated internet Blackboard site; (3) using email as a way to communicate with me and your peers outside of class; and (4) accessing various e-journals and virtual library resources for class assignments.

Diversity

Giving the growing diversity of today's college students, this class is, by its very nature, focused on diversity. While we will learn a great deal about the diverse stories of today's multicultural student body, this course – through required readings, videos, assignments, and discussions – also promises to enhance students' understandings of the influence that various institutional and subcultural organizational narratives can have on students' collegiate experiences. It is my hope that this course will challenge all of us to develop a deeper appreciation toward a variety of collegiate experiences that go beyond our own valuable – but bounded – understandings. Toward that end, we will adopt conversational practices that will seek to honor not only our own voices and those of others, but also the "still, small" voice that often is largely ignored in campus discussions of diversity.

WEEKLY COURSE SCHEDULE

Session 1: Constructing a Context: Our Stories of Collegiate Life
8/26/08

- Introduction to the course
- Our "backstories"

Assigned Reading:

- ELPS 434 Syllabus (Bb)

Session 2: Expanding the Context: Concepts & Constructs to Inform our Understanding of Student Life, Culture, & Identity
9/2/08

- Components of campus environments
 - human aggregate components
 - socially constructed components
- Sociological theories of identity and community

Class Activity: Movie: "The Morehouse Men"

Assigned Reading:

- Strange and Banning, Educating by Design, preface, introduction to Part I (pp. 1-7), chapters 2 and 4
- Kuh, G.D., & Hall, J.E. (1993). Using cultural perspectives in student affairs. In G.D. Kuh (Ed.), *Cultural perspectives in student affairs work* (pp. 1-11). Lanham, MD: American College Personnel Association. (Bb)
- Love, P.G., et al. (1993). Student culture. In G.D. Kuh (Ed.), *Cultural perspectives in student affairs work* (pp. 59-79) Lanham, MD: American College Personnel Association. (Bb)

Session 3: Students & American Youth Culture
9/9/08

- What is a Generation?
- Generation X
- The Millennials

Class Activity: "Symbol" exercise (**please bring a "symbol" of your generation to today's class**)

Assigned Reading:

- Howe, N. & Strauss, W. (no date). The generations. Accessed from

- <http://www.lifecourse.com/mi/insight/generations/intro.html> (and drawn from Howe and Strauss' 1991 book, *Generations: The history of America's future, 1584-2069*) (Bb)
- Howe, N. & Strauss, W. (no date). Generations in history. Accessed from http://www.lifecourse.com/assets/files/gens_in_history.pdf (and drawn from Howe and Strauss' 1991 book, *Generations: The history of America's future, 1584-2069*) (Bb)
- Howe, N. & Strauss, W. (March 1, 2003). Generation 2000: America's new conformists. *Axess*. (Bb)
- Grossman, L, Mustafa, N., van Dyk, D., Kloberdanz, & K., Schultz, M. (January 24, 2005). Grow up? Not so fast. *Time*, 165(4).

Session 4: Students and American Youth Culture, continued **9/16/08**

- The Millennials: A New Generational Script?

Class Activity: 60 Minutes or Lehrer Newshour video clips on the Millennials; Millennial parents have their say.

Assigned Reading:

- Howe, N. & Strauss, W. (2003). Seven core traits. In N. Howe & W. Strauss, Millennials go to college (51 – 63). Washington, D.C.: American Association of Collegiate Registrars and Admissions Officers. (Bb)
- Pew Research Center for the Public and the Press. (January 9, 2007). A portrait of "Generation Next: How young people view their lives, futures and politics (Executive Summary). Retrieved from <http://people-press.org/report/300/a-portrait-of-generation-next> (Bb)
- Cannon, C.M. (March 10, 2007). Generation "We": The awakened giant. *National Journal*, 39(10). (Bb)
- Mahoney, S. (October, 2004). Froshmom orientation. *More*. (Bb)
- Pope, J. (August 30, 2005). Colleges try to cope with "copter parents." *The Chicago Tribune*. (Bb)

Session 5: Students and American Youth Culture, continued **9/23/08**

- The Millennials: A New Generational Script?
- *Journal Entry 1 due*

Class Activity: Millennial students speak out.

