

Thriving as First-Generation College Student

Fiat Lux Seminar Political Science 19 Winter 2018

Class meets Wednesdays 10:05-11:50 for 5 sessions:

January 10, January 24, February 7, February 21, March 7

Seminar Location: 4357 Bunche Hall

Professor Lorrie Frasure-Yokley
Professor's Office: 3278 Bunche Hall

Email: lfrasure@polisci.ucla.edu (best way to reach me)

Office Hours: Wednesdays 12:00pm-12:45pm; 4:00pm-5:00pm

*Students must sign up for my office hours using the Doodle Poll (Please add your first and last name and University email):

<https://doodle.com/poll/wp733n7nk8r6kck8>

Course Description:

First-generation college students (or FGSs) comprise a population that is often overlooked at American colleges and universities. Broadly defined, FGSs may have parents who have attained neither a bachelor's nor associate's degree and/or may be international students, who are the 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 the ways in which class, economic inequality, race/ethnicity, immigration status, mobility and other factors may 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 and beyond.

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%

Handout provided during seminar 2, due seminar 3

Final Project 30%

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

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 a 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 the scheduled seminars (every other week), prior to moving forward in this course.

Late Work Policy

Written work should be handed in when it is due to avoid penalties. 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.

Email Correspondence

The best way to reach me is via email: lfrasure@polisci.ucla.edu. Generally, I will respond to your email with 24 hours, Monday-Friday.

I recommend that you use an authorized UCLA email account for your class related correspondences. I also recommend that you remove spam filters for UCLA emails such as lfrasure@polisci.ucla.edu as well as other UCLA email addresses. You are responsible for ensuring that you receive all course correspondence during this course. If you need assistance please contact Bruin Online: <https://www.it.ucla.edu/bol>

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/Academic-Integrity>. Lying to a faculty member or teaching assistant about anything relating to this course constitutes academic dishonesty and requires reporting to the Dean.

Accessible Education

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 for the assignments. If you suspect you have a learning disability and have not been tested for one, contact the UCLA Center for Accessible Education (310) 825-1501 <http://www.cae.ucla.edu/LDScreening>.

UCLA Undergraduate 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/wc/>

Course Schedule

Seminar 1: January 10

Topic: Course Introduction and Overview

Seminar 2: January 24

Topic: The First Generation Experience: Preparedness, Challenges, and Resources

Guest speaker: UCLA, First To Go Program <http://firsttogo.ucla.edu>

Film and Discussion: "First Generation": https://www.youtube.com/watch?v=72AWeUd_06k

Required Readings:

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

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.

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

GOCOLLEGENOW

<http://www.gocollegenow.org>

Seminar 3: February 7

Topic: Identity and the First Generation Experience

Film: "All the Difference"

<http://www.pbs.org/pov/allthedifference/>

Required Readings:

First in My Family Research Brief, HERI-UCLA

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

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=.534e743fb7d6

Seminar 4: February 21

Topic: Tools for Thriving at UCLA

Guests Roundtable: Upper Division Undergraduate First Generation Scholars

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

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 7

Topic: Beyond UCLA, Preparing for the Future

Guests Roundtable: Graduate Student- First Generation Scholars

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/>

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.