

FIRST-YEAR SEMINAR REAPPROVAL FORM
UNIVERSITY OF MARY WASHINGTON

COURSE TITLE:	EVERYBODY IS A LITTLE BIT RACIST		
SUBMITTED BY:	Nora Kim	DATE:	11/12/2014

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

This course meets the new student learning outcomes;

- *Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments:* Students will learn and utilize two research methods (quantitative and qualitative) to conduct two-phase research on racial campus climate at UMW.
- *Improve development and organization of written arguments; Students engage in various types of writing assignments throughout the semester:* Students will write two essay assignments, a presentation reflection, self-evaluation, and research proposal. By engaging in various types of writing assignments, students will learn to improve development and organization of written arguments.
- *Demonstrate the ability to edit and revise in the writing process;* Students will peer-review the 1st essay assignment and students will have option to revise and resubmit the 2nd essay assignment.
- *Apply the basic theories and principles of oral communication;* Students will write a reflective essay after each research presentation. The essay should include reflection on presentation styles.
- *Communicate effectively in a variety of settings, including public speaking and group discussion:* The class is discussion-based and students will engage in small and large group class discussion. In addition, students will present research findings in front of class mates and other UMW members.

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.

FSEM 100 EVERYBODY IS A LITTLE BIT RACIST

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Office Hours: 11:00 AM – 12:00 PM, on T/TH; 1:00 PM – 4:00 PM on W, or by appointment.

Course Description:

Race/racism is considered a controversial issue and is one of the most actively avoided topics in polite conversation. People are often afraid of being labeled as racists, which leads to further silencing of the issue. This course will cover the tricky issue of race and examine the relevance of race in higher education from multi-disciplinary perspectives.

This course consists of three parts. In the first part, we will look at the socially constructed nature of race and racism. Using both primary and secondary sources, we will investigate how the meaning of race/racism and the way how people talk about race and racism have changed over time.

In the second part, we will study how race affects one of the most important social institutions - higher education. Higher education is an important institution to look at because education has significant impact on one's life chances and is one of the key institutions through which social stratification and inequality are being reproduced. We will be discussing how race affects personal lives and academic performances of both white and non-white students.

Finally, we will study how race matters at our own institution, University of Mary Washington. We will conduct a collaborative research on the subject of Mary Washington's race climate. This research consists of two stages: one quantitative survey and the second qualitative focus groups, in-depth interviews, or participant observation. We will present and share the findings of our research at the end of the semester.

Course Goals and Objectives:

Students who successfully complete this class will

- Understand socially constructed nature of race
- Understand the significance of race both on a personal and a social level
- Feel confident to understand and analyze quantitative data
- Feel confident to understand and interpret qualitative data

In all First-Year Seminars, 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;
- Communicate effectively in a variety of settings, including public speaking and group discussion

In Honors Courses, students will

- Formulate an academic argument with appropriate research documentation

- Articulate the value of the goals of the honors program as it relates to the liberal arts as a multidisciplinary, systematic approach to knowledge
- Apply specific academic solutions to broader, interdisciplinary fields of study
- Integrate multiple viewpoints involving different cultures and/or perspectives

Required Texts:

There are four required and one recommended books for this class. The following books are available for purchase at the UMW bookstore. Additional readings will be made available under the file section of the Course Canvas (denoted C).

Bonnilla-Silva, Eduardo (2014; 4th edition). *Racism without Racist. Color-Blind Racism and the Persistence of Racial Inequality in America*. Roman and Littlefield Publishers. **(RR)**

Feagin, Joe R., Hernan Vera, and Nikitah Imani (1996). *The Agony of Education. Black Students at White Colleges and Universities*. Routledge **(AE)**

Staiger, Annegret Daniela (2006). *Learning Difference. Race and Schooling in the Multiracial Metropolis*. Stanford University **(LD)**

Chase, Susan E (2010). *Learning to Speak, Learning to Listen. How Diversity Works on Campus*. Cornell University Press. **(LL)**

Recommended textbook: Neuman, W. Lawrence (2011). *Social Research Methods: Qualitative and Quantitative Approaches*. Person

Course Requirements:

- 1. 15 Reading Notes: 2 points each, 30 % of the final grade.** The purpose of reading notes is to ensure that you complete the assigned reading before class and that you come to class ready for class discussion. Each reading note should be typed and brought to class on the day it is due. Your reading notes consist of two or three comprehension questions (that get at essential points in the reading) and providing the answers.

If you miss a class but still want to turn in your reading note, you should email it to me **at least 3 hours prior to** the class meeting time. I will **NOT** accept late reading notes. However, the maximum point for reading notes for classes one did not attend would be 1 point.

2 points: Both questions and answers are comprehensive and capture the main ideas/arguments of the assigned readings.

1.5point: Most questions/answers are comprehensive but some questions are too specific; the reading note captures the main ideas/arguments of the assigned readings.

1 point: Some questions are comprehensive but most questions are too specific; the reading note misses the main ideas of the assigned readings.

.5 point: The majority of questions and answers are too narrow and specific. The reading note misses the main ideas of the assigned readings.

- 2. Race Narratives, 10 points each, 20% of final grade**

Each narrative 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. An “A” essay will be well-written and

demonstrate good understanding of concepts and theories and insightful application of theories and concepts to primary sources.

