

Call for Proposals for First-Year Seminar

First-year seminars will be distributed across the disciplines, yet they are structured around a set of common student learning outcomes whose purpose is to introduce first-year students to the pursuit of intellectual inquiry while developing some of the fundamental skills necessary for success in a rigorous academic setting: information literacy and strong written and oral communication skills. Specific topics are determined by the instructor's background and interests. The objective of the first-year seminar is to cultivate the intellectual skills necessary for liberal learning through the in-depth study of a topic and the provision of instruction on how to gather and analyze information for the purpose of formulating and defending an opinion. Seminars will be deep in terms of the critical approach employed, but will involve topics that are accessible to first-year students. In addition, first-year seminars anticipate the experience of the senior seminar without the requisite background knowledge and skills that such seminars demand.

All first-year seminars involve meaningful writing and speaking assignments in which students are given instruction and guidance on writing and speaking at the college level. Resources provided by the QEP are being used to enhance the services offered by the Speaking and Writing Center so that instructors can lean on these centers as they develop this portion of their course. Contact the Director of the Writing Center, Gwen Hale (ghale@umw.edu), or the Director of the Speaking Center, Anand Rao (arao@umw.edu), for assistance on how the centers can help you. Peter Catlin (pcatlin@umw.edu) of Simpson Library is also a valuable resource for providing instruction on information literacy and a robust introduction to library resources.

Every course should have the following basic components and use the new student learning outcomes.

First-year seminars will

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

Student Learning Outcomes (must be included on your syllabus!)

Upon successful completion of an FSEM, students will

- utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- improve development and organization of written arguments;
- demonstrate the ability to edit and revise in the writing process;
- apply the basic theories and principles of oral communication; and
- communicate effectively in a variety of settings, including public speaking and group discussion.

We are looking for seminars, not traditional courses, which illustrate the sort of intellectual inquiry higher education can offer. See, for instance, the sample syllabus appended to this document. In other words, you should not take an existing course and re-title and re-number it.

As we transition to all first-year students taking FSEM their first semester, instructors of FSEM should recognize that first-year advising will merge with the seminar program. FSEM instructors will be asked to devote a small portion of class time to advising issues and will be expected to meet their students individually for advising purposes. The Office of Academic and Career Services will be working with faculty in this endeavor and faculty will not be expected to develop advising materials. It is our hope that a collaborative program between first-year seminar instructors and the staff in the Academic and Career Services is a sound model for the academic component of the first-year experience.

FIRST-YEAR SEMINAR REAPPROVAL FORM
UNIVERSITY OF MARY WASHINGTON

COURSE TITLE:	RACE AND REVOLUTION		
SUBMITTED BY:	Craig Vasey, Suzanne Sumner, Rosalyn Cooperman, Jess Rigelhaupt, Leah Cox, Melina Patterson, Meghan Conley, Nora Kim, Mary Beth Mathews, Tracy Citeroni, Marjorie Och, Shumona Dasgupta, Debra Schleef	DATE:	Nov 16, 2014

RATIONALE. Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above).

The course explores our collective memory of the Civil Rights Movement, with specific attention to James Farmer and Rosa Parks, as well as the concept of race –its history and function. We've incorporated the three QEP modules into the course for fall 2014 (see syllabus), and have added a visit to the Speaking and Writing Centers –in addition to the Library session we have had for the previous years. Students write (and peer-review) an early paper on race, and work on a research paper across the semester, turning in parts of it at specified dates; they also do two prepared oral presentations on the work for it. Class meetings are discussion-based, and the texts are primary sources such as Farmer's autobiography, King's *Letter*, Malcolm X's speeches, and video recordings.

SYLLABUS. *Attach a course syllabus.*

SUBMIT this form and attached syllabus **electronically as one document** to Dave Stahlman (wdstahlm@umw.edu). All submissions **must** be in electronic form.

