IFS 2034: The Boundaries Between Us: Exploring Racial Inequality in the U.S.
Tuesday/Thursday 2:00 – 3:15 p.m.
Bryan Hall, Room 0303

Instructor: Dr. Kathryn Harker Tillman
Office: Bellamy 612
Office Hours: 12:30 – 1:30 p.m. Tuesday, and by appointment

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All good people agree,
And all good people say,
All nice people like Us, are We
And everyone else is They.
... if you cross over the sea,
Instead of over the way,
You may end by looking on We
As only a sort of They.
-- Rudyard Kipling, 1926

In this E-series seminar we will explore the issue of contemporary racial inequality and the social factors that influence relations between and among different ethnic and racial groups in our country. Specifically, this course has been designed to provide you with information about trends and patterns of racial inequality in the U.S. today, allow us to explore competing explanations for continuing racial inequality, and challenge us to propose and critically assess ideas about potential mechanisms for change. Because this is an honors seminar, I will not routinely lecture. Instead, the seminar will consist of class discussions, which include your reactions to the readings and other course material. The success of the seminar depends on your active participation; with your involvement, this class will be a great learning experience for you and fun for us all.

Course Goals:
As a Liberal Studies course, this course also has several broad, overarching objectives.

(1) To critically examine, interpret, and explain how personal political, cultural, economic, and social experiences and/or structures shape the present.
(2) To gather and analyze data using social science methodologies to evaluate causal arguments and analyze assertions, assumptions and explanatory evidence.
(3) To evaluate and employ appropriate methods and technology in the collection and analysis of data.
Additional E-Series Specific Objectives:
Students will demonstrate the ability to:

(1) Analyze and synthesize information from within and across disciplines to: examine existing questions and problems from a variety of perspectives, formulate novel questions and ideas, and explain these questions and ideas in written and oral formats.
(2) Think creatively and flexibly by envisaging new approaches to real-world scenarios or questions.
(3) Learn, think, and solve problems independently and in teams, as is required to engage in the life-long consideration of, and the fostering of cooperative solutions to, complex problems.

Contacting Me:
The quickest way to contact me is through email at, ktilman@fsu.edu. Also, feel free to come to my office hours on Tuesday from 12:30 – 1:30 p.m. If this time conflicts with your schedule, I am more than willing to arrange another time during which to meet. You may come to ask specific questions or to just discuss issues. I will also be briefly available to you after class meetings.

Blackboard Support:
This course is supported by Blackboard, which allows for faster communication between course members. Please check Blackboard daily for course updates and announcements. Please remember that all email sent using the Blackboard course site will be received by all students in the class, as well as by me. Therefore, please refrain from sending emails through the course Blackboard site unless they are directly related to the class.

You will also be able to download some of the required readings, the syllabus and assignment instructions from the course Blackboard site.

Required Texts and Readings:
The reading assignments are taken from four books that you will need to purchase (see below), as well as a variety of articles and book chapters to which I will provide you access. The books are available for purchase at the campus bookstore and Bill’s Bookstore. You may also be able to find used copies online at vendors such as Amazon.com (just make sure you get the correct editions, and order them soon!). You will be able to find the articles and book chapters on the BlackBoard course website, located in the “Readings” folder.

Required Books:
Course Rules:
1. Treat everyone in the class with respect, regardless of their opinions or beliefs.
2. We start and end class on time. **Do not interrupt class by coming in late.** Repeat offenders will be asked to leave the class.
3. Attend regularly and **be prepared.** Read all assignments for the class period assigned.
4. Turn off cell phones, ipods, and other electronic gadgets during class. Only use laptops for taking class notes.
5. **Hand in assignments in class, at the beginning of the class** for which they were assigned. You will be asked to turn an electronic copy of all papers through the BlackBoard website.
6. Check your official FSU email account and the course Black Board page regularly.

University Attendance Policy:
Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious or holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will be given to students whose dependent children experience serious illness.