2-1. Race Discourse Analysis: You will be replicating Frankenberg's research. For the essay assignment, you will be interviewing at least two persons (your friends, professors, parents, siblings, co-workers, etc.) and ask them about their social geography of race. You will analyze the interviews and write a short research paper identifying particular elements of race discourse in the interviews. Your essay should have a thesis statement and direct quotes from your interviewees to support your thesis. You don't need to include interview transcripts but provide the specifics of each interview (the demographic information of your interviewees, location, time, length of the interview etc.) at the end of your essay.

2-2. High school: You will be replicating the research in *Learning Difference* and writing about your high school. You need to provide basic information about your high school (racial makeup, location, class, etc.) but most importantly your essay should demonstrate your understanding of the concept of racialized space and racialized time and how race, class, and gender affected your high school experience. You have the option to revise and resubmit. The revised grade may be higher or lower than the original grade.

3. Research project, 40% of final grade

We'll be conducting a collaborative research project on Race and Campus Climate at Mary Washington. The research project consists of two phases (survey and focus group). Your individual grade for the final project will be determined by following five components.

- 3-1. 4 Research Logs: **2.5 point each, 10% of final grade:** You will submit weekly research logs, summarizing what you have done and accomplished for the research project and your plans for the following week. Your research logs should be about 300 words.
- 3-2. Research Proposal (group project): **10% of final grade:** As a group, you will submit a qualitative research proposal on a topic of your choice. The proposal should be around 3 pages long (single space) and contain: a clearly defined research question, mode of data collection (focus group, interviews, etc.), tentative timeline of the research and detailed data collection plan (no. of interviewees, etc.), expected findings, and worthiness and rationale of conducting the research.
- 3-3. Peer-Evaluation, **10% of final grade:** Peer-evaluation adopts a deduction system. Every student starts at 10 points. 1 point will be deducted each time a "yellow card" is issued to a student by his/her research partner(s). Students who issue a yellow card should provide specific reasons why the student deserves a yellow card. I reserve the right to decide whether to accept or discard the yellow card.
- 3-4. Self-Evaluation, **5 % of final grade:** You will summarize your contribution to your project. About 500 words (one single-spaced page) reflecting on the entire research project. Your self-evaluation may include (but not limited to) 1) what you think are the most significant contributions of the research 2) what are some challenges and rewards of conducting the research project, 3) how your ideas of UMW or race/ethnicity have or have not changed after conducting this project, and 4) what kinds of grade you'd give to yourself for your contribution to the project.
- 3-5. Research Presentations/Reflection: **5 % of final grade.** After attending/presenting at the first research presentation, you will write a one-page (times new roman, single space) reflective summary (around 500 words). The essay will include summary of major findings, evaluation of significance findings, and comments on presentation style and delivery.

4. Class Participation, 10% of final grade (5 points before the 1st exam and 5 points after the 1st exam)

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. Bring your readings to classes and refer to specific page numbers/quotes when you speak.

Grading Scale: I calculate all grades on a 100-point scale, and convert them into letter grades at the end of the semester using the following scale:

A	Unusual Excellence	(93 or higher = A; 90-92 = A-)
B	Work Distinctly Above Average	(87-89 = B+; 83-86 = B; 80-82 = B-)
C	Work of Average Quality	(77-79 = C+; 73-76 = C; 70-72 = C-)
D	Work of Below Average Quality	(67-69 = D+; 61-66 = D)
F	Failure, No Credit	(0-60 = F)

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.”

TENTATIVE SCHEDULE

Date	Topics	Readings
Jan. 13	Introduction	No Readings

PART I: SOCIAL CONSTRUCTION OF RACE

Jan. 15	Historical Account	Alexander (RN1)
Jan. 20	Contemporary Race Discourse I	RR, CHS 1-3 (RN2)
Jan. 22	Contemporary Race Discourse II	RR, CHS 4-6 (RN3)
Jan. 27	Contemporary Race Discourse III	RR, CHS 7 –10 (RN4)
Jan. 29	Analysis of Race Discourse	Frankenburg (RN5)

PART II: RACE AND HIGHER EDUCATION

Feb. 3	Predominantly White University I	AE, Chs 1 – 3 (RN6)
Feb. 5	Predominantly White University II	AE, Chs 4 – 7 (RN7)
Feb. 10	Peer Review; Survey Method	
Feb. 12	Campus Climate Survey I	Worthington et. al. (C); Solorzano et al.(C); (RN8)
Feb.17	Campus Climate Survey II	Rakin and Reason (C), Reid et al. (C) (RN9)
Feb. 19	<i>American Promise</i>	
	*Revised Race discourse analysis due	
Feb. 24	Research Day	No Readings
Feb. 26	Research Day	No Readings
Mar. 3,5	Spring Break: No Class Meetings	
Mar. 10	Research Day	No Readings
Mar. 12	Campus Climate Survey Presentation, 4 PM	

PART III: VALUE OF DIVERSITY ON CAMPUS

Mar. 17	Qualitative Research Method	
Mar. 19	Research Day: No Class Meetings	
Mar. 24	High School I	LD, Chs. 1- 3 (RN10)
Mar. 26	High School II	LD, Chs. 4 -5 (RN11)
Mar. 31	Race and University I	LL, Introduction, Part I (RN12)
Apr. 7	Race and University II	LL, Part II (RN13)
Apr. 9	Race and University III	LL, Part III (RN14)
Apr. 14	Intergroup Dialogues	Intergroup Chs. 6 -7 (C) (RN15)
	*Racialized Space analysis paper due	

Apr. 21 Research Day
Apr. 23 Campus Climate Survey Presentation, 4 PM
Apr. 25 ***Optional Racialized Space analysis paper due**