# WSUD 102B: First-Year Seminar: Race and Ethnicity in Modern America (3 credit hours)

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* Office Hours: Tuesday, 1-3 pm.
* Classroom Day/Time: MWF 10:30-11:20

## How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

## Course Description

**Race and Ethnicity**

This seminar is meant to help you critically examine how race is a fundamental part of American life and society. As will be discussed, “race” is a result of how people divided and categorized themselves and others based on physical differences, which then took on non-physical meanings (intelligence, worth, morality). You will be asked to think and talk about how the concept of race has played a role in your own life and formation, as well as reflect upon scholarship on race and current debates/dilemmas.

**Overview—FYS**

This general education seminar course will be an integral part of your general education at Wichita State University. You will explore a broad topic from a variety of different disciplinary perspectives. In this course you will become part of the community of academic learners whose responsibility it is to ask questions, explore and exchange ideas, and become effective critical thinkers. Additionally, you will have the opportunity to engage with your fellow students and WSU faculty and staff by participating in activities aimed to further connect you to WSU.

**General Education Mission**

The mission of general education is to provide a well-rounded education that enables you to live the fullest most meaningful life possible regardless of your particular career preparation. Embedded throughout this course and furthered in the major are the skills that enable graduates to contribute productively to society.

**General Education Goal**

The goal of general education is to enable you to live a rich, meaningful life by developing an informed appreciation of the arts, humanities, and natural and social sciences; an ability to intelligently follow and participate in current events, and a sensitive and tutored appreciation of diverse cultures and ways of living.

## Measurable Student Learning Outcomes

| Course Learner Outcomes (CLO) | | General Education Outcomes (GEO) | |
| --- | --- | --- | --- |
| Upon completion of this course, you will: | | Upon completion of this course, you will have started on your journey to: | |
| 1. Have a more developed vocabulary for discussing race and ethnicity in modern society | | 1. Employ higher-order thinking that moves beyond rote memorization and factual acquisition to more advanced higher levels of thinking | |
| 2. Reflect upon what race means for your personal life and your interactions with those around you | | 2. Articulate and defend positions through dialogue, discussion, or presentations, and writing. | |
| 3. Understand the role institutions play in race relations in America | | 3. Employ analytical reasoning and problem solving techniques | |
| 4. Conceptualize specific problems in American society and offer possible solutions | | 4. Acquire knowledge of natural and social science, the arts and humanities | |
|  | | 5. Develop fundamentals of information literacy and library research | |
| 6. Develop an appreciation for diversity | |
| Student Success Outcomes (SSO) | |
| During this course, you will have the opportunity to: | |
| 1.Understand the expectations of higher education and how they differ from secondary education | |
| 2. Develop skills and habits that promote deep learning and long-term retention of knowledge | |
| 3.Develop life and study skills in areas including time management, note taking, test taking, and personal finance | |
| 4. Capitalize on university resources and extracurricular experiences designed to promote your success | |

## Major Topics and Alignment with General Education Outcomes (GEO) and Student Success Outcomes (SCO)

| Major Topics | Outcomes | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GEO1 | GEO2 | GEO3 | GEO4 | GEO5 | GEO6 | SSO1 | SSO2 | SSO3 | SSO 4 |
| The Social Construction of Race | X | X |  | X |  | X | X |  |  |  |
| Family History, Race, and the American Dream | X | X | X | X |  | X | X |  |  |  |
| History of Racism and Its Effect on Modern Society | X | X |  |  | X | X | X |  |  |  |
| The Role of Schools for Race in America | X | X | X |  | X | X | X |  |  |  |
| Current Racial and Ethnic Issues in America | X | X | X | X | X | X | X |  |  |  |
| Using Peer-Reviewed Research |  |  | X |  | X |  |  | X |  |  |
| Time Management, Career Counseling, Study Skills |  |  |  |  |  |  |  | X | X |  |
| Campus Activities |  |  |  |  |  | X |  |  | X | X |

## Required Texts/Readings Textbook

The readings for this course include current literature and scholarly articles. You are expected to complete the reading assignment before class (see class schedule). I would highly recommend to any student interested in the discussions and readings for this course to read the works by the authors presented in this class.