Teach Us session: Nathan's *My Freshman Year*

Assigned Reading:

- Jayson, S. (6/28/2006)
- Jayson, S. (June 28, 2006). The "millennials" come of age. *USA Today*. (Bb)
- Irvine, M. (June 26, 2005). The young labeled "Entitlement Generation." *The Chicago Tribune*. (Bb)

- Hollon, J. (March 3, 2008). Millennials at the gate. *Workforce Management*, 87(4): 42. (Bb)
- Howe, N., & Strauss, W. (March 2, 2007). Will the real Gen Y please stand up? *The Los Angeles Times*. (Bb)
- Williams, L.B. (1998). Behind every face is a story. *About Campus (March/April)*, 16 - 21. (Bb)

Session 6: A Pressing Millennial Challenge: Mental Health Issues on Campus
9/30/08

- *Life story narrative due*

Class Activity: A Conversation with Higher Education Colleagues from NIU

Assigned Reading:

- Kadison and DiGeronimo's *College of the Overwhelmed*, chapters 1 – 4
- Toppo, G., Holeywell, R., Deerwester, J., Edelman, A., & Cauchon, D. (April 18, 2007). Gen Y shaped, not stopped, by tragedy. *USA Today*, p. 1D. (Bb)
- Nizza, M. (February 15, 2008). Gunman was once "revered" on campus. *The New York Times*. (Bb)
- Keen, J. & Bello, M. (February 16, 2008). NIU mourns victims in deadly shooting. *USA Today*. (Bb)

Session 7: NO CLASS – Fall Break
10/07/08

Session 8: A Pressing Millennial Challenge: Mental Health Issues on Campus
10/14/08

- *Research prospectus due (for doctoral students)*

Class Activity: A Conversation with Members of LUC's Behavioral Response Team

Teach Us Session: Thernstrom's *Halfway Heaven*

Assigned Reading:

- Kadison and DiGeronimo's *College of the Overwhelmed*, chapters 5 – 7
- Briggs, B. & Dunn, J. (November 28, 2004). Wasted lessons: Samantha Spady's CSU pals grieve the loss of their sweet, hard-partying friend. But for most of them, denial still flows about the depth of her alcohol problem. *The Denver Post*, A-01.

Session 9: Campus Environments: Institutional Mission & Culture and its Influence on Student Life
10/21/08

- Understanding Campus Environments: The Influence of Mission & Culture

Class Activity: Film on U.S. Military Academies

Assigned Reading:

- Strange and Banning, *Educating by Design*, chapters 5, 6, and 7
- Kuh, et al., *Student Success in College*, chapters 1- 4

Session 10: Campus Environments: Institutional Practices that Promote and Hinder Cultures of Student Engagement

10/28/08

- Promoting student engagement: What works, what doesn't
- *Journal entry 2 due*

Teach Us session: Murphy's *Saturday Rules*

Assigned Reading:

- Kuh, et al., *Student Success in College*, chapters 8 - 12

Session 11: NO CLASS – ANNUAL MEETING OF THE ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

11/04/08

Session 12: Campus Environments: Student (Sub) Cultures on Campus

11/11/08

- How student cultures and subcultures shape student engagement, learning, campus life
- *Journal entry 3 due*

Class Activity: Structured Academic Controversy: Greek Life on Campus

Teach Us session: Zailckas's *Smashed* or Bogle's *Hooking Up*

Assigned Reading:

- Jerslid, D.(May 31, 2002). Alcohol in the vulnerable lives of college women. *Chronicle of Higher Education*, pp. B10-11. (Bb)
- Kuh, G., Pascarella, E.T., and Wechsler, H. (1996). The questionable value of fraternities. *Chronicle of Higher Education*. (Bb)
- Michael, J. (April 20, 1998). Social researchers show the benefits of fraternities and sororities. *New University newspaper*. (Bb)
- Why Join a Fraternity? (Bb)

Session 13: Diverse Students, Diverse Stories: Multiculturalism and Student Life I

11/18/08

- Diverse Students, Diverse Stories: The Salience of Race, Ethnicity, and Class in Students' Experiences with College Life

Class Activity: Discussion of Suskind's text

Teach Us session: One of Garrod's books

Assigned Reading:

- Suskind, A Hope in the Unseen (yes, the entire book!)