Race and Revolution

FSEM100G4.02, Fall Semester 2014

Trinkle B 39, TR 3:30-4:45 pm

Professor Craig Vasey (Dept of Classics, Philosophy & Religion), Trinkle Hall 238,
 654 1342. cvasey@umw.edu University of Mary Washington

Course Goals and Objectives

The US Civil Rights Movement was a response to a world structured by rules, institutions, and beliefs centering around race. White superiority may be a largely discredited notion today but our world is still largely the world shaped by four centuries of unapologetic racial ideology, conquest, slavery, and colonialism. In this course, we will explore the life and work of James Farmer, an exemplary leader of the U.S. Civil Rights Movement, as well as the movement's historical background and its ongoing relevance. We will investigate the history of the concept of race and its impact on how we perceive ourselves and the world.

Course goals:

- be able to explain the significance of James Farmer as a leader for social change
- recognize and compare a variety of points of view within the Civil Rights Movement
- relate the Civil Rights Movement to earlier historical eras (e.g., reconstruction, redemption, Jim Crow, etc.) and to subsequent eras, including the present
- analyze the current state of race relations, and its bearing on national politics and social justice
- explain how systems of domination and subordination intersect with one another and how these dynamics show up in the educational system, the workforce, and daily life.

Goals for all First-Year Seminars include:

- Students will engage in several writing assignments and become better writers.
- Students will engage in numerous discussions and other speaking assignments and become better public speakers.
- Students will make use of primary sources of information and be able to draw conclusions from the materials.
- Students will utilize research techniques and conduct research relevant to the subject

Required Materials

We will read the following books that are available for purchase at the UMW bookstore. Additional readings will be made available on-line at **Farmerfsem.umwblogs.org**.

Required Texts

Farmer, James. 1985. *Lay Bare the Heart*. Fort Worth: Texas Christian University Press.

McGuire, Danielle. 2010. *At the Dark End of the Street*. New York: Alfred A. Knopf Publishers.

Theoharis, Jeanne, 2013. *The Rebellious Life of Mrs. Rosa Parks*. Beacon Press

Course Requirements:

1. **Comprehension & Discussion questions on readings.** Write two questions on important content of the reading, and one discussion question about an issue in the reading. Days on which these are due are marked **C&D** in the syllabus. **10% of total grade.**

2. **Learning about Race Narrative, 10% of final grade**

Paper #1 – Learning about race due **16 September**

The goal of this first paper is for you to reflect upon the meaning of race. Before you write, spend some time trying to remember some significant experience(s) of your life in which you realized (either at the time, or later, looking back) that race mattered. Your own race, someone else’s race – the fact that people see one another in terms of the concept “race,” the fact that race makes a difference in situations of daily life. Then write a narrative, like a memoir or a story, in which you recount it. You’ve seen Farmer tell such a story in Lay Bare the Heart, Smith tell some in Killers of the Dream, and Obama tell one in Dreams from my Father. Keep those examples in mind –not to imitate, but to help you see what it means to recount a story and reflect on it.

Your paper should be three (3) pages long (12 point font, double spaced, normal margins), and you should proofread and edit the paper BEFORE you bring it to class. Your paper should be free of spelling and grammatical errors. We will be using these papers in an in-class writing workshop; your peers deserve your best efforts, not your last minute rush. Also: don’t write about an experience that is more personal than you are comfortable sharing.

3. **Research project, 40% of final grade.** You will complete a research project in several parts, including a presentation to the class.

I. Preparatory Work 10%

Annotated Bibliography – Students will turn in a bibliography of scholarly and popular sources they find about a person in the Civil Rights Movement. **This is due Oct 2.**

Five of these bibliographic entries must be scholarly and must include the following information:

- i. **The complete citation (author, year, title, periodical or journal title/publisher)**
- ii. **The database used to find the source**

These sources must be annotated further. This means that you also will do the following in a paragraph of about 200 words:

- iii. **describe the argument or thesis if there is one;**
- iv. **summarize the main points of the article;**
- v. **describe the kind of data or sources used in the article;**

- vi. **assess the article (does it make an argument, use reliable sources, have supporting data, etc.)**

Draft of biographical Sketch 2 pp

Draft of discussion of theme and context of your subject in the CRM. 2 pp

Draft of discussion of memory and representation as it pertains to your paper. 2 pp