There are two required books for this course, the first is WSU’s Common Read for 2020 and is supplied to you free of charge.

Mark E. McCormick, *Some Were Paupers, Some Were Kings: Dispatches from Kansas*.

Wichita, KS: Blue Cedar Press, 2017.

The other book you need to acquire before we start reading it in mid October:

Carol Anderson, *One Person, No Vote: How Voter Suppression Is Destroying Our*

*Democracy*. New York, NY: Bloomsbury Publishing, 2018. (paperback 2019)

## Other Equipment/Materials

Online students are required to have complete access to a functioning laptop or PC with internet capabilities. This laptop or computer must have Microsoft Word. If you do not have Microsoft Word on your PC or Laptop, Wichita State does provide free access to Microsoft Office 365 for students. Follow the instructions below to get Microsoft Office:

1. Log in to [MyWSU](https://mywsu.wichita.edu/index.html)

2. Click on Office 365 located on the “Home” tab

3. Follow the Office 365 wizard instructions

Before you begin your coursework, [ensure that your computer meets technical standards](http://webs.wichita.edu/?u=mrcweb2&p=/elearning/online_orientation/computerskillspreparation/) (software, computer equipment, general skills, program management skills, communication skills, and managing your WSU e-mail) for use in online courses.

## Class Protocol

This FYS course is traditionally taught on-campus in a classroom, but has been moved online due to COVID-19 and the desire to keep everyone involved as safe as possible while still providing education and training needed for becoming a teacher. This class is designated as “hybrid,” which allows us to return to the classroom if it is safe to do so. I will make that decision for the class, but for now expect the course to remain online.

Even if we are not meeting in a physical space, you are expected to be an active participant of this course. "Participation" involves reading the assignments thoroughly, reading any handouts provided for the week, watching all videos, contributing to class discussions, and completing online assignments. To be successful in this class, you should be checking your student email daily and logging in to our course at least 3 times a week.

**Discussion Board and Zoom Session “Ground Rules”[[1]](#footnote-1)**

1. Participate: as stated above, you need to take part in discussion, whether written or verbal, in this class. You want to be able to share and to listen, dominating discussion is just as problematic as not talking at all.
2. Respect Each Other: the adage goes “critique ideas, not people.” Avoid offensive language, sarcastic comments and jokes at other students’ expense. We are going to get into topics and discuss ideas that can be uncomfortable, allow for your peers to feel safe to engage.

**Writing Assignments**: There will be several different types of writing assignments (reflective essays, biography, research papers, free writing and focused writing) for this course. Some assignments will be graded and taken through the writing process; others will be given credit but will not receive a letter grade. Formal papers must be written in Times New Roman 12 point font, double-spaced, with one inch margins. Provide your name and have a title for your paper, nothing else for your header. (No date, class name, ID number, etc.—just wastes space)

**Information Literacy and Library Research**: Information literacy forms the basis for lifelong learning, encourages critical analysis, highlights the global nature of information, and creates informed citizens and professionals. Through its instruction program and liaison services, the University Libraries provides support by teaching information literacy skills to students – skills that involve the ability to find, retrieve, analyze, use, and critically evaluate information needed for library assignments and research. A liaison librarian will be assigned and embedded in Blackboard for this course. The librarian will work with your instructor to customize library instruction for the class which may include face-to-face sessions, online tutorials, videos, and/or resource guides.

**Student Success**: There a number of skills you will learn that will contribute to your overall success in this course and beyond. They include improved study skills and exploration of campus resources that can help you reach your academic potential. Throughout the course, you will participate in exercises and receive information on a number of topics and in various formats such as class presentations, reflection papers, classroom activities, peer mentoring or online modules.

