



*GEORGETOWN UNIVERSITY*

## **UNXD-050: Mastering the Hidden Curriculum Fall 2018**

Section 1: Professors Marcia Chatelain and Soyica Colbert  
Section 2: Professors Ricardo Ortiz and Sabrina Wesley-Nero

Thursdays 5:00-6:30pm

### **Location:**

Section 1 (Chatelain/Colbert): ICC 116  
Section 2 (Ortiz/Wesley-Nero): ICC 120

Class begins: August 30th, 2018  
Class ends: November 1st, 2018

This course examines the research and theory about first generation college students and complicates the discourse around identity and experiences as a first generation college student and the efforts made to expand access to higher education. Furthermore, UNXD-050 will introduce and equip incoming first generation college students with the skills and cultural capital to navigate Georgetown's academic community and collegiate environment. The course deepens students' writing, analytical, and public speaking skills by combining a multidisciplinary approach with a subject matter emphasis on exploring the first generation college student identity. At the end of the semester, students will gain knowledge of available GU support systems, tools for academic empowerment, and a greater understanding of and awareness about their identity.

Throughout this course, students will:

- Become knowledgeable of campus resources that assist with the transition to the academic rigor and fast pace of daily life at Georgetown;
- Understand their personal identity as a first-generation, low-income, and/or underrepresented college student in the context of a wider higher education sphere, with an emphasis on studies of belonging on campus;

- Find a space to discuss and reflect among peers, from similar backgrounds on the unique opportunities and challenges of their first-year, such as culture shock, imposter syndrome, personal growth and exploration.

*This course is worth one credit.*

### **Learning Goals:**

This course has four main objectives. Over the course of the semester, students who take UNXD 050 should expect...

1. to integrate into the university community and build a vibrant and flourishing community among first generation college students and professors;
2. to recognize and develop competencies needed to seek out on-campus resources, which they might not have otherwise been aware of or comfortable approaching, after completing an outreach assignment and participating in guest lectures;
3. to reflect on and articulate the unique opportunities and challenges they face as a first-generation, low income, or underrepresented student, at Georgetown and beyond, through storytelling assignments, reflection papers, and guest lectures;
4. to identify and articulate the obstacles of first generation college students nationally and develop individualized student success plans that incorporate support systems, which prioritize wellness and formation.

### **Grading and Requirements:**

*Final course grades will be Satisfactory (Pass) or Unsatisfactory (Fail); students must reach threshold of 70% to receive a Satisfactory grade. Your grade is based on:*

#### **Attendance and Class Participation: 25%**

Each student is expected to attend all class sessions, arrive on time, remain for the entire class session, and actively contribute to all discussions and learning experiences. All students are expected to be fully present during the class sessions which means that the use of technology in class is limited to course-related activities (i.e. accessing readings and notes). All other technology use during class is not permitted. Due to the shortened duration of this course (10 weeks), missing **two** class sessions throughout the semester will jeopardize your participation grade; if you miss **more than two**, you should expect to fail the course. Two late arrivals and/or early exits equate to one absence.

#### **Reading Reflections: 40% (8 reflections x 5% each)**

Throughout the course you will be asked to reflect on the week's readings. A 1-2 page reflection in response to the prompt is due by **12 noon on Wednesday of**

**each week.** The reading reflection will help you integrate your thoughts on each week's readings and prepare to actively engage with the learning community during the class session.

**Individual Success Plan Assignment: 5%**

You will be asked to reflect at the end of the semester and identify 3-5 personal takeaways or meaningful lessons you learned from the course. You must meet with one of the course instructors and your peer mentor to review your reflection and findings during the week following the last class meeting. You will submit your success plan 24 hours prior to your meeting. More information will be distributed at the end of the semester.

**Final Assignment - Storytelling: 30%**

Storytelling is one way to develop your ability to define your identity and you present yourself to others. You will be asked to share a story of your best self. You may choose the storytelling medium (speaking, writing, visual art, performance art, etc.). You will post story (or a recording of it) on the class Canvas page by 11:59pm on October 30. More information will be distributed in early October.

***Academic Integrity and Courtesy***

As a Jesuit, Catholic university, committed to the education of the whole person, Georgetown expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character. The University spells out the specific minimum standards for academic integrity in its Honor Code, as well as the procedures to be followed if academic dishonesty is suspected. Over and above the honor code, in this course we will seek to create an engaged and passionate learning environment, characterized by respect and courtesy in both our discourse and our ways of paying attention to one another.

***The Honor System***

Georgetown University expects all members of the academic community, students and faculty, to strive for excellence in scholarship and in character. To uphold this tradition, the University community has established an honor system for its undergraduate schools, including Georgetown College, the School of Foreign Service, the School of Business, the School of Nursing and Health Studies, and the School of Continuing Studies. See the Undergraduate Bulletin for details:  
<https://bulletin.georgetown.edu/regulations/honor>.

***Accommodations***

Georgetown University is committed to ensuring that no student is denied access to its programs, facilities, services, or activities, or otherwise discriminated against, on the basis of a disability. Consistent with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the University will make reasonable accommodations for students with documented cognitive, physical, chronic health or

psychological disabilities. See the Undergraduate Bulletin for details:  
<https://bulletin.georgetown.edu/regulations/disabilities>.

