

Rollins

FOUNDATIONS IN THE LIBERAL ARTS

rFLA 300
Racial Fictions
Interdisciplinary Capstone Course
Course Theme: Identities | Environments
Dr. Lucy Littler
T/R 9:30-10:45am
Bush 210

Course Description:

Is race fact or fiction? Like a story, is “race” designed to draw audiences in and solicit their belief in its version of the truth? Or is it more than a story? Is “race” a reality that meaningfully impacts individuals, communities, and ideologies? Our course will consider these compelling questions—not only how we attempt to answer them from multiple disciplinary perspectives, but also the ethical implications and consequences of asking, and what we can do with our developing perspectives.

This course is part of the Rollins Foundations in the Liberal Arts. This curriculum is intended to:

- Introduce students to the liberal arts
- Expose students to a broad array of disciplines and ways of thinking and understanding
- Provide an academic and extracurricular community for the students
- Teach students how to integrate knowledge and skills across disciplines and courses

As the 300-level interdisciplinary capstone of the Foundations Seminars, this course:

- Examines a complex question or problem that allows students an opportunity to apply concepts/theory to the real world
- Reflects on rFLA experiences and coursework
- Demonstrates how knowledge or methods from multiple disciplines equips people to solve problems

Professor Contact info:

clittler@rollins.edu

104 Orlando Hall

10:45-11:30 T/R and by appt

Foundations Objectives¹:

- Critical Thinking: Students will be able to perform a “comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” In addition, they will understand “The historical, ethical, political, cultural, environmental, or

¹ Course learning objectives follow the definitions offered under the American Association of Colleges and Universities’ LEAP initiative (Liberal Education and America’s Promise).

circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.”

- Information Literacy: This is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.- Adopted from the National Forum on Information Literacy.
- Written Communication: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
- Integrative Learning: Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.—AAC&U Definition

Educating Beyond the Classroom:

At Rollins, part of our mission is to empower graduates to pursue meaningful lives and productive careers. Consistently, when CEOs from top US companies are asked what they look for in applicants, they name a variation of the following skills: strong written communication, critical thinking, independence, teamwork, and problem solving. Employers say that what sets one applicant apart from another are skill sets that transcend one’s major or desired profession and the ability to thoughtfully demonstrate those skills during the application process. Your Foundations curriculum is carefully designed to teach these in-demand skills and to provide moments of reflection that encourage you to translate these classroom-centered activities to the worlds of work and life.

The Foundations curriculum encourages you to take learning outside the walls of the classroom. Your participation in this course includes experiential learning that may include attendance at campus events. The schedule might look a little different than other classes, but these events allow you to take advantage of some of the most important opportunities that a liberal arts college affords.

This fall, engagement with a college-wide intellectual community includes your attendance at the **Foundations Summit on Tuesday, November 29 from 9-10:30am**. At this event, you will present the work you’ve undertaken in your capstone course using multiple skills and approaches to tackle a complex question in the world. You will present this work before an audience that includes students, faculty, and other members of the Rollins community.

Course Objectives:

1. To Fulfill the Foundations Program Objectives (see above)
2. To Fulfill the ECMP Objectives:
 - Students will be able to identify the moral and ethical dimensions of a personal or social issue (past or present).
 - Students will be able to explain the moral and ethical principles used to solve the ethical dilemma.
 - Students will be able to evaluate the moral or ethical decisions reached.
3. To help students engage in a multifaceted and interdisciplinary study of race in America
4. To help students learn through problem-solving in preparation for active civic and professional participation in the “real world” beyond our campus

Books/Costs:

Selected PDFs, available on Canvas

Selected links to online articles, TEDtalks, sketches, and podcasts, etc., available on Canvas

Selected Films/TV, available via Olin Library, Hulu, and Netflix

Cost of Foundations Summit Poster

Requirements:

1. Problem-Based Learning (PBL) Portfolio (detailed description provided separately and available on Canvas). This includes presentation of your portfolio at the Foundations Summit on Tuesday November 29 from 9-10:30am.
2. Small Assignments: This category of assignments will be “open book/note” and includes pre-class meeting reading quizzes, post-class meeting follow-ups, and small group/partner tasks. We may refer to “Small Assignments” in class, and your answers might be used as examples, conversation starters, etc. You should always anticipate a pre-class quiz on assigned materials.
3. Class Entrance and Exit Surveys: These surveys will ask you to reflect on your learning in our course, the rFLA program as a whole, and how these academic experiences can inform your life and work in world beyond our campus.
4. Integrative Learning Essay, Week 13

Grading:

1. PBL Portfolio: 70% of final course grade, see breakdown below, detailed descriptions of components provided separately and available on canvas
2. Small Assignments: 20% of final course grade
3. Course Entrance and Exit Surveys: 5% each

Attendance:

Your final grade in the course will be lowered after your first 3 absences. Use these “excused” 3 absences to accommodate for conflicts like Rollins-sponsored events, athletics, documented medical issues, jury duty, religious holidays, family travel, etc.

In the event that these 3 absences do not cover your needs, please speak to me individually. I will determine how to best support students facing challenging circumstances that are keeping them from attending class and completing graded/required work on a case-by-case basis. Please see [Rollins Fall 2022 Attendance Policy](#).

Late/Missed Work:

I expect you to turn in your work on time. Meeting deadlines is an exercise in professionalization. PBL Portfolio materials, “Small Assignments,” and Course Entrance/Exit surveys will be submitted online by deadlines specified in advance, so missing class will not be an excuse for late work.

