WOMEN IN ART
Doot Bokelman, B.F.A., M.F.A., M.F.A., Ph.D.
AHI 359: Fall Semester 2007

Course Description
This course will examine art by, for, and about women from prehistoric through the post-modern eras. We will focus on the ways in which societal norms, religious ideas, training practices and other historical factors impacted the subject, production, scale, and other aspects of the art.

Recommended Texts
Sylvan Barnet, *A Short Guide to Writing about Art*

Course Goals
This course offers a study of women and art by investigating painting and sculpture in terms of medium, style and technique as well as the ways in which these arts evolved and functioned. We will also examine the position of the woman as artist in a variety of societies, the ways in which various women have produced visual arts based on past sources and original contexts, and the multitude of ideas that art served to express. Students will become familiar with both individual works of art by and about women as well as general developments in artistic style in light of political, religious, economic, social, and cultural trends.

Service-Learning
We will be working on service-learning projects in which we will be meeting identified community needs. We will be looking at the connection between African-American experience in late 19th century Rochester and the Iroquois Confederacy who were part of the suffragette movement. Your formal written work will be part of this experience.

There will also be a field trip to Ganondagan as part of the research of your formal written work.

The week after Thanksgiving we will be part of a Girls Gathering (with girls from school #33) focused on the roles of arts as a means of creative self-expression, self-awareness, and identity development.

UNDERGOUND RAILROAD FRESHMAN SEMINAR
Toni Gauthier, C.S.W., A.C.S.W.
FRS 101-18: Fall Semester 2007

Statement of Purpose
Freshman Seminar serves as a foundation for Nazareth College's Liberal Studies Core Curriculum and is designed to serve as an academic, cultural, and social transition to Nazareth College and its educational mission. You will investigate your relationships with Nazareth College, the City of Rochester, the United States, and world communities. This course has a service-learning component, which will help students become civically engaged in the Rochester community through off-site visitation to the South Avenue Recreation Center.

Course Goals
- Develop academic skills with an emphasis on oral communication
- Ease the transition from high school to college
- Promote active learning and critical thinking skills
- Explore values
- Provide exposure to the diverse world
- Participate in Service-Learning at a city recreation center to promote civic engagement

Instructor's Expectations
- Active participation in class
- On-time assignment submissions
- Mutual Respect
- A willingness to challenge your own assumptions
- Responsibility and reliability for the off site visitation of the Recreation Center children

Supplies Needed
- Spiral Notebook for preflective and reflective journal writings or you may keep these saved on a thumb drive (ongoing word document) that can be emailed to your instructor
- 3 ring, half-inch binder to submit your final portfolio

Required texts
- *Bound For Canaan: The Epic Story of the Underground Railroad, America's First Civil Rights Movement* by Fergus M. Bordewich
- *Freshman Seminar Program Manual 2007*, available in College Bookstore
- *Service-Learning: From Classroom to Community to Career* by Marie Watkins, Ph.D. & Braun
- *The Underground Railroad for Kids: From Slavery to Freedom* by Mary Kay Carson (You will purchase this book from your instructor for $10)
- *Rochester Region Underground Railroad Network to Freedom: A Guidebook* (free, to be supplied by your instructor)

Course Requirements
Attendance
Is required and unexcused absences will negatively affect your course grade. If you are unable to attend class for any reason, please contact me at ext. 2887 or by e-mail and notify me in advance of your absence.
Oral Component (60%)
Includes active class participation, coming to class prepared to discuss readings, oral presentations (group and individual), student facilitation of class (group activity) on topics pertaining to e-reserve and text readings. Specific instructions on Oral Presentations will follow.

The readings will be incorporated into class discussions, designed to assess the basic comprehension of the article and student learning. Some readings will be assigned to groups of students for class facilitation/discussion. Examples of Oral activities in class include:

Scavenger Hunt - brief group presentation/photo slide show (Sept. 13th)

Exploring Rochester Activity Group Presentation - describe the event/attraction you visited with your classmates and give a description with your critical rating about this particular site. Each group will have 15 minutes to present in class on October 2nd.

Group Facilitation of Class - You will be teamed with 4 or 5 other students who will be responsible for facilitating an entire class discussion pertaining to one of the Freshman Seminar required readings from E-Reserve or from the texts. You must involve the class in discussion through the use of questions, comments, mini-exercises, or other activities you select.

Dates of class facilitation are: Oct. 18th, Oct. 23rd, Oct. 25th, and Oct 30th. I will hand out guidelines for the class facilitation in the near future.