Session 14: Diverse Students, Diverse Stories: Multiculturalism and Student Life II

11/25/08

- Diverse Students, Diverse Stories: The Salience of Race and Ethnicity in Students' Experiences with College Life

Class Activity: View and discuss film, "Skin Deep II"

Teach us session: One of Garrod's texts or Howard and Stevens' *Out and About on Campus*

Assigned Reading:

- Garrod, A., Kilkenny, R. & Gomez, C. (2007). Introduction: Being and becoming Latino. In *Mi voz, mi vida: Latino college students tell their life stories*. Ithaca: Cornell University Press. (Bb)
- Takeshita, V. (2007). Revolution and revelations: The personal journey and the definition of community. In A. Garrod and R. Kilkenny (Eds.), *Balancing two worlds: Asian American college students tell their life stories*. Ithaca: Cornell University Press. (Bb)
- Howard, A. (November/December 2001). Students from poverty: Helping them make it through college. *About Campus*, 6(5): 5 – 12. (Bb)
- Rodriguez, S. (1996). Detour from nowhere: The remarkable journey of a re-entry community college woman. *Initiatives*, 58(1): 1 – 9. (Bb)
- McCune, P. (May/June, 2001). What do disabilities have to do with diversity? *About Campus*, 6(2), 5-12. (Bb)
- Rodriguez, S. (September/October 2003). What helps some first generation college students succeed. *About Campus*: 17-22. (Bb)
- Sander, L. (January 18, 2008). Blue collar boomers take work ethic to college. *Chronicle of Higher Education*, 54(19).
- No author. (July, 2006). Commuter students: Myths, realities, helpful theoretical frameworks. *Journal of Recruitment and Retention*.

Recommended Reading:

- The Pell Institute. (2007). *Democracy is not destiny: Increasing the graduation rates of low-income college students at large public universities*. (Bb).

Session 15: Diverse Students, Diverse Stories: Our Stories

12/2/08

- *I Want You to Know* essays due
- *Research projects due (for doctoral students)*

Class Activity: Discussion of "I Want You To Know" essays

Assigned Reading:

- None

**Session 16: College and University Environments and Their Impact on Student
12/09/08 Learning and Identity**

- Course Wrap-Up
- *Journal entry 4 due*
- *Professional Assessment Commentaries due*

APPENDIX A

Potential Questions to ask of Selected Interviewee

(questions adapted from Bret Eynon, LIB 200 Seminar, LaGuardia Community College)

Growing Up

Where are you from? Where did you grow up?

- What are your strongest memories (or most important experiences) of growing up?
- What did your parents do for a living?
- What kind of educational background did your family have? How did they feel about education?
- How would you describe the neighborhood in which you grew up?
- How would you describe your high school? What words would you use to describe your high school experience? Your teachers? The “kinds” of students you hung out with? Yourself as a student (academically and otherwise)? The physical campus of your high school?
- Have you or any member of your family ever experienced discrimination? If so, can you share that experience with me?

Coming to College

- What were your expectations of college? Did you have an image of what college would be like?
- Why did you decide to go to college? Why did you decide to attend [name of interviewee’s college]?
- What’s your major? Is it the same major you started with? If you changed majors, why did you change?
- What’s the best class you had as a college student? Why was it so good? What did you learn from it? What was your worst class in college? Why was it bad? How did you handle it?
- Did you experience in any challenges in deciding to go to college? To coming to [name of interviewee’s chosen college] in particular?

Life as a College Student

- Do you belong to any student organizations? Use the library or gym? Do you spend time here beyond your classes, doing something particular or just hanging out?
- Do you have a job now, while you’re going to school? What do you do? How does that affect you and your education?
- How does your family feel about you coming to college? Has your family supported or encouraged you? In what ways? If you are married or have children, how has that affected your experience in college?
- College often provides students with considerable experiences with diversity. Has this been your experience? Have you gotten to know people from other backgrounds? Have your own attitudes about different groups changed since you’ve been a student? In what ways?
- Did/have you experience(d) tension or prejudice in college? What was that experience like?
Have you had any other experiences in college that you have found especially

- challenging, difficult, or burdensome? What were they?
- Overall, what do you like the most about college? What's the best thing about it? What the worst thing about it? What would you tell a friend who is a lot like you about coming to college?

Changing & Growing

- How have you grown as a person during your time in college? What were you like when you first came? How have you changed? Why did those changes happen?
- Has education changed your relationships with your family or your old friends? In what ways? What is your relationship to the culture you grew up with? Has that changed in any way?
- How have your dreams for yourself changed as a result of your education? What are your plans for the future? Do you plan to go on for more education? What kind of work or career are you interested in? What do you want to be doing in 5 years?
- What's would you describe as your best college memory? Why? Your worst?