### ***Title IX Reporting and Sexual Assault***

Georgetown University and its faculty are committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. University policy requires faculty members to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

#### **Jen Schweer, MA, LPC**

Associate Director of Health Education Services for Sexual Assault Response and Prevention

(202) 687-0323

[jls242@georgetown.edu](mailto:jls242@georgetown.edu)

#### **Jenny Lloyd, Trauma Specialist**

Counseling and Psychiatric Services (CAPS)

(202) 687-6985

[jl2355@georgetown.edu](mailto:jl2355@georgetown.edu)

More information about campus resources and reporting sexual misconduct can be found at <http://sexualassault.georgetown.edu>.

### ***Syllabus Modification***

*As the course proceeds we retain the right to modify the syllabus as needed. We will notify you of any modifications in a timely manner.*



This course is offered in partnership with the [Designing the Future\(s\) Initiative](#), which accelerates educational innovation that allows higher education to more effectively and equitably benefit society. The initiative explores how to value and integrate experiences outside of traditional classroom learning, and offers students the opportunity to design and shape what that will look like in the future. Future(s) sits in The Red House, Georgetown's incubator for educational innovation and site for convening stakeholders in this work. Students can sign up for our [Red House Student Network](#) to get weekly updates on new courses, events, and job opportunities.

## Schedule of Readings/Class Assignments

**Week 1: Thursday, August 30th**

**What does it mean to be a first generation college and/or low-income student?**

**Assigned Readings:**

**Harvard Magazine:** [Mastering the Hidden Curriculum](#)

**New York Times:** [Are You First Gen? Depends on Who's Asking](#)

**New York Times:** [Some Colleges Have More Students From the Top 1 Percent Than the Bottom 60.](#)

**New York Times:** [Taking My Parents to College](#)

**Inside Higher Education:** [First-Generation College Students More Engaged Than Peers](#)

**Week 2: Thursday, September 6th**

**Challenges in a National Scope**

**(Due 12 noon Wednesday, September 5) Reflection Prompt #1:**

What were your reactions to DiMaggio, Jack, and Lamont and Lareau's takes on cultural capital and socioeconomic mobility? How have you experienced these concepts thus far at Georgetown, or in a similar sphere?

**Assigned Readings:**

**American Sociological Review:** DiMaggio, Paul. "[Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students.](#)" (1982).

**Sociological Theory:** Lamont, Michele, and Annette Lareau. "[Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments.](#)" (1988).

**Sociology Forum:** Jack, Anthony. "[Culture Shock Revisited: The Social and Cultural Contingencies to Class Marginality.](#)" (2014).

## **Week 3: Thursday, September 13th**

### **Effective Communication**

#### **(Due 12 noon Wednesday Wednesday, Sept. 12) Reflection Prompt #2:**

After completing the readings for this week, reflect on your experience thus far communicating and interacting with professors on campus.

#### **Assigned Readings:**

**Sociology of Education:** Jack, Anthony. “[\(No\) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University.](#)” (2015).

**Higher Education:** Collier, Peter and David L. Morgan. “[Is That Paper Really Due Today?: Differences in First-Generation and Traditional College Students' Understandings of Faculty Expectations.](#)” (2008).

## **Week 4: Thursday, September 20th**

### **Self Advocacy: Navigating your Resources**

#### **(Due 12 noon Wednesday, September 19) Reflection Prompt #3:**

Visit 3 out of 8 resources below and speak with a staff member/student worker at each location. You may also attend an event sponsored by one of these departments.

- [Academic Resource Center](#)
- [Campus Ministry](#)
- [Center for Multicultural Equity & Access](#)
- [Counseling and Psychiatric Services](#)
- [Georgetown Scholarship Program](#)
- [Health Education Services](#)
- [LGBTQ Resource Center](#)
- [Women's Center](#)
- [Writing Center](#)

Then, write a brief 250 word reflection detailing which offices you visited, whom you spoke with, and how these resources help alleviate some of the challenges described last week or in the future.

#### **Assigned Readings:**

**Journal of Personality and Social Psychology:** Stephens, Nicole; Fryberg, Stephanie; Markus, Hazel; and Johnson, Camille. “Unseen Disadvantage: How American Universities' Focus on Independence Undermines the Academic Performance of First-Generation College Students.” (2012).

**Optional Reading:**

Newport, Cal. How to Become a Straight-A Student: The Unconventional Strategies Real College Students use to Score High while Studying Less. Broadway Books, New York, 2007.

**Week 5: Thursday, September 27th**

**Race, Power, Privilege, Dominance Part I**

**(Due 12 noon Wednesday, September 26) Reflection Prompt #4:**

Reflect on the assigned readings. Did you find the authors' arguments convincing? What elements of the readings do you agree with? What elements would you refute? Explain.

**Assigned Readings:**

**Race Ethnicity and Education:** Yosso, Tara. "[Whose culture has capital? A critical race theory discussion of community cultural wealth.](#)" (2005).

