

FIRST YEAR SEMINAR COURSE PROPOSAL

UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

COURSE NUMBER:	FIRST YEAR SEMINAR (CURRENTLY FSEM 100AA)		
COURSE TITLE:	JAMES FARMER, THE CIVIL RIGHTS MOVEMENT, AND THE LIBERAL ARTS UNIVERSITY		
SUBMITTED BY:	Colin Rafferty	DATE:	9/14/10
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<input checked="" type="checkbox"/>

NOTE: Please view the attached *Call for Proposals* or visit the *First-Year Seminar blog* at <http://firstyearsem.umwblogs.org/> to see the criteria used to evaluate courses proposed to meet the first year seminar requirement. See the report entitled "General Education Curriculum as Approved by the Faculty Senate" for additional details.

COURSE DESCRIPTION. In the space below, provide a **1-2 sentence** description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the "Eagle Essentials" booklet).

This first-year seminar studies James Farmer with an emphasis on not only the history of the Civil Rights Movement but also that movement's connection to the ideas and ideals of a liberal arts education. Through studying various texts, print and otherwise, students will develop their knowledge of both Farmer, the engines of social change, and the goals of the liberal arts

RATIONALE. Using only the space provided in the box below, **briefly** state why this course should be approved as a first year seminar course.

This course is an adaptation of Professor Timothy O'Donnell's FYS "James Farmer, Debate, and the Civil Rights Movement," submitted and approved in Spring 2007. From O'Donnell's original proposal:

"It should be approved as a general education course in the first year seminar category because it satisfies all of the design elements of the first year seminar while focusing on a topic which is accessible and interesting to many first year students (and is also a topic of some import to the University and its members). While all first year students should have some sense of who James Farmer was, 15 students ought to have the opportunity to study the subject in great depth."

SYLLABUS. Attach a course syllabus.

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

FSEM100AA: James Farmer, the Civil Rights Movement, and the Liberal Arts University, Spring, 2011
Instructor: Colin Rafferty
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Office Hours: MWF 11-12

Course Description

He's a bust in front of Trinkle Hall; perhaps you've heard friends refer to him as a "pirate" because of his eyepatch. But why is there a state of James Farmer on the Mary Washington campus? Who is he, and what is his place in not only the history of the American Civil Rights Movement, but also the development of the liberal arts university? And what are the connections between the college you attend now and the America of 1961?

This course seeks to shed light on James Farmer, the "forgotten man" of the Civil Rights Movement; the man who debated Malcolm X; the man who spoke at the same rally that Martin Luther King, Jr delivered "I Have a Dream"; and the man who won the Presidential Medal of Freedom. In doing so, it also seeks to understand the goals and ideals of the liberal arts university, and how it can serve as an engine of social change.

The course includes these features:

- active, discussion based, participatory learning
- active reading of texts from both Farmer's life and elsewhere
- researching at a university level (including its technology)
- determining the utility and value of information
- the basic elements of argument
- speaking and reading assignments that seek to develop your ability to communicate clearly
- instruction and guidance in all these things

We're here in college for any number of reasons: a better job, more money, our parents demanded it. But we're also at a liberal arts university, and that suggests something more. We'll spend the semester deciding what that is.

Attendance Policy

I expect you to attend every class. While no part of your grade is directly tied to your attendance, do understand that a significant portion of your grade comes from in-class work and participation, and that these things cannot be made up, no matter what.

Special consideration will be made for documented illnesses and family emergencies; however, even justified absences, if excessive, can result in a lower grade.

Required Texts & Equipment

- Lay Bare the Heart: An Autobiography of the Civil Rights Movement*, James Farmer
- Not For Profit: Why Democracy Needs the Humanities*, Martha Nussbaum
- Freedom Riders: 1961 and the Struggle for Racial Justice*, Raymond Arsenault
- A working e-mail account that you check daily
- Photocopied handouts & electronic reserve materials from time to time

Course Requirements & Assignments

- Writing assignments handed in on time. One late assignment will be accepted with no penalty. After that, late assignments will receive half credit.
- Perfect attendance. *It is crucial that you attend every class.*
- Active participation and positive attitude.
- Regular attention to your e-mail account. I will send you information by e-mail throughout the term, and *you will be responsible* for knowing that information.

Grading

You are always welcome to ask me about your grade at any point in the term; please come by my office to do so.

Grades break down like this:

Oral Presentation 1:	10%
Oral Presentation 2:	10%
Writing Assignment 1:	5%
Writing Assignment 2:	10%
Writing Assignment 3:	10%
Writing Assignment 4:	25%
Class Participation/Discussion:	30%

The grading scale is a 100-point scale. 100-93 is an A, 90-92 is an A-, 89-87 is a B+, 86-83 is a B, 82-80 is a B-, and so on. An "A" is considered "*Excellent*." A "B" is considered "*Commendable*." A "C" is considered "*Acceptable*." A "D" is considered "*Marginal*." An "F" is considered "*Failure*."

Oral Presentations

Oral presentations must be delivered according to the guidelines discussed in class. You are encouraged to make use of the services of the University's Speaking Center as you prepare for these presentations. The Center is located in Combs Hall and you should make an appointment sooner rather than later to ensure success in scheduling a meeting with a consultant. Over the course of the semester you will present two graded speeches to the class. (Further details for each of these assignments will be provided by the instructor at the appropriate time).

Oral Presentation #1: The first oral presentation is an informational speech about one aspect of the Civil Rights Movement

Oral Presentation #2: The second oral presentation is a research presentation focused on your work over the course of the semester.

Writing Assignments

Writing assignments will follow the guidelines discussed in class. You are encouraged to make use of the services of the University's Center as you prepare for these assignments. The Center is located in Trinkle Hall and you should make an appointment sooner rather than later to ensure success in scheduling a meeting. Over the course of the semester you will have several different writing assignments. (Further details for each of these assignments will be provided by the instructor at the appropriate time).

Writing Assignment #1: 1-2 page reaction paper to an assigned speech by Farmer (students will analyze and react to different texts).

Writing Assignment #2: An argumentative paper that takes a stand on the purpose of the liberal arts university.

Writing Assignment #3: 2 page research project proposal (which pitches your research project for the semester).

Writing Assignment #4: 10 page final research paper that grows out of your research project for the course.

Class Participation

Since this course is a seminar, you are expected to be an active participant in this course. This means: attending class, being an active listener, being prepared for class by doing the reading, and participating in and contributing to class discussions. Your class participation grade will be based on (1) the frequency and quality of your contribution to the class, (2) the degree to which you make use of the readings in sharing your insights with the rest of us (3), the energy, enthusiasm and involvement you bring to our meetings and the material of the course, (4) the degree to which you function as a “civilized” member of our social learning community and (5) your active and thoughtful participation in discussions and agenda setting at the class web space. Further aspects of how to be an effective discussant will be offered in class. Your participation will regularly be evaluated.

Plagiarism and the Honor Code

Plagiarism is the act of representing someone else’s work or ideas as your own. Plagiarism may be inadvertent or purposeful; either way, it is wrong. All suspected incidences must be reported by the course instructor. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course and being suspended from the University. The University's Honor Code applies to this class, and all students are expected to abide by it.