## Contact Policy

Although you may attempt to reach me by phone, email communication is always preferred. Feel free to email me any questions or concerns following these guidelines:

* Always use the course name in the subject line of the email
* Remember to sign your name.
* **Always** email me from your WSU email address. Email sent from personal email servers like Gmail, Yahoo, etc., have a tendency to end up in my spam folder, and I never see them. You may also email me through Blackboard via the Email tab.
* You should NOT contact me for tech support.
  + Any technical problems involving your computer, or issues regarding file uploading or sharing, should go through the OneStop. You can contact them at 316-978-3909. You can also fill out a request for help form at their [website](http://wichita.edusupportcenter.com/sims/helpcenter/common/layout/GuidedHelp.seam?cstepPk=186081&inst_name=wsu_onestop&actionMethod=helpcenter%2Fcommon%2Flayout%2FSelfHelpHome.xhtml%3AshpGuidedHelpManager.selectAndInitChildKB%28%29&cid=129286).
  + However, if you have a problem with access or uploading assignments, you *should* let me know before your assignment is due. You will also have to accompany this notification with the file in question, so I can verify that it is completed by the due date/time.

## Response Time

Email: 12-24 hours is ideal, expect to get a response from me within a day.

Feedback on Assignments: For the reading responses, 2 to 3 days from the due date. For the rest of the assignments, expect feedback in one week.

## Grading Scale

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following chart. (Other classes might assign grades differently: Be sure to understand the different grading scales in all of your classes.)

|  |  |  |  |
| --- | --- | --- | --- |
| Points/Percentage | Letter Grade | Grade Points | Interpretation |
| 94.0-100% | A | 4.00 | A range denotes excellent performance |
| 90.0-93.99% | A- | 3.70 |
| 87.0-89.99 | B+ | 3.30 | B range denotes good performance |
| 84.0-86.99 | B | 3.00 |
| 80.0-83.99 | B- | 2.70 |
| 77.0-79.99 | C+ | 2.30 | C range denotes satisfactory performance |
| 74.0-76.99 | C | 2.00 |
| 70.0-73.99 | C- | 1.70 |
| 67.0-69.99 | D+ | 1.30 | D range denotes unsatisfactory performance |
| 64.0-66.99 | D | 1.00 |
| 60.0-63.99 | D- | 0.70 |
| 0-59.99 | F | 0.00 |  |

**Discussing grades**: I am available to discuss your grade in the course during office

hours, which are held via Zoom. Per University policy, I cannot talk about your grade during class sessions or via email.

## Assignments

You will be graded on the following main assignments:

***Class Participation/Discussion***: (20% final grade) You need to demonstrate that you are engaging with the material provided and with your peers and your teacher about the topic of the day. You will see a weekly entry in the gradebook, which will reflect your participation for the week.

***Reading Responses***: (20% final grade) For each reading, you will be supplied with reading response questions and will submit those according to the course schedule. These are due on the class period for which the reading is assigned. (27 total, lowest 2 dropped)

***Personal Racial Genealogy Paper***: (10% final grade) You will write a 2-3 page essay about your own background, including a discussion of your own racial and/or ethnic identity. Write about where your ancestors lived, when you or your family considered themselves “American,” and what “race” meant/means to your family and to yourself.

***Personal Racial Genealogy Presentation***: (5% final grade) using the same information and sources as your paper, you will create a short slide presentation (2-3 slides) and present to the rest of class.

***Library Tutorials***: (5% final grade) Using the link on blackboard, go to the First-Year Seminar Tutorials and complete the eight tutorials linked on the left side of the web page.

***Research Topic Short Paper****:* (5% final grade) In one to two pages, you will outline three different topics dealing with race and/or ethnicity in America you find interesting and would like to learn more about as a research project.

***One Person, No Vote Review***: (10% final grade) In two pages, you will write a review to Carol Anderson’s *One Person, No Vote* explaining the strengths and weaknesses of her overall study and the arguments she makes.

***Research Project, Special Topic in Race/Ethnicity in America***: (25% final grade) You will research one topic of your choice dealing with race and/or ethnicity in American society. We will discuss possible topics during the semester, but you will be responsible for researching and creating a succinct presentation outlining your discoveries and conclusions. You will turn in a 4-5 page paper outlining your research and teaching about the chosen topic. This paper will cite your research. Your grade for this project will come from turning in annotated bibliographies, a draft of the paper, presentation at the end of the semester, and your final paper.

