



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

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- Office Hours: Mondays, 3:30-5 pm
- Classroom Day/Time: MWF 10:30-11:20 am in Corbin 158
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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

Overview

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.

Course Content

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.

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. Acquire knowledge in the arts, humanities, and/or natural and social sciences
2. Reflect upon what race means for your personal life and your interactions with those around you	2. Demonstrate the ability to think critically and independently
3. Understand the role institutions play in race relations in America	3. Effectively write and speak
4. Be able to display demographic data on maps	4. Employ analytical reasoning and problem solving techniques
5. Conceptualize specific problems in American society and offer possible solutions	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. Connect to faculty and other students to develop an appreciation for others and respect for diversity.
2. Develop more effective study and life skills in areas including information literacy, time management, note taking, test taking, personal finance, and learning styles.
3. Immerse yourself into the Wichita State community to understand resources, campus traditions and culture and the value of student involvement.

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

Major Topics	Outcomes								
	G E O 1	G E O 2	G E O 3	G E O 4	G E O 5	G E O 6	S S O 1	S S O 2	S S O 3
The Social Construction of Race	X	X		X	X	X	X	X	
Family History, Race, and the American Dream	X	X	X	X		X	X	X	
History of Racism and Its Effect on Modern Society	X	X			X	X	X	X	
The Role of Schools for Race in America	X	X	X		X	X	X		X
Social Demography: Mapping Communities and People	X	X		X	X	X	X	X	X
Current Racial Problems, Debates, and Possible Solutions	X	X	X	X	X	X	X	X	X

Required Texts/Readings Textbook

The readings for this course include current literature and scholarly articles. The student is expected to identify and bring to class scholarly articles appropriate to the current topic (see class schedule).

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. New York, NY: Spiegel and Grau (2015).

I will provide scholarly and current events materials through blackboard. 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.

Class Protocol

Attendance and active participation are required at all class meetings. Since the majority of the time spent in class will consist of discussions (in pairs, small groups as well as the large group), it is expected that each of you will actively participate. Active participation means showing up, completing reading assignment(s) in advance and coming to class prepared to participate in the discussion.

Diversity Expectations: Issues related to diversity are considered in all general education courses (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). All course content and required assignments will demonstrate a value of and respect for diversity.

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 learning styles and 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.

Involvement on Campus: As part of this course you will be required to attend three events outside of class. Some of these events will require a reflective writing piece and others will not. Regardless, attending these events is an integral part of the course requirements. You will be required to provide evidence of attendance.

Required events:

- Academic Convocation: Thursday, September 20, 9:30am, Wilner Auditorium
- Choose at least two events hosted by the WSU Office of Diversity and Inclusion

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.) *(Note: the chart below is a sample that may be used).*

Percentages	Letter Grade	Grade Points	Interpretation
100-95%	A	4.00	The A range denotes excellent performance.
94-90%	A-	3.67	
89-87%	B+	3.33	

86-84%	B	3.00	The B range denotes good performance.
83-80%	B-	2.67	
79-77%	C+	2.33	The C range denotes satisfactory performance.
76-74%	C	2.00	
73-70%	C-	1.67	The D range denotes unsatisfactory performance.
69-67%	D+	1.33	
66-64%	D	1.00	
63-60%	D-	0.67	
60% & below	F	0.00	F denotes failing performance.

The following descriptive and numerical criteria are used for all graded activities (papers, projects, reflections, participation) in this course.

Grade of A-, A (90-100)

“A” level work exudes “excellence”. Excellence is demonstrated through completeness, reason, reflection, a high level of critical thinking, creativity, original thought and application of knowledge, readings, experiences, class discussions, and theory beyond what would be expected. This is a WOW assignment.

Grade of B-, B, B+ (80-89)

“B” level work shows a clear understanding of concepts/topics/processes and is well-organized, clear, concise and complete. Originality of thought, reflection, and creativity are evident although not to the extent found in “A” work. Application of prior knowledge, experiences, readings, and theory is evident. This is a GOOD assignment.

Grade of C or C+ (74-79)

“C or C+” level work shows a completed assignment with minimal critical thinking. Little original thought, reflection or application of knowledge, experience, readings, or theory is evident. Creativity is lacking. This work demonstrates a very basic understanding of the course concepts/topics/processes. This is a FAIR assignment.

Grade of D+, D, D- or C- (60-73)

“D or C-” level work demonstrates a lack of understanding of the theories and concepts/topics/processes addressed in class and in the coursework. Minimal or no effort is observable. No original thought or application of knowledge is demonstrated. Oral or written communication skills are poor, and the work may be incomplete. This is an UNACCEPTABLE assignment.

Grade of F (below 60)

“F” level work demonstrates a disregard for concepts addressed in class, with no observable effort, or work that is completely divorced from the parameters of the assignment.

