

AFST 406
Passages: The Transition of Underrepresented Scholars to Graduate and Professional School
Fall 2016

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Prof. Charity Hudley cell (804) 304-3493 (email before calling; do not text; send messages as email)

Office Hours: Prof. Charity Hudley: Wednesdays from 1-3pm in Blow 236; Wednesdays just after all WMSURE events in the Swem Media Center, and by appointment

Hannah Franz: Mondays, Tuesdays, and Thursdays 12-1pm in Blow 236

Location: Mondays in Morton 2; Wednesdays in the Ford Classroom of the Swem Media Center (except for the first day of class, which will be in Blow 236)

Times: Monday & Wednesday from 4:30-6:00pm

The mandatory class wiki is: <http://passages.wmwikis.net/>

The optional class facebook group:

<https://www.facebook.com/groups/WMSUREPassages/>

Course Description

This course focuses on what it means to be underrepresented as you transition from college to graduate and professional school. In this class, we will explore the impact that underrepresented graduate scholars have had at William and Mary, in a research area of your choice, in the broader area of higher education, and in the world at large. Over the semester, in reading and evaluating a variety of works, you will obtain an understanding of how your educational experience, particularly your undergraduate research experiences, will impact your life in graduate school. This class focuses on general as well as community-based research.

Key Questions:

What does WM need to be doing to make sure our underrepresented scholars have the best of what it can give as you prepare to enter graduate and professional school? How might more directly sharing the insights of WM alumni better prepare our current students and create a truer sense that WM is the alma mater of our *entire* nation?

Course Objectives

Students in this course will:

- Identify and understand the historical and contemporary contexts of what it means to be underrepresented in graduate and professional school.
- Identify the fields in which underrepresented scholars conduct post-graduate and professional research
- Develop library, digital, writing, and time management skills for graduate school
- Revisit the psychological constructs that underrepresented scholars face, such as solo status, stereotype threat, and impostor syndrome, and address how to face them in graduate school and beyond
- Articulate academic goals for graduate school and beyond
- Develop a dossier of graduate and professional materials including: a resume, CV, personal and professional statements, a revised piece of scholarly work, and recommendation letters

Class Meetings

Our class will meet on Mondays and Wednesdays from 4:30-6:00pm where we will discuss the essential questions listed below. Class will involve a discussion of the readings in which all students are expected to participate regularly. The Wednesday class will meet in a group setting with the WMSURE program, which will provide information and resources on each of the topics covered throughout the class. You are encouraged to arrive at WMSURE at 4:00pm. WMSURE sessions are also intended to help you learn about academic support resources and to build a network of academic/professional contacts across the college. The small group setting will also provide you with a structured opportunity to give and receive peer feedback.

Essential Questions

Below are the questions that the course will address throughout the semester. You will express your answers to these questions through class papers, materials in your dossier, and a class presentation. You will address these questions on three levels: the College of William and Mary, your intended discipline, and broader academia.

1. Historical:

- a. What is the history of underrepresented students, scholars, and faculty?
- b. What are the challenges that underrepresented faculty, scholars, and students have faced? What research has been conducted on these topics?
- c. Who were the first underrepresented faculty, scholars, and students? What unique challenges did they have? What accomplishments did they have?
- d. What has been the progression of underrepresented faculty, scholars, and students, including their political, social, and academic functions? How does the psychological research on intergroup relations help us to understand these relationships?
- e. What topics have underrepresented scholars chosen to research or been encouraged to research? Which of these topics interests you?

- f. How have underrepresented faculty, scholars, and students influenced academia? How will your own research fit into that legacy?
- g. How have underrepresented scholars been involved in community-based research? How will your own research fit into that legacy?

2. Current

- a. How do underrepresented faculty, scholars, and students experience course work, research, the academy, and the campus climate at their institution?
- b. What does research reveal about the psychological and behavioral experiences of stereotyping, prejudice, and discrimination of underrepresented faculty, scholars, and students?
- c. How do underrepresented faculty, scholars, and students experience and address psychological challenges such as solo status, stereotype threat, and impostor syndrome?
- d. What are the current political, social, and academic functions of underrepresented student and faculty organizations? What research has been conducted examining the psychological and academic benefits of these organizations?
- e. Who are the contemporary leading underrepresented faculty and scholars? How are they involved in community-based research?
- f. What fields and subfields do underrepresented faculty, scholars, and students typically enter? In what fields and subfields is it most difficult for underrepresented individuals to become students, faculty, and scholars?