## Late Assignments

I do not generally accept late work for this class. If there is an extenuating circumstance, please make an appointment and talk with me so I can help and work with you.

## Syllabus Policies and Student Resources available at [www.wichita.edu/syllabuspolicies](http://www.wichita.edu/syllabuspolicies)

Information on:

* Important Academic Dates
* Academic Integrity
* Definition of a credit hour
* Video and Audio recording
* Shocker Alert System
* Intellectual Property
* CARE Team
* Counseling and Prevention Services
* Student Health Services
* Heskett Center and Campus Recreation
* Inclusive Excellence
* First Generation Students
* Names and Pronouns
* Disability Services
* Title IX
* Concealed Carry Policy

## Schedule (may change during the course of the semester, I will send updates)

| **DATE** | **CLASS TOPIC** | **ASSIGNMENTS AND READINGS** |
| --- | --- | --- |
| 8/17-M | First Day of Class, Overview of First-Year Seminar | No readings |
| 8/19-W | I Know You Are But What am I?: Race as a Social Construction | Ta-Nehisi Coates: “What We Mean When We Say ‘Race Is a Social Construct’” (link in Bb) |
| 8/21-F | Writing Day—How to Write a Paper—Dr. Rife version (preparation for your first paper due on Wednesday 8/26) | No readings |
| 8/24-M | The Counterargument: Race by Genetics debate. | Charles A. Murray and Richard Hermstein: *The Bell Curve* (excerpt on Bb)  *Some Were Paupers* pgs 17-18 |
| 8/26-W | Making it Personal: Race in First-Seminar WSUD 102, Fall 2020 | **Personal Racial Genealogy PowerPoint due** |
| 8/28-F | How to Succeed in College While Actually Trying: Study Skills | **Personal Racial Genealogy Paper due** |
| 8/31-M | Whiteness: Legal definitions of race in The United States of America | Ian Haney-López: *White by Law* (excerpt on Bb) |
| 9/2-W | Hyphenated Americans: A Debate over America as The Melting Pot | Theodore Roosevelt: “Unhyphenated America” (Bb) |
| 9/4-F | Race versus Racism; Ethnicity versus Ethnocentrism | Racism Breakdown chart (Bb)  **Finish Library Tutorials** |
| 9/7-M | **NO CLASS LABOR DAY** |  |
| 9/9-W | WSU COMMON READ: *Some Were Paupers, Some Were Kings* | Part 1: Black Coffee (selections: pgs 10-12; 15-16; 19-30; 36-37) |
| 9/10-Th | 9:30 am Academic Convocation, Mark McCormick Address | Wilner Auditorium and [Livestream](https://www.youtube.com/watch?v=IUsnJaZrmhA&feature=youtu.be) |
| 9/11 F | Mark McCormick visit Discussion  AND Talk about Research Projects | Watch Academic Convocation from the 10th |
| 9/14-M | WSU COMMON READ: *Some Were Paupers, Some Were Kings* | Pages 69-71; 94-96; 127-128; 133-138  **Research Topics Short Paper Due** |
| 9/16-W | Follow the Money: Real Estate and Banking | *Some Were Paupers* pgs 13-14; 33-35  Nine Charts about Wealth Inequality in America (link on Bb) |
| 9/18-F | Library/Research Tutorial Visit with Dr. Maria Sclafani from WSU Libraries | No Readings |
| 9/21-M | Getting Schooled!: The Desegregation of American Public Schools and Society | Georgetown Law Library, *A Brief History of Civil Rights in the United States* (link on Bb)  *Some Were Paupers* pgs 39-41 |
| 9/23-W | Skipping School: The Re-segregation of American Public Schools and Society | Aaron Rife: “Desegregation to Re-Segregation in the ‘Air Capitol of the World’” (Bb)  *Some Were Paupers* pgs 3-4; 31-32 |
| 9/25-F | Crime and Punishment: School Discipline | Ann Arnett Ferguson: *Bad Boys* (excerpt on Bb) |