APPENDIX B

Things to Remember in Conducting Your Study: A Guide for Writing the Research Prospectus for Your Final Projects

1. **Figure out WHAT it is that you really want to study.** Develop a general working plan for what subculture, peer group, aspect of student culture or student life that you want to study. Specify the problem, issue, or topic that you're interested in studying in a two or three sentence purpose statement (something like, "the purpose of this study is to understand and describe the new member initiation rite in Alpha Delta Gamma fraternity"). *I'll want to see your purpose statement in your prospectus.* (This item refers directly to WHAT you will investigate in your study)

2. **Write out an interview protocol, or at minimum, three to five key interview or survey questions.** Your interview questions should provide you with the kinds of probes necessary to gather data that will help you to achieve the stated purpose(s) of your study. You may be interested in consulting Cumings (1995) for an example of the interview questions he used in his study of Student Culture at Wheaton College. *Please include a list of these interview questions in your prospectus.* (Items number 2, 3 and 4 on this sheet refer directly to HOW you will conduct your study.)

3. **Determine WHO you will interview.** Try to select "key informants" who will provide you with the kinds of information that will be relevant to your study. If you are investigating new member initiation rites in a fraternity or sorority, for example, you'll want to talk with the person (or persons) who have had responsibility for that activity in the past, as well as pledges who went through the process (including very recent pledges and those who pledged one or two years prior). If you're studying the subculture of gay/lesbian/bisexual students on campus, you'll want to identify key members of that subculture (such as the president of their student organization), as well as talk to those who have "come out" and those who have not (a trickier proposition). If you are having any difficulties determining who you should select as interviewees or survey respondents for your study, just let me know. I'd be happy to advise.

Once you have figured out in your own mind who you will interview (you might need to talk to a few people to help you identify folks), contact these individuals and ask them if they will be willing to participate (do this AFTER you have received permission to conduct your study -- see item 6). Assure them that their responses will be kept confidential (in other words, you will NOT share one interviewee's responses with another interviewee) and that you will ensure their anonymity by using pseudonyms in your study (for example, rather than using their "real" names, you'll make up names and be extremely careful NOT to compromise their anonymity by revealing too much about their physical characteristics). *Please include a list of preliminary interviewees (in pseudonym form) and their "role" (e.g., male gay student, chair of pledge committee, dean of students) in your final prospectus.*

4. **Determine if you will collect data by any means other than interviewing.** I strongly encourage all of you to use interviewing or survey research techniques in your study. Some of you, however, may find that you want to consult and analyze documents in your study. This is perfectly fine with me. If you choose to analyze the culture of a residence floor, for example, you might ask students on that floor to email their thoughts on "life on the floor" to you -- including what students think is important, how they spend their time, what they value, how members on the floor should behave (norms). Technically, those email responses will serve as documentary material in your study -- material that you will have to read and analyze. Or let's say that you choose to study the initiation ritual in a fraternity or sorority. It is quite possible that these organizations may have new member handbooks that outline pledging procedures as well as describe the history and traditions of the fraternity/sorority. You probably should collect these materials, read them, and pull out those pieces of information that are relevant to your study. *The big point here is this: you need to decide if you're going to use documentary materials and, if so, what materials you plan to collect. Include this information in your prospectus.*

5. **Determine when and where you will conduct your study.** Pick a week or two in the middle of the semester to conduct your study. Your interviewees will want to know when you'll be meeting with them, so keep a strict schedule and inform them of when you will conduct interviews. Also determine where those interviews will take place. Be as flexible with your interviewees as possible, meeting them at locations that are mutually convenient. If you're studying a fraternity, sorority, student organization, residence hall floor, or something similar, try to visit their "home turf" and interview folks there. These visits will provide you with a better understanding of life and culture in these specific subcultures/peer groups. (This item relates directly to WHEN and WHERE you will conduct your study.)

6. **Obtain permission.** Talk to the supervisor who is in charge of the organization you seek to study (if you're going to do a study of the peer culture on a residence hall floor at LUC for example, talk to the R.A. and to the Director of Residence Life at LUC). Tell these folks that you're conducting research for a class project and that all data collected will be held in strictest confidence. If you're going to sit down and interview folks randomly about multiculturalism at Loyola or what it's like to be a nontraditional, adult student here, getting formal permission is less important (although it still might be a good idea to let Linda Deanna know what you are doing). In seeking permission, it might be smart to share a copy of your interview prospectus with the appropriate "gatekeeper" (the person who will grant permission). If you should run into any problems whatsoever with obtaining permission, please do not hesitate to ask me for help.