Assignments

Students will be graded on the following main assignments:

Class Participation/Discussion: (10% 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.

Reading Responses: (20% final grade) For each reading, you will be supplied with a study guide sheet, which will have a few questions about the reading and your reaction to it. These are due on the class period for which the reading is assigned.

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.

School Experience: (10% final grade) You will write a 3-5 page paper about your own experience attending K-12, with an emphasis on when you started to think about race in relation to your classmates and teachers. How would you describe your education in terms of race? How do you imagine your experience would or would not have been different if you were a different race?

Community Map: (10% final grade) Using demographic data and mapping software provided (I will train you, and it is user friendly!), you will create a set of at least three digital maps of your community, showing where people live according to race and/or class. You will also turn in a 1-2 page paper explaining your observations and conclusions from the map you made.

Campus Diversity Events (10% final grade) You will attend two events hosted by WSU’s Office of Diversity and Inclusion this semester and write a 1 page response to that event. Include a very brief description of what happened, but write more about your own thoughts, reactions, opinions, realizations from attending said event. What did you learn or not learn, and why?

Final Project, Racial Problems and Their Possible Solutions: (30% final grade) You will research one specific racial/ethnic issue in American society and your proposal for a real, doable solution. We will discuss possible topics during the semester, but you will be responsible for researching and creating a succinct presentation outlining your discoveries and ideas. You will turn in a 4-5 page paper outlining what the problem you researched was, its dimensions and your proposed solution. 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.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct

http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Definition of a Credit Hour

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Important Academic Dates

For Fall semester 2018, classes begin Monday, August 20, 2018, and end Thursday, December 6, 2018. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is October 30, 2018.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS).

The office is located in Grace Wilkie, room 203, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Diversity and Inclusion

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies:
Executive Director, Office of Equal Opportunity, Wichita State University, 1845

Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in 209 Ahlberg Hall. Hours are 8:00am to 7:00pm (8:00 am to 5:00 pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. The telephone number is (316) 978-3620. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

Title IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information about Title IX, go to: <http://www.wichita.edu/thisis/home/?u=titleix>

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community

members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

CARE Team

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others' academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may seek support for you. If you or another member of our campus community is in need of help, please submit a concern at www.wichita.edu/ubit or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU's Concealed Carry Policy at http://webs.wichita.edu/?u=wsunews&p=/weapons_policy_documents and the Kansas Board of Regent's policy at http://www.kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_text#weapons. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450

Additional Concealed Carry Language for lab courses or other courses where student belongings are unattended and out of immediate control

Under the Concealed Carry Policy, a backpack or other bag used to carry a handgun must be within the immediate control of the individual. This course requires students to leave belongings such as backpacks or other bags out of reach and unattended for the duration of class time. Students who choose to carry a concealed handgun in a backpack or other bag must plan each day accordingly, and are responsible for making alternate arrangements as necessary. Wichita State does not provide publicly

available secure storage for concealed handguns. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Names and Pronouns

Everyone has the right to be addressed as and referred to by the name and pronouns (including non-binary pronouns) that they choose and that correspond to their gender identity. Class rosters have a student's legal name and do not include pronouns; therefore, all students will be asked in class to indicate the names and pronouns they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

Schedule

DATE	OBJECTIVES	CLASS TOPIC	ASSIGNMENTS AND READINGS
8/20		First Day of Class, Overview of Seminar	No readings
8/22	CLO 1,2	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)
8/24	CLO 1	The Concept of Race as Applies to Humans	Blumenbach: "On the Natural Variety of Mankind" (on Bb)
8/27	GEO 2, 3	It's in the Genes: Race by Genetics debate.	Charles A. Murray and Richard Herrnstein: <i>The Bell Curve</i> (excerpt on Bb)
8/29	CLO 1, 2	Making it Personal: Race in Freshmen Seminar WSUD 102, Fall 2017	Personal Racial Genealogy Paper due
8/31	SSO 2	How to Succeed in College While Actually Trying: Next Level Study Skills	No Readings
9/3		Labor Day—No class	
9/5	SSO 1, CLO 3, GEO 1	WSU COMMON READ DISCUSSION 1	Bryan Stevenson: <i>Just Mercy</i> , introduction through chapter 5 (114 pages!)
9/7	CLO 1, 3	Whiteness: Legal definitions of race in The United States of America	Ian Haney-López: <i>White by Law</i> (excerpt on Bb)