Having made these basic expectations clear, I do want to add the caveat that I understand things happen, and this academic year is challenging for reasons no one could have predicted. If you genuinely need help meeting a deadline, you have to tell me ASAP. Do not hide and then expect me to accept late work after a deadline has passed.

Schedule:

Please see separate [daily/weekly](#) schedule provided on Canvas.

Foundations Summit: Tuesday, November 29, 9-10:30am

All-College Syllabus Statements**Accessibility Services (updated 5/20/19)**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws that guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Office of Accessibility Services, located on the first floor of the Olin Library, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <https://www.rollins.edu/accessibility-services> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Office of Accessibility Services (OAS) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the OAS with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. OAS staff are available to assist with this process.

Academic Honor Code Reaffirmation (updated 7/18/18)

<http://www.rollins.edu/honor-code/documents/academic-honor-code-rollins-college.pdf>

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Citation Expectations

As per the Academic Honor Code, plagiarism is defined as "Offering the words, facts, or ideas of another person as your own in any academic exercise." In order to avoid plagiarism, all students are expected to use proper citation norms. For our course, all assignments will use a citation style of your choice, provided that it is used consistently and is a standard citation style.

Attendance Policy – Isolation/Quarantine (Temporary, Fall 2022)

In Fall 2022, the College aims to accommodate students who are isolated or quarantined due to COVID-19 exposure or infection, in order to minimize the potential spread of COVID-19 among the College's students, faculty, and staff.

Students who must miss class due to COVID-19 isolation or quarantine orders will not have their course grade negatively affected by these absences. Faculty will be notified of these absences by college officials. Students who receive their diagnosis or quarantine order from off-campus health care providers must contact the Wellness Center to have these absences communicated to faculty. Students are reminded that lying to a faculty or staff member is considered a violation of the Academic Honor Code. Students remain responsible for all assigned work and will consult with instructors on the means of accommodation.

Students who miss class for reasons other than isolation/quarantine will be held to the terms of the instructor's attendance and participation policy as stated in the course syllabus.

Excessive absences from class due to isolation/quarantine or other reasons can result in the student being unable to meet all of the learning objectives for a course. In such cases, students will consult with the Office of Student and Family Care to explore options such as a medical leave, incomplete course contract, or withdrawal from the course.

Attendance Policy –College Related Business (updated 1/21/2021)

Students are expected to meet faculty expectations for class attendance. It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to college related business. If a student will miss a class because of participation in college related business, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences resulting from college related business. Instructors need to provide reasonable accommodations for excused absences regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of college related business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to college related business, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict and obtain an approval. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student's responsibility to discuss with their professor how and when make-up work should be completed before missing class.

The following are considered excused absences:

- participation in Rollins sanctioned varsity competitions (e.g., NCAA athletics, UN and Debate)
- participation in special academic events (e.g., academic conferences accompanied by a faculty or staff from college, project competitions)
- participation in official college business (e.g., student representatives attending meetings related to college governance, admissions recruitment trips, college performances, co-curricular field trips)

All absences are excused at the discretion of the faculty.

Attendance Policy – Religious Holidays (updated 10/20/20)

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between “excused” absences and “unexcused” absences, it must be conveyed in the attendance policy. At the instructor’s discretion, a student’s grade may be lowered for failure to comply with the attendance policy. Exceptions exist for absences owing to religious observances. If a student will miss a class because of religious observance, then the student must confer with their instructor as to how and when the make-up work will be done, which includes the possibility of turning work in early. The instructor may not lower a student's participation or attendance grade in the course due to absences for religious observance. Instructors need to provide reasonable accommodations for excused absences regarding due dates for assignments and make-up exams whenever possible.

A student will not fail a course because the number of religious observances exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the learning objectives of the course. In regard to absences due to religious observances, students must notify the instructor of an upcoming absence as soon as they are aware of the conflict. Irrespective of attendance, students remain responsible for all assigned work in the course or instructor approved alternatives. It is the student’s responsibility to discuss with their professor how and when make-up work should be completed before missing class.

Students who need assistance in communicating absences due to religious holiday observance should consult with the Office of Student and Family Care, the Dean of Religious Life, or the appropriate academic dean.

Recording Device Use and Class Recordings (updated July 2020)

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Likewise, students may not record virtual class sessions without faculty permission or without proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Title IX Statement (updated 5/20/19)

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Title IX Coordinator, (TitleIX@rollins.edu or 407.691.1773). You will be provided with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407.628.6340. They are not required to report any information you share with the Title IX Coordinator.

Misconduct under Title IX includes gender-based discrimination and harassment, sexual harassment, sexual violence including fondling and assault, sexual coercion/force, sexual-based communication, sexual exploitation, interpersonal violence including dating and domestic violence, stalking, complicity and retaliation. Everyone is protected under the following protected statuses: sex (including pregnancy), gender, gender identity (including transgender status), gender expression, and sexual orientation. For information, visit <https://www.rollins.edu/sexual-misconduct/>.

Emergency Management

In case of emergency, the Rollins “R-Alert” emergency notification system will be activated. Students are encouraged to maintain updated contact information in the R-Alert portion in Foxlink. In addition, students should become familiar with the Emergency Response Protocols in each classroom, and visit the [Rollins Emergency Website](#) for emergency notifications and related resources.