Oral Presentation - Each student will make a formal presentation for 20 minutes on a topic related to Underground Railroad history, modern day slavery, impoverishment, or health and wellness. The student is responsible for providing a brief overview of the issue, summarizing various perspectives on the issue, and presenting a personal position on that issue with sound rationale.

Students must meet with the instructor to review their outlines for their presentation at least one week prior to the scheduled date of their presentation. Oral Presentation dates are as follows: Nov. 6th, Nov. 9th, Nov. 13th, Nov. 15th, Nov. 27th, Dec. 4th, and Dec. 6th.

Written Component (40%)

Includes two categories of assignments: informal and formal.

Informal writing - includes in-class brief writing exercises, reflection on class discussions, reactions to insights of others, and appeals and persuasion of an author or speaker. It also includes your Service-Learning reflection writings associated with our collaboration with the South Avenue Rec Center. Informal writing will not be revised and will not come under the same level of scrutiny as formal writing.

- Service-Learning Electronic Journal - ongoing writings based on readings, class discussions and off site visitations to South Ave Recreation Center.
- Reflection papers (as assigned) on guest speakers' discussions on various topics, readings from e-reserve and out of class lectures where you will demonstrate:
- Recognition and analysis of issues
- Willingness to examine a subject from more than one perspective
- Reaction to author's perspectives
- Descriptive writing connecting service-learning results with educational goal

Formal Writing - will be judged for its form, grammar, spelling and content. Formal writing must be in word-processed form. You will be asked to rewrite any paper that is not well organized or if the grammar, spelling and sentence structure is poor. Papers are to be submitted to the instructor on the due date at the beginning of the class. Late papers will not be accepted and students will receive zero credit. Length requirements must be adhered to. If you are having difficulty developing your thoughts, do not hesitate to contact the instructor prior to the due date. The writing lab is a valuable resource for students and is located on the third floor of the GAC building.

- Information Literacy Assignment - Frederick Douglass module found on the Freshman Seminar website. All students will be required to complete an annotated bibliography in preparation for your scholarly research paper (which is due November 15th). Follow the directions as outlined on the Freshman Seminar website (Information Literacy link!)
- 8 page scholarly Research Paper on a topic related to the Underground Railroad or modern day human rights issue (Due November 15th).
- Final Portfolio - The final portfolio for the semester is a review of your course work, service-learning experience and growth as a college student over the entire semester. I will provide you with more detailed instructions. The portfolio is a compilation of your written work throughout the semester, organized in a meaningful way, with a final summary of what you've learned and how you've grown this semester as a result of the class and your service-learning. Due Friday, Dec. 7th

Out of Class Required Activities

- Out of class activities with your classmates and instructor will be announced. The first is August 31st College Night at Frontier Field Rochester Red Wings Baseball Game. This is a free event, and Nazareth College will provide transportation.
- Attendance at several special events offered exclusively to students enrolled in the six Underground Railroad sections of Freshman Seminar. The first is September 11, 2007 at 4:30 p.m. in the Shults Forum - The North Star Project Launching Event with expert speakers and lots of food and fun! Meet students and instructors from the other 5 sections of the Underground Railroad Freshman Seminar classes.
- Rochester Activity - you and 4-5 other classmates will visit a Rochester site with an Underground Railroad connection. As a group, you will present your tour impressions to the class orally. Due October 2nd!
- Naz students enrolled in the Underground Railroad sections of Freshman Seminar will attend a portion of the International Underground Railroad Conference, Sept. 28th-30th at the Riverside Convention Center in downtown Rochester.
- Honors Lecture, Douglas Ruskoff, Tuesday, Sept. 25th; 8 p.m. Forum author of Merchants of Cool.
- 4-5 site visits to the South Avenue Recreation Center, 999 South Avenue (located directly behind School #12 and across the street from Highland Hospital). Each visit to the city-operated recreation center will qualify for 1 and a half to 2 hours to fulfill the service-learning component of this course. Students will need to find their own transportation.
- A North Star Project culmination activity is scheduled for Dec. 1st or 3rd in the Shults Center Forum. This event involves poster/table presentations by the Underground Railroad Freshman Seminar sections to educate the entire campus about your important work this semester!

Additional Course Requirement

Each student is to meet individually with instructor a minimum of twice during the semester (by appointment). Remember, you are always welcome to schedule additional meeting times as needed.