9/10	CLO 1, 3	They're Coming to America!: Immigration and Classification	No Readings
9/12	CLO 3	Hyphenated Americans: A Debate over America as The Melting Pot	Theodore Roosevelt: "Unhyphenated America" (Bb)
9/14	CLO 1, 3	Library/Research Tutorial	No Reading
9/17	SSO 2, GEO 5	Black America: History/Main Source of Racial Segregation in America	Edmund S. Morgan: <i>American Slavery, American Freedom</i> (excerpt Bb)
9/19	CLO 1, 3	It's Only Money: The Financial impact of Structural Racism	Melvin L. Oliver and Tomas M. Shapiro: <i>Black Wealth/White Wealth</i> (excerpt on Bb)
9/21	SSO 2, CLO 3, GEO 1	WSU COMMON READ DISCUSSION 2	<i>Just Mercy</i> chapters 6-8
9/24	CLO 3	Go to School!: The Unique Role of Public Education in American Race Relations	Brown v. Board of Education of Topeka 347 U.S. 483 (1954) (Bb)
9/26	CLO 1, 3	But It's Not February!: Civil Rights and American Society	Martin Luther King, Jr: "I Have a Dream" (Bb) Malcolm X: "The Ballot or the Bullet" (Bb)
9/28	CLO 5, GEO 5, SSO 2	Research Review and Project Prep Day	1st set Annotated Bibliographies Due
10/1		NO CLASS	
10/3	CLO 3, GEO 1	WSU COMMON READ DISCUSSION 3	<i>Just Mercy</i> chapters 9-10

10/5	CLO 3	Skipping School: The Re-segregation of American Public Schools	Gary Orfield and Susan E. Eaton: <i>Dismantling Desegregation</i> (excerpt on Bb)
10/08	CLO 1, 3	Crime and Punishment: School Discipline	Ann Arnett Ferguson: <i>Bad Boys</i> (excerpt on Bb)
10/10	CLO 2, 3	Comparing Schools	No reading
10/12	CLO 5, GEO 5, SSO 2	Research Review and Project Prep Day	2nd set Annotated Bibliographies Due
10/15		Fall Break—No class	
10/17	CLO 1, 3	¡No Más Cinco de Mayo! Latino/Hispanic American Experience	Julia Preston: “The Truth About Mexican-Americans” (link on Bb)
10/19	GEO 3, 5/SSO 2, 3	Exploring the Final Project	No reading School Experience Paper due
10/22	CLO 4	Mapping Race	Complete <i>Social Explorer</i> Tutorial (link on Bb)
10/24	CLO 2, 4	Getting Local: Race in Wichita	No Reading
10/26	CLO 1, 2, 5	I Don't See Color!: Color-Blind Racism in America	Eduardo Bonilla-Silva: <i>Racism Without Racists</i> (excerpt Bb)
10/29	SSO 2, CLO 3, GEO 1	WSU COMMON READ DISCUSSION 4	<i>Just Mercy</i> chapters 10-13
10/31	CLO 1, 3	Why Can't I Wear This!! Race, Ethnicity, and Halloween	“I Was <i>That</i> Girl on Halloween” (link on Bb)
11/2		NO CLASS—work on rough draft!	

11/5	CLO 1, 2, 3	Final Project Rough Draft Review	Research Paper rough draft due
11/7	CLO 2, 4	Presentations on Maps part 1	Community Map due
11/9	CLO 2, 4	Presentations on Maps part 2	
11/12	SSO 2, CLO 3, GEO 1	WSU COMMON READ DISCUSSION 5	<i>Just Mercy</i> chapters 14- postscript
11/14	CLO 1, 3	Why do Asians Only Get a Day?: The Asian-American Experience	Model Minority Stereotype (link on Bb)
11/16	CLO 1, 3	Oh, Ok, Two Days Then: Asians in America, part 2!	Karen Mahajan: "The Two Asian Americas" (link on Bb)
11/19	CLO 1, 3	But I Like That Mascot!: The Native American/American Indian Experience	Cutchu Rising Baldy: "Why I Teach The Walking Dead in My Native Studies Classes" (link on Bb)
11/21		Thanksgiving—No class	
11/23		Thanksgiving—No class	
11/26	CLO 1, 3	From Invisibility to Fear and Loathing: The Muslim-American Experience	PBS America at a Crossroads: The Muslim Americans (link on Bb)
11/28	CLO 1, 2, 3, 5	Are We Still Doing This?: The Black Lives Matter Movement and American Universities	Black Lives Matter: What We Believe (link on Bb)
11/30	CLO 3, 5	Race Relations in the Age of Trump: White Nationalism and the Alt Right	Ta-Nehisi Coates: "The First White President" (link on Bb)
12/3	CLO 5	Final Exam part 1: Presentations on Racial	

		Problems and Solutions	
12/5	CLO 5	Final Exam part 2: Presentations on Racial Problems and Solutions	
12/12 9- 10:50 am	CLO 5	Final Exam part 3: Presentations on Racial Problems and Solutions	Research Paper Due