

## **Thriving as First-Generation College Student**

### **Political Science 19, Seminar 1 Winter 2017**

**Class meets Wednesdays 1:05-2:50 for 5 sessions:**

**January 11, 25,  
February 8, 22,  
March 8**

**Seminar Location: 1284 Public Affairs Building**

Professor Lorrie Frasure-Yokley  
Professor's Office: 3278 Bunche Hall  
Email: [lfrasure@polisci.ucla.edu](mailto:lfrasure@polisci.ucla.edu) (best way to reach me)  
Office Hours: Tuesdays 2:00-4:00 PM

\*Students must sign up for my office hours using the Doodle Poll:  
<http://doodle.com/poll/sm5w5wt84yehnn65>

#### Course Description:

First-generation college students (or FGSs) comprise population that is often overlooked at American colleges and universities. Broadly defined, FGSs may have parents who have attained neither bachelor's nor associate degree and/or may be international students who are first generation to study in U.S. Some scholarly research suggests that FGSs are more likely to have academic, financial, cultural, emotional, and later professional limitations than students whose parents attended college. The goal of this seminar is to bring focused attention to ways that class, economic inequality, and mobility can affect first-generation students' ability to thrive academically and professionally. We will focus on how students can overcome some of these limitations and thrive on road to academic success at UCLA.

\*\*\*Students are NOT allowed to enter after class starts\*\*\*  
\*\*\*Audio/video recording of seminar material is NOT allowed\*\*\*

## **Course Requirements, Grading Criteria and Course Policies:**

You are responsible for all material in assigned readings, and related course materials discussed in seminar.

### ***Participation 40%***

On time seminar attendance each meeting, completion of the required readings and quality participation in seminar discussions is required. I will take attendance each meeting and (if necessary) call upon students randomly to participate.

### ***Midterm Project 30% total***

Handout provided during seminar 2, due seminar 3

### ***Final Paper 30% total***

Handout provided during seminar 4, due Wednesday of finals week 11.

### ***Grade Grievance Policy***

- You will have 24 hours (after seminar) to place in writing, via email, a request to re-grade your assignment. The request must clearly outline your claim(s) in writing.
- You must also sign up for office hours (doodle poll) or request an alternative time to meet. Print your email, attach it to the assignment and bring both items with you to the office hours meeting.
- REQUESTS SENT AFTER 24 HOURS WILL NOT BE REVIEWED

### ***Seminar Grades and Attendance***

All *Fiat Lux* seminars are graded P/NP (Pass or No Pass). Keep in mind that these are one-unit seminars and students are expected to invest no more than three hours per week, both in and out of class (according to Academic Senate regulations). Since one of the missions of the *Fiat Lux* Freshman Seminar Program is to encourage students to engage in dialogue with their instructor and fellow students, attendance at each meeting is required. For a seminar scheduled to meet every other week or on specific day out of the normal schedule pattern, a student who misses one class meeting cannot earn a passing grade. Be sure you can attend your discussion section every week prior to moving forward in this course.

### ***Late Work Policy***

Written work should be handed in when it is due to avoid penalties. You must bring a hard copy of the paper to class. The only acceptable excuses for late work are 1) a note from a UCLA administrator, or 2) a note from a doctor documenting an illness. Computer crashes are not excusable. Be sure to back your work up often.

### *Academic Honesty*

All of the written work you do in this course is expected to be your own ideas and your own words. If you are unfamiliar with the University's policy on academic dishonesty and associated penalties, see <http://www.deanofstudents.ucla.edu>. Lying to a faculty member or teaching assistant about anything relating to this course constitutes academic dishonesty and requires reporting to the Dean.

### *Learning Disabilities*

Students with University documented learning disabilities should inform their teaching assistant as soon as possible of their needs. This is especially important if you require more time or separate rooms for the midterm or quizzes. If you suspect you have a learning disability and have not been tested for one, contact the UCLA Office for Students with Disabilities (310) 825-1501.

### *UCLA Writing Center*

As part of UCLA Writing Programs, the Undergraduate Student Writing Center's mission is to enrich the education of undergraduate students in all disciplines through individualized consultations on writing. Visit the Writing Center for help preparing your writing assignments. <http://wp.ucla.edu/index.php/home>

### *Winter Registrar's Deadlines:*

#### End of Second Week, Friday, January 20

Last day to change Study Lists (add, drop courses) without a fee through URSA

#### End of Third Week, Friday, January 27

Last day to ADD courses with a \$5 per course fee through URSA

#### End of Fourth Week, Friday, February 3

Last Day to DROP a class without a transcript notation (\$5 per transaction fee through URSA).

The course may be dropped in the normal way any time through week 10. Drops after week 4 are recorded on the student's transcript.