3. Future

- a. How do underrepresented faculty, scholars, and students build a pipeline to the academy for the next generation of underrepresented individuals? What are the next steps in building such a pipeline?
- b. How will the role of underrepresented scholars continue to grow in higher education? What role will you play in that growth?
- c. What do underrepresented scholars see as the next important research goals and questions? How do these research goals and questions align with yours?

Student generated topics are welcome:

How can underrepresented scholars in academia advocate for and support other underrepresented minorities at all stages of their careers?

How can underrepresented scholars develop a web presence that communicates your research/interests to a wider audience and in a professional manner?

Course Requirements

Bring a computer to class if at all possible! If you do not have a laptop or it is hard to bring, please see me.

Participation: You will be graded on your participation in all class meetings. Please come to class prepared to discuss the week's readings, engage with guest speakers and panels, and explore course questions across historical, contemporary, and future contexts. Attendance at all class meetings is mandatory. Your overall course grade will be lowered by 5 points for each unexcused absence and by 1 point for each unexcused lateness. Religious and spiritual related absences will be facilitated.

Office hours: You are expected to come to office hours at least twice for Prof. Charity Hudley and twice for Hannah Franz and are encouraged to come more often. You will schedule this minimum number of office hour visits in your calendar as part of your assignments. In addition, in preparation for specific assignments and your final portfolio, you will be required to meet with at least two other professors during their office hours or a time that you schedule with them.

Required Readings: You will be assigned weekly readings, including book chapters, journal articles, and review papers. You are expected to complete the readings before coming to class.

1. Books:
 - a. Charity Hudley, Dickter, and Franz (2017). *Highest Honors: A Guide to Undergraduate Research*. New York, NY: Teachers College Press. (Note that a copy of the book will be given to you free of charge)
 - b. Mack, Watson, and Camacho (2014). *Beginning a Career in Academia: A Guide for Graduate Students of Color*. New York, NY: Routledge.
2. Essays, book chapters, research papers, and news articles will be made available to you electronically via the class wiki.

Assignments: Written assignments are due on the day of your group meeting that immediately follows the class on the corresponding topic. Oral assignments will be presented during class. All written assignments are to be turned in electronically as Word documents via email. Assignments should be double spaced in 12 point Times New Roman font with 1-inch margins on all sides. If an assignment is unexcused and late, you will receive a zero for that assignment, but all assignments must be turned in for you to receive a final grade in the class. All writing assignments are to be turned in electronically as Word documents. The title of the document should be yourlastname.AFST.460.F16.MMDDYY.doc (ex: CharityHudley.AFST.460.F16.08.20.2016.doc).

1. **Integration of your research with the broader academy:** You will write weekly ½-2 page papers (depending on the number of hours that you take the class for) that integrate your own specific research topics with the class questions at large.
2. **Class presentations:** You will be responsible for doing a presentation that integrates your own research with one or more of the essential questions described above. This is an opportunity for you to practice your facilitation skills by engaging your classmates in a discussion of the material. You will be graded on the quality of the relevant research you provide on the topic, as well as your ability to ask discussion questions and to answer questions from the

instructor and the students. Your classmates and instructor will provide written feedback to you about your presentation.

3. **Your Portfolio/Dossier:** You will create a set of materials that will aid you with your transition from college to graduate and/or professional school including a CV, resume, personal statement, research statement, professional video, and revision of a paper from another class or research experience. You will be evaluated on the progress and completeness of the dossier, which will be negotiated with Prof. Charity Hudley specifically based on your needs.

Grading

Participation: 20%

Integration of your research into class themes and discussion: 15%

In-class presentation: 15%

Papers: 25%

Final portfolio/Dossier: 25%

Grades will be predicated on the overall quality of the work submitted throughout the semester. Your grades will reflect your mastery of the course material and your ability to critically analyze the social, cultural, philosophical, and historical issues of our topics. The following is a framework to assist you in understanding my expectations regarding work for the course.