Outcomes

After completing the Freshman Seminar the student should be able to:

- Identify various campus resource/departments available to assist in student learning and success and discuss critically the rational for general education in Liberal Arts, Fine Arts and Sciences
- Demonstrate skills in oral communication

- Implement academic strategies (i.e. time-management, study skills, effective decision making) that increases academic attainment and improves educational outcomes
- Explain how diverse human populations have interacted with one another and/or contributed to human history
- Articulate his/her own values

AFRICAN AMERICAN EXPERIENCE
Timothy Kneeland, B.A., M.A., Ph.D.
HIS 310: Fall Semester 2007

Course Overview
Examination of the major events, movements, and individuals included in the African American experience from the seventeenth century through the Civil Rights Movement.

Course Objectives

- Demonstrate effective written and oral communication through projects and assignments concerning African American history.
- Display critical thinking skills through analysis of key issues and events in African American History.
- Trace the development of African American culture through a chronological ordering of events pertaining to the African American experience 1600-present.
- Describe continuities and discontinuities in the African American experience.
- Identify key concepts about the means to the social and political empowerment of African Americans as expressed by black leaders from 1830-2004.
- Develop an understanding for the historiographic traditions and key texts in the study of African American history.

Departmental Objectives

- Master major historical facts.
- Develop an awareness of the approach and methodology of history as a discipline
- Have an understanding of the time frame of historical events and of the collection and analysis of historical evidence.
- Have an acquaintance with the basic works and interpretations of historians of the period under study.
- Develop basic competence in the historical and political geography of the period under study.

Required Texts

- Peter Kolchin, *American Slavery 1619-1877*, by Peter Kolchin
- *WEB DuBois a Biography of Race, 1868-1919*, by David Levering Lewis
- *Parting the Waters: America in the King Years, 1954-1963*, by Taylor Branch
- *Enough: The Phony Leaders, Dead End Movements and Culture of Failure*, by Juan Williams

Additional reading as assigned

Recommended: *A Pocket Guide to Writing in History*, by Rampolla

Course Requirements

Students will be required to:

- Complete all assignments including papers, blackboard discussions, and a field trip (450 points).
- Prepare a critical analysis of two biographies (200 points).
- Prepare an original research paper (see details below) on African Americans grounded in primary sources (i.e. they must form the bulk and backbone of your research) (250 points); Or take part in the Underground Railroad Project (details to come).
- Take a comprehensive final examination (100 points).
- Check the Blackboard site three times a week.

Assignments

- Quizzes and assignments over the reading and videos will be incorporated into classroom/homework assignments (200 points).
- After reading your textbook, excerpts from The Life of Gustavas Vassa, excerpts from the videos *Africans in America* and *Slavery and the Making of America* as well as the

history of Nathaniel Rochester at Rochester Slavery, prepare a five page analysis of how slavery fit into the political economy of North America (100 points).

- Imagine that you were born into slavery around 1840, lived through Reconstruction 1865-1877, then experienced Jim Crow 1880-1920. Explain in five to seven pages what and how key political and social events in the African American experience shaped who you were, where you lived, your occupation, life expectancy and aspirations for the future (75 points).
- In the Discussion section of the Blackboard site: compare and contrast Frederick Douglass, W.E.B. DuBois, Marcus Garvey, and Martin Luther King (75 points).
- Biographies of African American (Due dates will depend on which two biographies you choose). A separate list of texts will be provided (200 points).

Research and Writing

Complete a research paper (an original interpretation of the African American experience grounded in primary sources) OR take part in the Underground Railroad Project (details to follow).

The research paper must be a project concerning African American History and should encompass an aspect of the collective identity of African Americans, a biography would not be appropriate. Events such as sit ins, race riots, political movements; school integration, a profile of black politics or voting patterns, culture aspects such as black film, dance, music, art; social characteristics such as the family, church, education, socialization are better examples of what the project aims for. Furthermore, this assignment is four-fold:

- You must first prepare a bibliography of sources (50 points)
- You must also post a draft of you paper on the blackboard site after for discussion and comments by fellow students (75 points)
- Turn in the final paper that attends to the comments of peers and professor the last week of classes (100 points).
- Prepare a short presentation on your paper for the class (25 points).
- FINAL EXAM: will be a comprehensive examination of your knowledge of the African American experience (100).

UNDERGROUND RAILROAD FRESHMAN SEMINAR

Adam Lewandowski, B.A., M.S.

FRS 101-17: Fall Semester 2008

Statement of Purpose

Freshman Seminar serves as a foundation for Nazareth College's Liberal Studies Core Curriculum and is designed to serve as an academic, cultural, and social transition to Nazareth College and its educational mission.

