

## **Ethnic Studies N194: Transfer Transition Course (2 units)**

- ❖ Section 1 M/W 10am-12 N (Luisa)
- ❖ Section 2 T/TH 11 am- 1pm (Luisa)
- ❖ Section 1 M/W 10am-12 N (Beth)
- Classes begin on “Cal Time,” 10 minutes after the hour (10:10 am or 11:10 am)

Instructors:

***Beth’s Office hours (via zoom):*** Mondays & Wednesdays before or after class meetings, by appointment.

[beth.tuttle@berkeley.edu](mailto:beth.tuttle@berkeley.edu)

***Luisa’s Office hours (via zoom):*** Wednesdays 9-10 am, Thursdays, 1-2 pm, or by appointment.

[lgiulian@berkeley.edu](mailto:lgiulian@berkeley.edu)

Peer Mentors:

***Ockemia Bean***

[ockemia@berkeley.edu](mailto:ockemia@berkeley.edu)

***Jeremy Lowe***

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***Jessica San Nicholas***

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\****Andrew Henry***, an Academic Counselor, will also lead a small group.

[andrewkhenry@berkeley.edu](mailto:andrewkhenry@berkeley.edu)

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### **Purpose:**

This course is designed for incoming transfer students--especially first-generation, non-traditional students--to facilitate their transition to and success at UC Berkeley. Taken concurrently with an upper-division lecture course offered during the second 6-week summer session (July 8 – August 16), ES N194 will provide students with instruction on and the opportunity to practice a range of academic strategies, including critical reading, analytical writing, research processes, and examination preparation. Additionally, students will learn about the structure and function of a Research 1 university so they can better situate themselves in and negotiate the academic terrain of UC Berkeley. Students will develop an understanding of and facility with discipline-specific conventions, language, and approaches, as well as strengthen their identities as scholars and researchers. Emphasis will also be placed on learning about campus resources and developing collaborative and cooperative learning strategies to enhance students’ educational experience.

### **Course Features and Expectations**

#### **Features**

1. This course will have both *synchronous* and *asynchronous* components. We will meet live, via zoom, for the first part of each class session. Plan on being live 10:10-11:30 (Sections 1 & 3) and 11:10-12:30 (Section 2). Some days the live section may end earlier.

2. The ES 194 bCourses site will detail the topics, focus, assignments, for the course. It includes links to texts and videos. There are 6 modules for the class, one for each week. Modules will be open for your viewing on Sunday evening. Please check bCourses regularly.

3. You will also have the benefit of meeting in smaller sections during your second meeting of the week. During that time, you will meet, via Zoom, with a peer facilitator. Those meetings will serve to give you practice engaging in sections at Cal (a feature of many courses), and well as allow you a smaller setting to discuss course themes and readings, as well as engage in self-reflective activities.

4. Your assignments will be submitted and graded via the bCourses site.

## **Expectations**

**1. Community:** As a learning community, we will work collaboratively to create a classroom that will be a rich space to engage in dialogue and build collective understanding about the ideas and readings we discuss. The success of our learning community depends on the contributions of all members. In that spirit, active participation and collaboration are crucial. Each person's experiences, observations and questions contribute to and enrich learning. Be open to new ideas and perspectives, with a critical eye toward the topics and ideas raised, and with a sense of respect for one another and for our learning community. *Turn off or silence all cell phones during class, please.*

**2. Critical thinking:** Learning is a social activity; we learn best when we discuss our ideas and opinions. Please listen carefully and considerately to one another, and be willing to make observations, ask questions, and "complicate" discussions. We will not always agree, which is good.

If you're generally talkative, step back and give your peers an opportunity to speak first. If you are somewhat quiet, make an effort to step up and participate more.

**3. Reading and Writing:** You will have opportunities to read, write, and reflect--formally and informally--in and out of class. Our intention is to introduce you to various ways to engage in upper division reading and writing in order to hone the approaches and strategies you have already developed. Some of the reading and writing strategies presented may feel familiar; likely, others will not. Be willing to try new ways of thinking and learning.

In order to make our class discussions as rich and meaningful as possible, please come to class with your readings completed for the day. (The syllabus lists the readings due for each class meeting). We hope you come to see writing as a means to help you think through, process, and refine your ideas, rather than as simply a product you complete when you've finished thinking.

**4. Collaboration:** Successful collaboration is central to success at Cal. You will have the opportunity to meet and work collaboratively with your peers in formal and informal ways, allowing you to share your ideas with others and shape the knowledge we are producing.

**5. Academic Advising and Conferencing:** A feature of this course is academic advising and conferencing. You will meet with an Academic Counselor at least once during the six-weeks of the class in order to address questions about your Fall 2020 academic schedule, campus resources, financial aid, academic policies and other issues related to your successful transition. One of your class assignments will be based on that meeting. Additionally, we encourage you to meet with your peer mentors, Jeremy, Jessica, and/or Ockemia. They know this place inside and out, and they are a terrific source of information, guidance, and support.

### **Course Goals:**

- Students will use the content of an upper-division lecture course to hone critical reading, writing, and organizational strategies that will facilitate their successful transition to UC Berkeley.
- Students will learn and practice strategies to blueprint their syllabus and successfully manage course expectations.
- Students will gain knowledge of the academic culture of UC Berkeley (research focus, working with GSIs, utilizing professors' office hours, etc.) in order to successfully navigate the terrain and maximize their success.
- Students will engage in self-reflection about personal and academic interests, skills, and challenges in order to hone their epistemological beliefs and theoretical perspectives in relation to engaging in upper division coursework in their majors/fields.
- Students will gain knowledge of the meaning and purpose of a Research 1 university.
- Students will engage in academic advising to maximize their successful transition.
- Students will engage in collaborative and cooperative learning in order to develop community with other students and heighten their academic success.