The success of small seminar-format classes rests largely on the participation of the students. I will take attendance during **every** class session. **Documentation is required for an absence to be excused.** Please provide a copy of the documentation to me and keep a copy for your own records. You remain responsible for all content missed, including assignments and information that was covered in the missed class(es).

Classroom Behavior:
**Professional classroom behavior is necessary** to ensure that all students have the opportunity to learn without distractions. This means no cell phones, side conversations, interrupting others, reading newspapers, surfing the web, etc. during class. If you must have a cell phone to receive emergency calls, please keep it on vibrate. Entering and leaving is distracting to your instructor and other students. Therefore, you need to be on time for class and stay until the end. If you must enter late or leave early, please inform me before class begins. Repeated disruption of class may lead to penalties that reduce your final grade (see below).

Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class (including me). Students who are repeatedly disrespectful may be removed from class and may receive an F for the course.

(1) **Scholarly comments are:** (a) Delivered in normal tones and in a non-aggressive manner. (b) Respectful of diverse opinions and open to follow up questions and/or disagreement. (c) Related to the class and course material. (d) Comments that advance the discussion of issues related to the course and/or course material, rather than only personal beliefs.
(2) **Unacceptable behaviors in the classroom include:** (a) Personal attacks. This includes attacks on a person’s appearance, demeanor, or political beliefs. (b) Interrupting your instructor or other students. (c) Using the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed as scholarly endeavors (see above). (d) Using raised tones, yelling, engaging in arguments, and being physically aggressive. (e) Ignoring your instructor’s authority to protect the integrity of the classroom. Anyone who violates these guidelines will be asked to cease and desist and may be asked to leave the classroom and/or drop the course.

*Failure to abide by these principles can result in academic penalties ranging from a lowered grade, to dismissal, to failing the course.*

**Evaluation:**

\[
\begin{align*}
A & = 94.0-100 \\
A- & = 90.0-93.9 \\
B+ & = 87.0-89.9 \\
B & = 84.0-86.9 \\
B- & = 80.0-83.9 \\
C+ & = 77.0-79.9 \\
C & = 74.0-76.9 \\
C- & = 70.0-73.9 \\
D+ & = 67.0-69.9 \\
D & = 64.0-66.9 \\
D- & = 60.0-63.9 \\
F & < 60.0
\end{align*}
\]

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C" (2.0) or higher in the course, and earn at least a “C” average on the required writing assignments. If the student does not earn a “C” average or better on the required writing assignments, the student will not earn an overall grade of “C” or better in the course, no matter how well the student performs in the remaining portion of the course.

**Course Requirements:**

1. Reading Questions
2. 6 Short Summary/Reaction Papers (max. of 3 pages each)
3. Final Research Paper (max. 7 pages)
4. Class Participation and Small-Group Discussions

*All assignments are due at the beginning of the class period for which they are assigned.*

Any assignment handed in more than 5 minutes past the start of the class period will be considered late and will incur a penalty. The penalty for late papers is the deduction of one-third of a letter grade (the equivalent of a “+” or “-”) per class period.

If you know that you will not make a class during which there is an assignment due, please let me know ahead of time. You may contact me in person, by phone, or by email. This course has **no “extra credit” assignments.**

**Missing work is not sufficient reason for grade of Incomplete (I).** I’s will not be given except under extreme circumstances, at the instructor’s discretion. College of Social Science and Public Policy guidelines require that students seeking an “I” must be passing the course at the time the incomplete is given.
Readings and Reading Questions: You are required to read all of the assigned book chapters or articles before coming to class since they are the basis of both our class discussions and your short summary/reaction papers. Although the summary/reaction papers are not due every week, I expect that you will do the reading assigned for each class period, even when a paper is not due. Be aware that I will ask questions about the readings in class.