## Course Schedule

### **Seminar 1, January 11**

Topic: Course Introduction and the First Generation Experience

Film and Discussion: [https://www.youtube.com/watch?v=72AWeUd\\_06k](https://www.youtube.com/watch?v=72AWeUd_06k)

### **Seminar 2, January 25**

Topic: First Generation Students: Preparedness, Challenges, and Resources

Guest speaker: UCLA, First To Go Program

#### **Required Readings:**

First in My Family Research Brief, HERI-UCLA

<https://www.heri.ucla.edu/PDFs/pubs/briefs/FirstGenResearchBrief.pdf>

Balemian, Kara. Feng, Jing. "First Generation Students: College Aspirations, Preparedness and Challenges". *College Board*. 2013. (PowerPoint presentation)

<https://research.collegeboard.org/sites/default/files/publications/2013/8/presentation-apac-2013-first-generation-college-aspirations-preparedness-challenges.pdf>

Pappano, Laura. 2015. "First-Generation Students Unite". New York Times article, April 12, 2015

[https://www.nytimes.com/2015/04/12/education/edlife/first-generation-students-unite.html?\\_r=0](https://www.nytimes.com/2015/04/12/education/edlife/first-generation-students-unite.html?_r=0)

#### **Recommended Reading and Reports:**

Saenz, Victor B. Hurtado, Sylvia. Barrera, Doug. Wolf, De'Sha. Yeung, Fanny. "First in my Family: A Profile of First Generation Students at Four-Year Institutions Since 1971". *Los Angeles: Higher Education Research Institute, UCLA*. 2007. Full Report

<https://www.heri.ucla.edu/PDFs/pubs/TFS/Special/Monographs/FirstInMyFamily.pdf>

GOCOLLEGENOW

<http://www.gocollegenow.org>

### **Seminar 3, February 8**

Topic: Race/Ethnicity, Class and the First Generation Experience

Film: All the Difference <http://www.pbs.org/pov/allthedifference/>

#### **Required Readings:**

Mason, C. Nicole. 2016. *Born Bright: A Young Girl's Journey from Nothing to Something in America*. St. Martins Press.

### **Seminar 4, February 22**

Topic: Tools for Thriving at UCLA

Guests Roundtable: Upper Division Undergraduate FGS

#### **Required Readings:**

Cushman, Kathleen. 2006. *First in the Family: Advice About College from First-Generation Students—Vol. II: Your College Years*. Next Generation Press

[http://www.firstinthefamily.org/pdfs/First%20in%20Family\\_manuscript.pdf](http://www.firstinthefamily.org/pdfs/First%20in%20Family_manuscript.pdf)

#### **Recommended Readings:**

TRIO Student Support Services at IPFW, Karen Lenfestey and Shubitha Kever 2016. *Every Student Has a Story: Personal Narratives from First-Generation College Students*. CreateSpace Independent Publishing Platform (CWP)

Flores, Angel. 2014. *50 Things I Wish Someone Would Have Told Me About College. Straight Talk for First Generation College Students FROM First Generation College Graduates*.

CreateSpace Independent Publishing Platform (CWP)

### **Seminar 5, March 8**

Topics: Preparing for Your Future

Guests Roundtable: Graduate Student FGS

#### **Required Readings:**

Kniffin, Kevin M. “Accessibility to the PhD and Professoriate for First-Generation College Graduates: Review and Implications for Students, Faculty, and Campus Policies”. *American Academic Volume Three*. Pgs 49-80.

<http://www.u.arizona.edu/~jag/POL602/firstGen-profKniffin.pdf>

Patton, Stacey. “Here’s Smarty-Pants, Home For the Holidays”. *The Chronicle of Higher Education*. 2012.

<http://www.chronicle.com/article/Heres-Smarty-Pants-Home-for/136069/>

Santilli, Lisa Banks. “Guilt is one of the biggest struggles first-generation college students face”. *The Washington Post*. 2015.

[https://www.washingtonpost.com/posteverything/wp/2015/06/03/guilt-is-one-of-the-biggest-struggles-first-generation-college-students-face/?utm\\_term=.2261bc9177f5](https://www.washingtonpost.com/posteverything/wp/2015/06/03/guilt-is-one-of-the-biggest-struggles-first-generation-college-students-face/?utm_term=.2261bc9177f5)

**Recommended Readings:**

Muzzatti, Stephen L., and C. Vincent Samarco. 2006. Reflections from the wrong side of the tracks: class, identity, and the working class experience in academe. Lanham, Md: Rowman & Littlefield Publishers.

Housel, Teresa Heinz, and Vickie L. Harvey. 2009. The invisibility factor: administrators and faculty reach out to first-generation college students. Boca Raton: BrownWalker Press.

“First Generation Faculty and Teaching Staff Stories”. *First Generation Program MIT*.  
<http://fgp.mit.edu/i-am-first-generation-mit/first-generation-faculty-and-teaching-staff-stories>