Course Goals

- Develop academic skills with an emphasis on oral communication
- Ease transition from high school to college
- Promote active learning
- Introduce students to our core curriculum which explores the study of the liberal arts, fine arts, and sciences
- Explore values
- Provide exposure to the diverse world

Text and Supplies

- Freshman Seminar Program Handbook
- Readings obtained through Blackboard or the Nazareth Library Electronic Reserve (you must print this out and bring them to class)
- Folder (to collect journal entries, returned assignments, etc.)
- *Rochester Region Underground Railroad Network to Freedom: A Guidebook* by Ruth Rosenberg-Naparsteck, Emerson Klees, Carolyn Vacca, and Victoria Schmitt (Will be handed out during the second week of class)
- *Narrative of the Life of Frederick Douglass: An America Slave* by Frederick Douglass (available on e-reserve)

Course Design

Freshman Seminar is conducted as a seminar course, which means that your participation is essential. We will be spending time both in and out of the classroom reading, learning, discussing, and experiencing things together. The goal is to create a cooperative and enjoyable learning environment that encourages teamwork and promotes active learning.

Exploring Rochester Assignment

In groups that I will assign, you will agree upon an event or location within the city of Rochester to explore. During your exploration you should gather information about your location or event (this could include menus from a restaurant, pamphlets describing the history of the building, and/or schedules of upcoming events with event descriptions). You will write a paper based on your experience, and as a group present your experience to the class.

1. Purpose: To familiarize yourself with some of the cultural experiences available in Rochester, NY. To get to know some of your classmates better in an informal setting. To share your experience with the class, practicing oral presentation skills.
2. Length: The resulting paper is an individual effort. Each group member must submit a paper 2-3 typed, double-spaced pages in length. The resulting presentation is a group presentation. Each group member must contribute to an oral presentation about your experience. Presentations should be 5 minutes in length.
3. Resources: There are many ways to find things to do in Rochester. The newspaper, *The Democrat and Chronicle*, the phone book, and the internet are all possible places to look. Rochester has several very resourceful "underground" news publications (i.e., Free Time) that are available on Campus at the information desk that may be of some help.

Due Date for Paper: Monday October 1

Presentations will be scheduled for October 3 and will continue on October 5 if needed.

Current Issue Assignment

During the semester you will become an in-house expert on a current issue facing your community, profession, nation, or world. You will research this issue, write about it and present it. Naturally, with the amount of work involved, the issue you select should be one about which you would like to learn more. During our first one-to-one conference together we will discuss the issue you have chosen and refine it so that it meets the parameters of these assignments.

The assignments for this portion of the course are:

Current Issue Paper

1. Purpose: To take a stand on an issue and convince the reader (me) to agree with you.
2. Components: Several well-defended and well-referenced arguments.
3. Length: 4-5 pages typed and double spaced.
4. References: 4 or more library references, of which 2 must be articles from journals issued since June 2003 and 1 must be from a "legitimate" internet resource.

Formal Presentation

1. Purpose: To explain and defend your position on the current issue you have researched during the semester.
2. Components: Handouts, transparencies, PowerPoint Presentations, displays and other visual aids to help you convince your audience (the class) to agree with you
3. Length: 10 minutes, with an additional 5 minutes for questions from the audience.

Class Facilitation

1. Sometime during the semester, you and another student (I'll determine the partnership) will lead a class discussion about a reading or other assignment.
2. Topics for these facilitations will come from the course outline. Each topic is based on an assigned reading, but you are free - encouraged, in fact - to design your facilitation around any issue, topic or aspect of the reading which you and your partner feel would make an interesting learning experience.
3. You do not have to present anything during your facilitation. You do have to be experts on the reading(s) or assignments, and to involve the class in discussion through the use of questions, comments, mini-exercises, and other active learning techniques. During the class period before your facilitation, you will give the class a "homework assignment", consisting of at least one reading from you "text" section or other source, plus a portfolio entry you would like us to complete.
4. You will be evaluated on your own mastery of the reading(s) or assignment, plus your effectiveness at generating discussions and answering questions. In addition to the "official" instructor evaluation, you will receive un-graded written feedback from your classmates.

Professional Ethics

Collaboration in the preparation of assignments is actively encouraged. Study together, brainstorm discussion topics, and compare your results on the exercises with each other.