### **Attendance**

Attendance is mandatory. If you cannot attend a class or session due to illness or another serious matter, please notify me in advance, via email. Your presence and participation in class not only facilitates your development as a student, but it influences the experience of your classmates. You may have one unexcused absence in our class, but plan for it wisely and remember to communicate with your instructors so you don't fall behind.

### **Grading**

Your grade in the course will be determined as follows:

Syllabus blueprinting	10%
CAPS Reflection	10%
Academic Counselor write-up	10%
Reading response #1	15%
Reading response #2	20%
Final Project	20%
Participation & Engagement	15%

## Weekly Schedule:

### Week 1 Course introduction, Framing Transfer Transition, and Storytelling

(July 6-9)

Mtg 1

Course and student introduction: syllabus, expectations, and storytelling  
**Complete the *Past Experiences* reflection and submit it by the next class session**[Past Experiences Reflection.docx](#)

**Watch the following videos by our next class.**

<https://youtu.be/D9Ihs241zeg> -- Chimamanda Ngozi Adichie's "The danger of a single story," 19 mins

<https://youtu.be/tmz9cCF0KNE> -- Jose Antonio Vargas's "Actions are illegal, never people," 18 mins

Mtg 2

Quick write  
Discuss the Adiche and Vargas videos  
Meet in break-out rooms with TTP Peers

**Write a 2-page reflection on bell hooks' "Keeping Close to Home." Due Week 2, Meeting 2 (July 16/17.)**

### Week 2 Blueprinting & Critical Reading

(July 13-16)

Mtg 1

Quick write  
**Guest presenter from Counseling and Psychological Services (CAPS)**

**CAPS Reflection (due August 10/11)**

Mtg 2

Course Blueprinting  
Meet in breakout groups with your TTP peers and return to large group

Course Blueprint for your 4-unit course (due Week 3, Meeting 1, July 20/21).

Academic Counselor Write-up (due Week 4, Meeting 2, July 29/30).

**For next class: Read "[A Different Mirror](#)," Professor Takaki.pdf**  
and come to class next week with your thoughts and questions about the text.

### Week 3 Epistemology and Ways of Knowing

(July 20-23)

Mtg 1

Quick write  
Introduce epistemology and discuss the Takaki text

Videos: “James Baldwin on Dick Cavett” & “Great American Melting Pot”  
(youtube)  
Introduce film “Blindspotting” (Lopez Estrada, 2018)

Watch “Blindspotting” before Meeting 2 of this week and respond (on bCourses) to the question posed.

Mtg 2 Share reflection on and discuss “*Blindspotting*”  
*Assignment: Reflection #2.*  
Meet in break-out rooms with TTP Peers

**For next class:** Listen to “Patent Racism” (podcast)

#### **Week 4 Research at the University**

(July 27-30)

Mtg 1 What is research and how does one engage in it?  
Assign final project

**Guest Presenter: Sean Burns, Director, Office of Undergraduate Research and Scholarships**

**For next class:** Read: <https://placesjournal.org/article/imagining-a-past-future/> (Links to an external site.) and be prepared to discuss during our next meeting.

Mtg 2 Quick write

Discuss "Imaging a Past Future" article in the context of epistemology and research.

Meet in break-out rooms with TTP Peers

**Academic Counselor Write Up due.**

**Reading Response #2 due.**

**Read and be prepared to discuss “The Profound Emptiness of ‘Resilience.’” by Week 5, Mtg. 2**

#### **Week 5 Research Opportunities & Student-life Balance**

(Aug 3-6)

Mtg 1 **Student panel: Research opportunities at UC Berkeley:**

**Ockemia Bean**

**Bailey Garcia**

**Violet Henderson**

**Luisa Mesones**

**Jeremy Lowe**

**Marithza Quiroz**

Academic Counselor Write-up due.

**Based on Sean Burns' presentation and today's student panel, complete the following short assignment for our next class: (1) One topic/question/idea that I am interested in exploring is. . . (2) This topic/question/idea interests me because. . . (3) One question I have about how to start exploring this idea is. . .**

Mtg 2 Quick write  
Discuss “The Profound Emptiness of Resilience”  
Meet in break-out rooms with TTP Peers

**For next class: Work on the Princeton University Wellness Wheel and final project.**

**Week 6 Student-life Balance & Course Wrap-Up**  
(Aug 10-13)  
Mtg. 1 **Guest Speaker: Rashida Hanif, RepresentEd (all sections)**

**Transfer Student Panels**

**Guest Speaker: Rashida Hanif, RepresentEd (all sections)**  
Course evaluations

**Assignment: Review and complete Final Project for submission by email on August 15.**

Mtg 2 Course Wrap-Up and Transitioning to Fall.

**Student Panel: Transitioning to Fall semester**

**Elijah Chhum**  
**Elle Henry**  
**Luis Ramirez Martinez**  
**Jessica San Nicolas**

Share one aspect of final project (Wellness toolkit)

Course Wrap-Up & Celebration

**\*Submit Final Projects by Friday, August 14 at 12noon.**