- A** An A is awarded in recognition of exemplary work, reflecting a high level of proficiency. An A- designation denotes exemplary work with some minimal mechanical or organizational challenges.
- B** A B+ designation denotes satisfactory work with some evidence of exemplary analysis. In most cases, B+ work offers intriguing and original analysis, but may have some notable mechanical and/or organizational problems. A B is awarded in recognition of satisfactory work, reflecting an acceptable level of proficiency. A B- designation denotes satisfactory work with substantial mechanical and/or organizational problems. In most cases, B- work has focus and demonstrates a basic understanding of the relevant concepts and arguments, but has limited evidence of originality or depth.
- C** A C is awarded for developing work, reflecting limited evidence of proficiency. In most cases, C work fails to offer a coherent, original or compelling thesis; the work has excessive mechanical and/or organizational problems; and the author has demonstrated a basic understanding of key concepts and arguments.
- D** A D is awarded for work that is superficial, demonstrates very little effort, and is limited in depth regarding the course materials and student's overall thinking. In addition, D work also fails to adhere to instructions in the syllabus and contains numerous significant grammatical, syntactical, and/or spelling errors.

- F** In addition to being work that is superficial, it demonstrates very little effort, and is limited in depth regarding the course materials and student's overall thinking. In most instances, F work also fails to adhere to instructions in the syllabus, as well as contains numerous significant grammatical, syntactical, and/or spelling errors. In addition, the student fails to address or meet the basic requirements of the assignment.

Criteria for Evaluating Written Assignments

In addition to the above grading scale, written assignments will be assessed according to the following criteria:

- Author expresses a clear, detailed, and coherent argument, as well as demonstrates critical thinking. A mere summary of the reading does not meet this criterion.
- Author supports position with appropriate examples from the reading. Anecdotes and/or unsupported opinions do not satisfy this criterion.
- Author incorporates additional empirical based claims and positions to support argument. Additional support from scholarly and/or credible sources satisfies this criterion.

Class Policies

Accommodation for Students with Learning and Physical Differences

<http://www.wm.edu/offices/deanofstudents/services/studentaccessibilityservices/students/policies/accommodationpolicy/index.php>

Having provided sufficient evidence of a disability and need for accommodation, a student may make official requests for accommodation through the Disability Services Office. The Director of Disability Services will consider the information (documentation) provided by the student, consult with faculty and/or other university officials as needed, and determined what constitutes reasonable accommodation(s) for the student's disability. (See Section III for a definition of accommodation.)

Accommodations not provided by the university of William & Mary include personal aids/devices and specialized transportation.

The Director will identify a list of approved accommodations in accordance with the manifestations of the disability, a copy of which will be shared with the student. For academic accommodations, following review and approval at the start of each semester of enrollment, the Director will prepare individual letters for each professor summarizing the approved accommodations relevant to his/her course. Whenever possible, these letters will be hand delivered by the student seeking assistance. Faculty and other university officials are then required to provide reasonable accommodation(s) in accordance with the Disability Services' letter(s). If a professor or other university official does not agree to an accommodation request, the student should seek intervention through Disability Services.

In addition to academic accommodation, the Director makes accommodation determinations for other university programs and activities, such as athletics programs,

and coordinates the efforts of university departments such as Facilities Management, Parking Services, Residence Life, Office of the Registrar, Athletics and Student Activities to address special access and service issues related to a student's educational experience.

Note on Sustainability:

I support sustainability initiatives on the WM campus. To reduce paper use, most of your course documents (including the syllabus, readings, and most assignments) will be provided on the course Wiki. Please try to save paper by reading documents and text online whenever possible. If you must print out documents, please consider printing double-sided and/or with two sheets per page. I also encourage you to turn in your assignments electronically when at all possible. For more information, please see the Sustainability at W&M website: www.wm.edu/sustainability

Note on Tolerance from teaching tolerance.org:

http://www.hsc.edu/Documents/StudentLife/Ten_Ways_Campus.pdf

Modified from Tolerance.org "Declaration of Tolerance"

"Tolerance is a personal decision that comes from a belief that every person is a treasure. I believe that America's diversity is its strength. I also recognize that ignorance, insensitivity and bigotry can turn that diversity into a source of prejudice and discrimination.