But, take ownership of your work before submitting it. Copying someone else's work is unethical: two or more people submitting exactly the same paper is unethical; using someone else's work without proper citation or permission is unethical. Doing those things or engaging in other unethical behavior will result in penalties ranging from grade reductions to failure and dismissal from the course. So, have fun with your assignments and help each other out, but behave professionally and ethically with all course work.

UNDERGROUND RAILROAD FRESHMAN SEMINAR

Mark Primus, B.A., M.S.W.

FRS 101-19: Fall Semester 2007

Course Description

The Freshman Seminar is designed to serve as an academic, cultural and social transition to Nazareth College. Our focus this semester will include the impact of Rochester, NY on the Underground Railroad movement and the key individuals involved. In particular, Frederick Douglass and his roles as a father, freedom fighter, and abolitionist. Fatherhood / fathering, conceptual, theoretical, level of paternal involvement within a historical framework, family structure, and the meaning of varying levels of father involvement for children's intellectual and social development.

Course Goals

- Develop academic skills with an emphasis on oral communication
- Ease transition from high school to college
- Promote active learning and critical thinking skills
- Explore values
- Provide exposure to the diverse world

Required Books

- Freshman Seminar Program Handbook Fall 2007.
- Watkins, M., Braun, L. (2005). *Service-Learning From Classroom to Community to Career*. JIST Life, IN.
- Rochester Region Underground Railroad Network to Freedom.

Recommended Text

- American Psychological Association (2001).*Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: Author.

All students must purchase either the Publication Manual or Lester Faigley's (2005) *Brief Penguin Handbook* or Robert Perrin's (2007) *Pocket Guide to APA Style*. All three publications are available in the Nazareth College bookstore.

Academic Honesty

Academic integrity lies at the heart of intellectual life. As members of this academic community, it is expected that students will refrain from cheating, plagiarism, and any other activities designed to deceive an instructor in the evaluation of the student's academic achievement. This includes, but is not limited to, deceiving/misrepresenting information submitted on a paper/test/project; falsifying research, data or other findings; failure to cite appropriate sources. Students should be aware that submitting work in more than one course without first obtaining the professor's approval is a violation of academic integrity. Further, students should understand that unless a professor specifically authorizes collaboration on a project in a specific course, collaboration is not permitted. Hence, no form of academic dishonesty will be condoned by the college. Members of this academic community (students and faculty alike) are expected to conduct themselves with the integrity befitting someone of this college and profession. In the evidence of any type of academic dishonesty, students will be subject to disciplinary action by the department. (Please refer to the Nazareth College 2006-2007 Undergraduate Student Handbook, section on Academic Integrity.)

Course Format and Expectations

Oral Component (60%) includes active class participation, coming to class prepared to discuss readings, oral presentations (group and/or individual), student facilitation of class (group activity) on topics pertaining to the Underground Railroad and Rochester, NY. Specific instructions on Oral Presentations will follow.

Written Component (40%) includes two categories of assignments, informal and formal (see below.)

Assignments and Evaluation of Student Performance

- Students are expected to attend every class session, complete all required reading and other homework assignments, and actively participate in class discussion and activities. Students unable to attend class must recognize their personal responsibility for obtaining/completing handouts, announcements, lecture and discussion notes, in-class activities, etc.
- The specific requirements and grading criteria for each course assignment are included in each assignment's description. For formal all assignments, citations for any sources used must be included using APA citation guidelines. Consistent with APA format, papers should have cover and reference pages; should be double-spaced and typed in 12 point font; and should include page numbers and 1 inch margins. Assignments should be submitted in hard copy format in class. If absolutely necessary, "on-time" papers can be hand-delivered during business hours on the assignment due date to Ms. Wendi Bishop (Smyth 25). Electronic copies of papers will not be accepted (do not send papers via e-mail).

Assignment 1: Service-Learning Paper (formal writing)
Due September 28

In a 4-6 page paper, adhering to APA format, address the follow: What is service-learning? Its history, the rationale for service-learning, its application to both the academic environment and beyond, should it be a component of academic learning, is it relevant to life transitions. Defend you positions by citing resources.

Assignment 2: Service-Learning Self-reflection Paper (informal writing)
Due October 1

In a 2-3 page paper, reflect on: Any personal experiences with service-learning. Can service-learning have an impact throughout the life cycle, why or why not?

Assignment 3: UGRR Group paper (formal writing)
Due the date of Presentation (Nov. 26. 28, 30)

After meeting as a group, each member with write a 4-6 page paper regarding a component (section) that is associated with their assigned topic. Paper must adhere to APA format. Sources must be appropriately cited. Groups should consider such issues as historical conditions that surrounded the UGRR movement, issues of race and gender, the impact of family structure, values, and morals, the impact of this movement on social functioning, why did this movement thrive regardless of the dangers associated with assisting freedom seekers, level of commitment by abolitionist to the cause and why? the impact of the Rochester community and its significance, etc.