II. **Final research paper** – Your final paper (8-10 pages) will be based in part on the initial research that you do for your bibliography. For your final paper, you will write a paper about your CRM person has been represented and remembered in popular and scholarly sources. **This is worth 20% of your final grade.** Your paper will include the following sections:

- i. **An introduction**
- ii. **A biography**
- iii. **A discussion of relevant research and theory about representation and memory of the CRM**
- iv. **An analysis of how your particular subject is represented and remembered in scholarly sources, obituaries, different kinds of media sources, and, if relevant, statues, streets, parks, songs, children’s books and other sites of public memory.**
- v. **A conclusion.**

Option to submit revised paper: due in Finals Week. This option is only open to students who have submitted a peer-reviewed draft of the paper along with the final draft.

III. Presentation, 10% of final grade

4. **Class Participation and Attendance** – Class participation is an essential element of a seminar. Excessive absences (more than two) and non-participation in daily class discussions will lower your course grade. **10% of final grade.**
5. **Final Exam, 15% of final grade.**
6. **Out-of-Class Events. 10% of final grade.** 300-500 word essay on five events: *The Good Fight*, Gaye Adegbalola (9-16), Peniel Joseph (11-6), and two documentaries from Simpson Reserve list: *A Question of Color*; *James Baldwin*; *Scarred Justice –the Orangeburg Massacre 1968*; *The Complete Blue-eyed*; *Brother Outsider –Bayard Rustin*; *The Road to Brown*; *Pete Seeger, the power of song*; *Negros with Guns –Rob Williams and Black Power*; *Free Angela Davis*; *Black Power Mix Tape*. If you miss or cannot attend one of the speakers, replace that event with another video report. Due within 24 hours –ADD Due Dates to syllabus
7. **QEP (Quality Enhancement Program)** –mandated **modules** on Research, Speaking, and Writing. Links to these modules are included in the syllabus near the time they are due. It involves you watching a brief video presentation that speaks to some skills and competencies you should be familiar with and should develop, followed by a short quiz. These are required in all First Year Seminars; failing to take a quiz will cost 5 points.

Midterm Grades. If you appear to be likely to end up with a course grade of D or lower by midterm, you will receive a midterm grade of “U.”

Honor Code

Mary Washington’s Honor Code governs all work in this course. Students’ signatures on any and all coursework convey a pledge of neither giving nor receiving aid on work. Students having questions regarding the application of the Honor Code to a particular assignment should consult with me.

Students with Disabilities

The Office of Disability Resources (ODR) has been designated by the University as the primary office to assist students with disabilities. If you receive services through ODR and require accommodations for this class, please come see me as soon as possible. Any information you share is strictly confidential. If you have not made contact with ODR and have reasonable accommodation needs (note-taking assistance, extended time for exams) I will be happy to refer you. The ODR will require appropriate documentation of disability.

Course Schedule

Week 1

Tuesday, August 26

Introduction, Review of Syllabus; discussion of the First Year Seminar program and goals

Wednesday, August 27

4 PM Meet in the James Farmer Lecture Hall (Monroe 116) to see *The Good Fight*

Thursday, August 28

Reading: Trenis, Neva. “All Aboard,” *UMW Magazine*, Spring 2011, pp. 16-23.

Lay Bare The Heart: *Part One (Mississippi Revisited), Part Two (PK – Preacher’s Kid)* **C&D1 (paragraph on *The Good Fight* due)**

Week 2

Tuesday, Sept 2

Thursday, Sept 4

Race: The Power of an Illusion (part 1)

Obama, Barack. Dreams from my Father

Freud, Sigmund. The Interpretation of Dreams

Smith, Lillian. Killers of the Dream

MacIntosh, Peggy. *White Privilege*

Mills, Charles, The Racial Contract, *Introduction*

The Enlightenment’s “Race” Problem

Plato, *The Republic*, 414-416 **C&D2**

Week 3

Sept 9

Michelle Alexander, *The New Jim Crow* pp 20-58
DuBois, *The Souls of White Folk* **C&D3**
Assignment of research subjects