To help keep diversity a wellspring of strength and make America a better place for all, I pledge to have respect for people whose abilities, beliefs, culture, race, sexual identity or other characteristics are different from my own.

After examining hundreds of cases involving thousands of students, tolerance.org found this: Although administrators, faculty and staff are vital players in any response, it is the student activist who makes the most difference.

Because things improve only when people like you take action.

Because each student has the power to make a difference.

And because apathy, in some ways, is as dangerous as hate."

<http://www.wm.edu/about/diversity/index.php>

I reserve the right to change the schedule of the class if we get ahead or behind of schedule.

Recommended readings

Stanley, C. A. (Ed.). (2006). *Faculty of color: Teaching in predominantly White colleges and universities*. Bolton, MA: Anker Publishing.

Strand, K., Cutforth, N., Stoeker, R., Marullo, S., & Donohue, P. (2003). *Community-based research and higher education*. San Francisco, CA: Jossey-Bass.

On blackboard: Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House"

http://www.huffingtonpost.com/entry/alton-sterling-and-black-death-the-capability-to-love_us_577d6530e4b05b4c02fb8502

Schedule: Readings to be read by day that they are listed. Homework is due for the NEXT class meeting.

August 24—Open House in Blow 236—Note – other Wednesdays we'll be in the Ford Classroom

August 29- introductions and personal statements

HW (for next time—**Note: send just before coming to class**): personal statement

Reading: CHDF Chapter 1 & MWC Foreword and chapter 1

See Resources in Blow 236

<https://owl.english.purdue.edu/owl/resource/642/02/>

<http://www.cws.illinois.edu/workshop/writers/tips/personalstatement/>

September 5th: Labor Day—Time & Energy Management

HW: Work on your schedule and bring it to class

Reading: CHDF Chapter 3 & MWC chapter 15

HW: Personal statement

September 12th: Resume and CV: Appreciating all that you have accomplished: Kelly O'Shaugnessy

HW: Work on your Resume & CV

Reading: CHDF Chapter 2

September 19th: Why Research Underrepresented Professionals

HW: Work on your Research statement

Reading CHDF Chapter 6 & MWC Chapter 5

September 26th: Confronting Discrimination

HW: Work on your Research statement—what will you do to confront discrimination and to lift as you climb?

Reading: MWC Chapters 8 & 9

October 3rd: Digital Representation: Linked In and Video

HW: Sketch out your Video schema

MWC Chapters 11, 12, and 13

Oct 10th: Fall Break

HW: Record your introductory video

Oct 17th: Meyers-Briggs Planning: Who are you?

HW: Take the Meyers-Briggs & check-in on and revision of schedule and personal statements

Oct 24th: Meyers Briggs: Kelly O'Shaughnessy

HW: Work on the revision of your personal statement

Oct 31st: Library Consult- using Swem to sharpen your dossier

HW: Work on your Resume, CV, & already done paper revision

Nov 7th: Networking: Professors

Reading: CHDF Chapter 4 & MWC chapter 4

HW: Conduct your Professor Interview

Nov 14th: Revising academic work

HW: Set up a consult about already done paper revisions from another professor (other than me and the professor who assigned it)

MWC chapter 16

Nov 21st: check on Thanksgiving plans/Revision

HW: Be sure the dossier is created and uploaded to LinkedIn, the class wiki, or other accessible site

Nov 28th: Networking: Alumni

Reading: CHDF Chapter 7 & MWC Chapter 6

HW: Conduct your Alumni Interview

Final Due Monday, December 12th at 12pm: All final revisions of dossier & conduct Mock Interview in the Career Center for 4 credit students

<http://www.wm.edu/offices/registrar/calendarsandexams/examschedules/fall16exam/index.php>

Books and Book chapters with required excerpts that are available in Blow 236, online, or on the Wiki: See the Passaged Supplemental Text list

Title: Narratives of two professors

Author: Royster, Jacqueline Jones; Peterson, Ruth

Description: Interview with two African American professors discussing their literacy development.

Bookmark: <http://daln.osu.edu/handle/2374.DALN/282>

Date: 2008-03-11