Assignment 4: UGRR Self-reflection paper (informal writing)
Due Dec. 3

In a 2-3 page paper, reflect on: What was your experience being apart of the group project? Discuss the process, gathering documentation, the atmosphere of the group meetings, your insights, thoughts, etc. Also consider the possible values of the abolitionists / freedom seekers and how these values align with or differ from your own.

UNDERGROUND RAILROAD FRESHMAN SEMINAR

Marie Watkins, M.S., M.S.W., Ph.D.

FRS 101: Fall Semester 2007

Statement of Purpose

Freshman Seminar serves as a foundation for Nazareth College's Liberal Studies Core Curriculum and is designed to serve as an academic, cultural, and social transition to Nazareth College and its educational mission. You will investigate your relationships with Nazareth College, the City of Rochester, United States and world communities. This course has a service-learning component, which will help students become civically engaged in the Rochester community.

Course Goals

- Develop academic skills with an emphasis on oral communication
- Ease the transition from high school to college
- Promote active learning and critical thinking skills
- Explore values
- Provide exposure to the diverse world
- Participate in Service-Learning to promote civic engagement

Outcomes

- After completing the Freshman Seminar the student should be able to:
- Identify various campus resource/departments available to assist in student learning and success and discuss critically the rational for general education in Liberal Arts, Fine Arts and Sciences;
- Demonstrate skills in oral communication;
- Implement academic strategies, i.e., time-management, study skills, effective decision making, etc., that increases academic attainment and improves educational outcomes;
- Explain how diverse human populations have interacted with one another and/or contributed to human history;
- Be able to articulate his/her own values.

Where Are We Now?

- Big change - apprehensive / naive
- Not as far as I thought I would be
- I have to study a lot
- I have to learn to accept a different lifestyle
- I am learning what I am made of
- I am just meeting people

Where Do You Want To Be? I want to:

- Feel like Naz is home
- Have good grades
- Improve my self confidence
- Content with the decision to come to Nazareth
- Know who I am
- Decide my major
- Be more out going
- Be more educational

What Will It Take For Me To Get There?

- Self-motivation
- Studying
- Determination
- Willingness to take risk
- Support from others
- Enough sleep food

- Perseverance
- Down time / fun / breaks

Cooperative Agreement to Create A Safe Classroom Environment:

- Cell phone is turn off
- Actively listening to me when I speak
- Humor is okay
- Not laughing at different beliefs
- Lots of high fives / positive reinforcement
- It's okay to be me / express my own idea
- Encourage involvement
- What said in the room stays in the room

Required Books

- Freshman Seminar Program Handbook Fall 2007
- Watkins, M., Braun, L. (2005). *Service-Learning From Classroom to Community to Career*. JIST Life, IN.
- Rochester Region Underground Railroad Network to Freedom.
- Bordewich, Fergus. (2005) *Bound For Canaan: The Epic Story of the Underground Railroad, America's First Civil Rights Movement*

Assignments and Evaluation of Student Performance

Oral Component (60%)

Includes active class participation, coming to class prepared to discuss readings, oral presentations (group and individual), student facilitation of class (group activity) on topics pertaining to e-reserve and text readings. Specific instructions on Oral Presentations will follow. The readings will be incorporated into class discussions, designed to assess the basic comprehension of the article and student learning. Some readings will be assigned to groups of students for class facilitation/discussion.

- Exploring Rochester Activity GROUP Presentation: Describe the event/attraction you visited with your classmates and give a description with your critical rating about this particular site. Each group will have 15 minutes to present in class on October 2nd.
- Group Facilitation of Class:You will be teamed with 4 or 5 other students who will be responsible for facilitating (an entire class) discussion pertaining to one of the Freshman Seminar required readings from the texts. You must involve the class in discussion through the use of questions, comments, mini-exercises, or other activities you select. Dates of class facilitation are: Oct. 18th, Oct. 23rd, Oct. 25th and Oct 30th.

  I will hand out guidelines for the class facilitation in the near future.