| 9/28-M | Talking About Research: Annotated Bibliographies Group. | **1st set Annotated Bibliographies Due** |
| 9/30-W | Talking About Research: Annotated Bibliographies Group. |  |
| 10/2-F | Why Didn’t We do This in September? Latinx/Hispanic American Experience | Julian Castro, What It Means to Be ‘Latinx’ and What That Means for America: (link on Bb) |
| 10/5-M | Getting Local: Race in Wichita | *Some Were Paupers* pgs 66-68; 146-152 |
| 10/7 -W | Stick to Sports!!! Race, Activism, and Athletics | Howard Bryant: *The Heritage* chapter 1 (Bb) |
| 10/9-F | Are We Still Doing This?: The Black Lives Matter Movement | Black Lives Matter: What We Believe (link on Bb)  *Some Were Paupers* pgs 142-145 |
| 10/12-M | Talking About Research 2: Annotated Bibliographies Group | **2nd set Annotated Bibliographies Due** |
| 10/14-W | Talking About Research 2: Annotated Bibliographies Group |  |
| 10/16-F | Intro to Election Section/ Reading a Scholarly Book (one approach) | No Reading |
| 10/19-M | Fighting over the Right to Vote | *One Person, No Vote* Chapter One (pgs 1-43) |
| 10/21-W | Voter ID and Voter Fraud | *One Person, No Vote* Chapter Two (pgs 44-71) |
| 10/23-F | The Kansas Voting Experiment | *One Person, No Vote* Chapter Three (72-95) |
| 10/26-M | Gerrymandering | *One Person, No Vote* Chapter Four (96-120) |
| 10/28-W | Alabama and the 2017 Special Election | *One Person, No Vote* Chapter Five (121-148) |
| 10/30-F | 2016 through 2018 Midterm Election | *One Person, No Vote* Conclusion and Afterward (149-195) |
| 11/2-M | Election 2020 | Bring Polling Data and Source to Class  **One Person, No Vote Review Due** |
| 11/4-W | Analyzing the Election | No Reading—Finish Your Research Paper Draft!!! |
| 11/6-F | **NO CLASS—work on rough draft!!** |  |
| 11/9-M | Why do Asians Only Get a Day?: The Asian-American Experience | No Reading  **Research Paper rough draft due** |
| 11/11-W | Oh, Ok, Two Days Then: Asians in America, part 2! | Viet Thanh Nguyen: “Asian Americans Are Still Caught in the Trap of the “Model Minority” Stereotype. And It Creates Inequality for All” (link on Bb) |
| 11/13-F | 1619 Project Controversy | 1619 Project (New York Times Magazine) (link on Bb)  Leslie M. Harris “I Helped Fact-Check the 1619 Project. The Times Ignored Me” (link on Bb) |
| 11/16-M | Anatomy of Hate: White Nationalism and the Alt Right | El Paso Shooter Manifesto (Bb) |
| 11/18-W | “I don’t have a racist bone in my body!”: Race Relations in the Age of Trump | Ta-Nehisi Coates: “The First White President” (link on Bb)  *Some Were Paupers* pgs 8-9 |
| 11/20-F | But I Like That Mascot!: The Native American/American Indian Experience | Cutcha Risling Baldy: “Why I Teach The Walking Dead in My Native Studies Classes” (link on Bb) |
| 11/23-M | **THANKSGIVING BREAK** | |
| 11/25-W |
| 11/27-F |
| 11/30-M | How do we talk about Race and Ethnicity? | *Some Were Paupers* pgs 5-7  NPR: ‘Lean Into Discomfort’ When Talking About Race (link on Bb) |
| 12/2-W | Final Exam part 1: Presentations on Special Topic in Race/Ethnicity in America |  |
| 12/9- W  9-10:50 am | Final Exam part 2: Presentations on Special Topic in Race/Ethnicity in America | **Research Paper Due** |

1. Adapted from *5 Discussion Ground Rules for the Online Classroom* by Tammy Matthews, <http://blog.online.colostate.edu/blog/online-teaching/5-discussion-ground-rules-for-the-online-classroom/> [↑](#footnote-ref-1)