**Journal of Critical Scholarship on Higher Education and Student Affairs:** Sarcedo, Geneva L.; Matias, Cheryl E.; Montoya, Roberto; and Nishi, Naomi "[Dirty Dancing with Race and Class: Microaggressions toward First-Generation and Low Income College Students of Color.](#)" (2015).

**Week 6: Thursday, October 4th**

**Race, Power, Privilege, Dominance Part II**

**(Due 12 noon Wednesday, Oct. 3) Reflection Prompt #5:**

Reflect on the readings for today and your experience with the in-class discussion last week. Articulate your current thinking on the topics addressed in the readings. What quotes, concepts, and questions would you like the group to address in class this week?

**Assigned Readings:**

**How Students of Color Confront Impostor Syndrome:**

[https://www.ted.com/talks/dena\\_simmons\\_how\\_students\\_of\\_color\\_confront\\_impostor\\_syndrome#t-1392](https://www.ted.com/talks/dena_simmons_how_students_of_color_confront_impostor_syndrome#t-1392)

**Pick one of the following activities to complete:**

**Blind Spots:**

[https://www.pwc.com/us/en/about-us/assets/blind\\_spots\\_video\\_discussion\\_guide.pdf](https://www.pwc.com/us/en/about-us/assets/blind_spots_video_discussion_guide.pdf)

**Implicit Bias Test:** <https://implicit.harvard.edu/implicit/takeatest.html>

## **Week 7: Thursday, October 11th**

### **Identifying Strengths**

**(Due 12 noon Wednesday, October 10) Reflection Prompt #6:** Complete this week's readings and watch Angela Lee Duckworth's Ted Talk on Grit and Perseverance and write a reflection on your reactions to Duckworth's talk.

[https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance)

### **Assigned Readings:**

**Journal of College Student Development:** Raque-Bogdan, Trisha and Margaretha S. Lucas. "[\*\*Career Aspirations and the First Generation Student: Unraveling the Layers With Social Cognitive Career Theory\*\*](#)" (2016).

**Education Writers Association,** Aisha Sultan, [\*\*When Grit Isn't Enough\*\*](#) (2015).

## **Week 8: Thursday, October 18th**

### **Introduction to Authentic Storytelling - Knowing Your Story**

**(Due 12 noon Wednesday, October 17) Reflection Prompt: #7**

Who are the people who have had the most profound impact on you since you were a child? They can be family or someone not "technically" family. What did you learn from them that you would like to emulate? What would you like to let go of?

### **Assigned Readings:**

#### **New York Times:**

<https://www.nytimes.com/interactive/2017/05/30/us/07firstgen-listy.html>

Complete the [\*Reflected Best-Self Exercise \(RBSE\)\*](#) with 5 people

**Optional Readings:** *The Hoya* column of GSPers from Spring 2018

#### **RICE: More Than an Education:**

<http://www.thehoya.com/rice-more-than-an-education/>

#### **Joubert: Fighting for Connections:**

<http://www.thehoya.com/joubert-fighting-connections/>

#### **Singh: The Badge of Inferiority:**

<http://www.thehoya.com/singh-badge-inferiority/>

## Week 9: Thursday, October 25th

### Thinking Forward

**Reflection Prompt:** *(There is no reflection due prior to class this week. Instead you will write a reflection in class at the end on this prompt.)*

After listening to the panel of alumni, what parts of your Georgetown undergraduate career are you looking forward to? What parts make you nervous? Use this reflection to name some of the activities, clubs, traditions, and events you want to partake in during your time on the Hilltop.

### Assigned Readings:

**Sociology of Education:** Binder, Amy; Davis, Daniel and Nick Bloom. [“Career Funneling: How Elite Students Learn to Define and Desire “Prestigious” Job.”](#) (2015).

**Brooks, Katharine. You Majored in what?: Mapping Your Path from Chaos to Career.** Viking, New York, N.Y, 2009. Chapters 1 & 2

[What Not to Wear \(and Other Things No One Tells You When You’re a First-Generation College Graduate\)](#)

## Week 10: Thursday, November 1st

### Authentic Storytelling - Telling Your Story

**(Due 12 noon Wednesday, October 31) Reflection Prompt #8:** After watching at least 3 of the following 5 videos, write a reflection that explains your response to what you watched and succinctly articulates what you want others to take-away from the story you will tell about yourself through the final project..

### Readings:

**Undocumented and Unafraid | Agnes Lee | TEDxGeorgetown:**  
<https://www.youtube.com/watch?v=xGG4bT-JGm8>

**The Divided American Dream | Jenna Clifford | TEDxGeorgetown:**  
<https://www.youtube.com/watch?v=yKjd2SjZaHQ&t=8s>

**The Piece We're Missing | Luis Rosales | TEDxGeorgetown:**  
<https://www.youtube.com/watch?v=NQzFSLxS6Vo>

**Better Communication | Anthony Anderson | TEDxGeorgetown:**  
<https://www.youtube.com/watch?v=hf973vontgo>

**Not the hearing or Deaf world | Heather Artinian | TEDxGeorgetown:**  
**<https://www.youtube.com/watch?v=jhm5OaXJVMQ>**