- *Individual Oral Presentation*: Each student will make a formal presentation for 20 minutes on a topic related to Liberation Music: Songs of Freedom that incorporates the history of the Underground Railroad, modern day oppression, and the use of music as a means to seek liberation or express moral outrage. The student is responsible for providing a brief overview of two songs: one during the era of slavery and one song that is more recent that "sings" about the issue of racial oppression and freedom seeking. You will also summarize the various perspectives on the songs that you chose to help raise consciousness about the issue, and present your personal position on that song/ music/ issue with sound rationale. Students must meet with the instructor to review their outlines for their presentation at least one week prior to the scheduled date of their presentation. The presentation must include a visual component. Oral Presentation dates are as follows: Nov. 6 th, Nov. 9th, Nov. 13th, Nov. 15th, Nov. 27th, Dec. 4th and Dec. 6th.

Written Component (40%)

Includes two categories of assignments, informal and formal.

Informal writing includes in-class brief writing exercises, reflection on class discussions, reactions to insights of others, and appeals and persuasion of an author or speaker. It also includes your Service-Learning reflection writings associated with the development of the final class project. Informal writing will not be revised and will not come under the same level of scrutiny as formal writing.

Service-Learning Electronic Journal

Ongoing writings based on readings, class discussions and completion of the Liberation Music: Songs of Freedom Project. The Journal will demonstrate your ability to:

1. Recognize and analyze issues
2. Examine a subject from more than one perspective
3. Use descriptive writing to connecting service-learning projects with educational goals
4. Demonstrate your understanding of the goals of FRS 101

Service-Learning Electronic Journal Pre-flection Essay:

Due on September 4th by 9:30 a.m.

In this course, you will engage with community members and organizations in a service-learning project built around the Underground Railroad and its significance both historically and culturally.

At various points in the semester, you will be asked to reflect on your experiences and what you are learning from them. That process starts now, with your responses to the questions below. They are designed to allow you to think about what you know now and what you expect will happen when you do your service-learning project. Please be candid and forthright in your responses.

1. What do you know about the Underground Railroad? How have you learned? what you know?
2. What relevance does studying the Underground Railroad and the life of Frederick Douglas have today?
3. What do you know about the concept of service-learning? How might service-learning help you to learn about Rochester, as well as something about yourself?
4. When you engage with the community in this project, you will meet many people from diverse backgrounds. How do you expect them to be the same as you or different from you?
5. What are your concerns about going into the community in this project? Why do you think you have these concerns? How do you plan to address them?

Service-Learning Electronic Journal

Write a two page, interesting, well written and thoughtful discussion of the following topics:

- Choose a course goal and describe the manner in which you are achieving this objective now
- Examine the statements of "Where we are now?" and "Where do we want to be?" Choose one area and discuss what is the same or different for you from the beginning of class to now
- Examine the Cooperative Agreement and discuss one strategy that you are using to help create a safe environment
- Reflect upon the Statement of Diversity and write about how the discussions in class, the readings, and any activity that you have been involved with on campus helps or hinders the Statement's intent
- A choice topic

Due on 9/18, 10/2, 10/16, 10/30, 11/13

Service-Learning Electronic Journal Post-Experience Reflection Essay: During this semester, you have been part of a unique service-learning project in your Freshman Seminar course. Now that that experience is over, please reflect on it and write your responses to the following

questions. You will need to find your pre-flection essay from earlier in the semester in order to complete this assignment.

1. What do you know about the Underground Railroad? How have you learned what you know?
2. What do you know about Frederick Douglas? What about his relationship with Rochester?
3. What relevance does studying the Underground Railroad and the life of Frederick Douglas have today?
4. When you engaged with the community in this project, you met many people from diverse backgrounds. How were they the same as you or different from you?
5. In your pre-flection essay you wrote about your concerns before beginning the service-learning experience. Please re-read those concerns. How do you feel about them now?
6. Finally, re-read your entire pre-flection essay. How have your responses changed since then. Why do you think they have changed?

Formal Writing will be judged for its form, grammar, spelling and content. Formal writing must be in word-processed form. You will be asked to rewrite any paper that is not well organized or if the grammar, spelling and sentence structure is poor. Papers are to be submitted to the instructor on the due date at the beginning of the class. Late papers will not be accepted and students will receive zero credit (We agreed to this guideline at the beginning of the semester). Length requirements must be adhered to. If you are having difficulty developing your thoughts, do not hesitate to contact the instructor prior to the due date. The writing lab is a valuable resource for students and is located on the third floor of the GAC building.