Sept 11

Writing Center & Speaking Center visit.
Peer review workshop on draft of race narrative

Week 4

Sept 15

Learning About Race paper due Monday, Sept 15

Sept 16

Meet at Simpson Library for Research Discussion. Rm 225

Sept 16

7:00 PM Gaye Adegbalola Dodd Auditorium *Civil Rights and the Blues*

Sept 18

LBTH Part Four (*Intellectual Coming of Age*) **C&D4 Paragraph on Gaye due**

Sept 19

QEP Research module test due (CRAAP)

Week 5

Sept 23

Memory and Rosa Parks

McGuire, *At the Dark End of the Street*, pp. xv – 110 **C&D5**

Sept 25

Eyes on the Prize #1 Awakenings
Annotated Bibliography (Five sources) due

Sept 26

QEP Speaking module test due

Week 6

Sept 30

Theoharis, *The Rebellious Life of Mrs Rosa Parks*
(ch 3-4, 6-7, conclusion)_**C&D6**

Oct 2

LBTH Chapter 16 (pp 185-195). **C&D7**
Rosa Parks children's book exercise

Week 7

Oct 7 - Oct 9

Oral presentations on biographies of the research subjects, with powerpoint. 5 minutes. Students should visit the Speaking Center to rehearse presentation in advance. Make sure you show the class what your person is known for and why s/he is important and remembered.
<http://academics.umw.edu/speaking/speaking-center>

Draft of biography due 2 pp Avoid obscure facts about childhood background, etc., and focus in terms of his/her role and or accomplishments in the Civil Rights Movement.

Week8

Oct 16

In-class research day; Zotero exercise. Bring your laptop to class

Week9

Oct 21

Memory, MLK, Malcolm X

King, *Letter from Birmingham Jail* C&D8

<http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf>

Malcolm X, *The Ballot or the Bullet* C&D89

http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html

Oct 23

Morgan, *The Good, the Bad, and the Forgotten*. C&D10

Mike Douglas Show clips

Draft due on theme/ context and your subject's place in CRM (2 pp)

Contextualize your subject in terms of 2-3 themes within the Civil Rights Movement (labor, gender issues, arts, black power, electoral politics, religion, education, etc.). Choose one to focus on, and develop the case for why this is the best theme in terms of which to focus on this person.

Oct 24

QEP Writing Module Test due

Week10

Oct 28

Riverside church speech. Eyes on the Prize #3

Oct 30

LBTH Chapter 21.

Farmer-Malcolm X Debate (youtube)

Peniel Joseph, Stokely, A Life. Chapter 3 C&D11

Week11

Nov 4 – 6

Peniel Joseph, *Revolution in Babylon* (pdf) C&D 12

Marable's account of Malcolm X's assassination Malcolm X: A Life of Reinvention pp. 432-449

Draft due on memory and representation 2 pp. Describe how your subject is remembered or represented, and come up with a couple of hypotheses explaining why. Bring in evidence and sources to support each hypothesis.

Nov 6 *Memory and Farmer*
Freedom Riders

Guest Speaker: Peniel Joseph, Stokely, A Life TBA

Week 12

Nov 11 *Freedom Riders*

Nov 13 Farmer on video
LBTH Part Six *Spreading of the Wings* **C&D13**
Nov 14 QEP Writing Module Test due

Week 13 *Contemporary Issues*

Nov 18 Contemporary issues Colorblindness, the end of racism, Supreme Court rulings (affirmative action, voting rights, voter ID);
Racism without Racists Ch 10 **C&D 14**
Race Log reports; The Daily Show.

Nov 20 Continue *Race: Power of an Illusion. 1964*

Week 14

Nov 25 *White Like Me* **streaming for the week**

Final Draft of Paper due in class

Week 15

Dec 2 - 4 **Final Paper Presentations. Oral presentations** on the paper (not on the person) with powerpoint. 8 minutes. Focus on the themes and memory aspects of your paper, with only a brief reminder of biographical information. Students must visit the Speaking Center to rehearse presentation in advance. <http://academics.umw.edu/speaking/speaking-center>