- Information Literacy Assignment - Frederick Douglass module found on the Freshman Seminar website. All students will be required to complete an annotated bibliography in preparation for your scholarly research paper (which is due November 15th) Follow the directions as outlined on the Freshman Seminar website (Information Literacy link!)
- 8 page scholarly Research Paper on a topic related to the Underground Railroad or modern day human rights issue. Incorporate into your discussion how your topic has been dealt with either through the arts, music or civil rights movements (Due November 15th).

Out of Class Required Activities

- Attendance at several special events offered exclusively to students enrolled in the six Underground Railroad sections of Freshman Seminar. The first is September 11, 2007 at 4:30 p.m. in the Shults Center Forum - *The Northstar Project Launching Event* with expert speakers and lots of food and fun! Meet students and instructors from the other 5 sections of the Underground Railroad Freshman Seminar classes! Meet in GAC 135 at 3:30 to walk over together.
- *Honors Lecture Douglas Ruskoff*, Tuesday, Sept. 25th, 8 p.m., Forum. Author of "Merchants of Cool." We will go as a class. Meet at GAC 120 for pizza, wings and brownies at 7:00.
- Nazareth students enrolled in the Underground Railroad sections of Freshman Seminar will attend a portion of the *International Underground Railroad Conference* September 29th which is being held at the Riverside Convention Center in downtown Rochester.
- *Rochester Activity*: You and 4-5 other classmates will visit a Rochester site with an Underground Railroad connection; then as a group will present your tour impressions to the class orally. Due October 2nd!
- Boat ride on Canandaigua Lake and dinner at Dr. Watkins' home some time in October.
- A *North Star Project culmination activity* is scheduled for Dec. 1st or 3rd in the Shults Center Forum. This event involves poster/table presentations by the UR Freshman Seminar sections to educate the entire campus about your important work this semester!

Additional Course Requirement

Each student is to meet individually with instructor a minimum of twice during the semester (by

appointment). It is the student's responsibility to make the appointments with the instructor. *Remember, you are always welcome to schedule additional meeting times as needed.*

UNDERGROUND RAILROAD FRESHMAN SEMINAR
Edward Wiltse, A.B., M.A., Ph.D.
FRS 101-20: Fall Semester 2007

Required Texts

- Freshman Seminar Program Handbook
- Readings on Electronic Reserve
- Paul Loeb (Ed.), The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear
- Margaret Goff Clark, Freedom Crossing (will arrive in bookstore around 9/1)
- Rochester Region Underground Railroad Network to Freedom (handout)

Out of Class Activities

- Delores Walters dinner and discussion: 9/11, 4-7 (?) PM, Forum
- Douglas Rushkoff lecture: 9/25, 7 PM, Callahan Theater
- Underground Railroad Conference, 9/29, Time TBA
- A class off-campus class activity to be planned and scheduled by you
- Regular participation in a Service-Learning Project

Course Requirements

Oral (60%):

- Group presentation about Rochester activity (10%)
- Individual Research Presentation (20%)
- Class Discussion Facilitation (10%)
- Active Attendance and Participation in all class activities (20%)

Written (40%):

- 3 Reflection Papers, total 10-12 pages (20%)
- 2 Information Literacy Annotated Bibliographies (10%)
- Service-Learning Journal (10%)

Course Description

The Freshman Seminar is designed to serve as an academic, cultural and social transition to Nazareth College. Our objectives will be to:

- Develop academic skills with an emphasis on oral communication
- Ease transition from high school to college
- Promote active learning
- Explore values
- Provide exposure to the diverse world

We will accomplish these objectives through engagement with a variety of readings, and activities on-campus and off. In the classroom, we'll use a discussion-based format, which means that you will all be expected to participate in large and small group discussions. I'll do all I can to cultivate an atmosphere in which it's possible for all to feel comfortable and safe expressing their ideas and opinions, and I'll expect you all to do the same.

Written Work

You'll be writing three Reflection Papers over the course of the semester. We'll talk specifically in class about topics and approaches. Each is to be word-processed, double-spaced, with 1 inch margins and standard typeface. You'll also be preparing two Annotated Bibliographies, as part of our two Information Literacy Modules. Finally, I'll ask you to keep a Service-Learning Journal.

Oral Presentations

You'll be responsible for formally presenting information and ideas to the class on three occasions, in addition to the daily work of class discussion. The first will be a small-group presentation, reporting the results of an off-campus activity (don't worry, specific assignment sheets for this and all other activities will be handed out in class). The second will be a facilitation, in which you and a partner will choose a reading assignment for the class and lead

our discussion of it. The third will be an individual research presentation on a topic arising from the materials we'll be reading and discussing this semester.