You will also be required to submit thoughtful questions that you had about the assigned readings. Your question may be about anything pertaining to the reading, including some aspect of the author’s argument that you found confusing, terms or concepts that you did not understand, some aspect of the research that you are uncertain about, or additional issues you feel the author left unanswered. I will collect your typed questions at the beginning of each class and we will try as a group to answer them. These questions are an important thinking exercise and will be the basis of our discussions. Over the course of the semester, you will be expected to submit questions on at least 10 different days. You may choose which days to submit a question, but may receive credit for only one submission per class meeting. Reading questions account for 10% of your final course grade (1% each).

Short Summary/Reaction Papers: Over the semester, you will write 6 double-spaced, typed papers (11 or 12 point font, with one-inch margins!) on the course readings. Do not exceed 3 pages for each of these papers. These short papers will consist of a 1-2 page summary of the main concepts and arguments that have been discussed in each identified set of readings (include definitions of key concepts and a brief discussion of the main arguments and/or findings), as well as a 1-2 page reaction to the readings (include a brief discussion of what you think are the strengths and limitations of the works we have read). I will collect the papers at the beginning of the class and return them with comments the following week. I strongly advise that you reread your papers several times before submitting them and use spell-check and grammar check. While the paper’s content is the most important criteria for grading, college-level writing is also expected. Poorly written papers or papers with multiple spelling and grammar errors will receive grade reductions. Be sure to carefully read over my comments on these papers because they are intended to help you improve your writing, organization, and thinking. I will look for improvement on these papers over the semester. The papers count towards 60% of your final grade (10% each).

Some questions to think about when writing your summary/reaction papers:
1. What are the main issues/themes discussed in the readings throughout this section? Clearly identify these issues/themes. Do you think these are important issues for furthering our understanding of racial inequality in the U.S.? Explain why or why not.
2. What are each of the authors’ main arguments and/or findings? What methods are used to arrive at these arguments/findings (use of historical records, Census data, interviews, personal experiences, etc.)?
3. Do you “buy” the authors’ arguments? Why or why not? If there are readings with competing arguments, which do you agree with more? Why? What are the strengths and limitations of the readings?
4. What are the political/policy implications associated with the authors’ arguments? What are some possible real-world solutions to the problems identified by the readings?
5. What existing questions remain unanswered? What new questions have been raised?
For each reaction paper, you will turn in an electronic copy (through the appropriate Turnitin icon found on the BlackBoard website). The electronic version is due BEFORE class.

Final Research Project: You will also write a final research paper, which should be no longer than 7 pages. This paper should be double-spaced, typed in 11 or 12 point font, and have 1-inch margins. You should include a separate title page with your name and the course information (this page does not count towards the 7 page limit). The purpose of this project is for you to get first-hand experience conducting sociological research. Throughout the semester we will read research that uses a variety of different methods to study race relations, including surveys, interviews, participant observation, analysis of Census (or other quantitative) data, and archival research. You will choose one of these methods to study a topic of your choice that is related to the topic of racial inequality, but I require that you speak with me about your intended topic first.

You must submit to me a short statement (about one paragraph long) about your paper topic and intended method of data collection on or before February 24th. By March 24th, you must submit to me a detailed outline of your paper. Additionally, you will all present a 5 minute presentation of your research during the last two days of class.

The final paper is due on Thursday, April 23rd and counts towards 25% of your final course grade. You will turn in an electronic copy (through the appropriate Turnitin icon found on the BlackBoard website). The electronic version is due BEFORE class.

Your research papers should include the following elements:
1. A clear introduction to your paper, consisting of a discussion of what topic you studied and why you think this is an important topic for sociological research.
2. A clearly stated research question or hypothesis. Also include a discussion of the method of data collection you have used to examine your question or hypothesis.
3. A discussion of the main findings of your research as they relate to your original question or hypothesis. Also indicate whether or not your expectations were supported by the data.
4. A conclusion to the paper, including a brief discussion of what you learned in the process of conducting the research and where you think research on this topic needs to go next.

Writing Evaluation Rubric:
Both the short summary/reaction papers and the final research paper will be graded with letter grades ranging from an A to a D/F, and will be assessed based on the following general criteria:

A:
Thesis is well developed and clearly focused.
Supporting evidence or arguments are thorough and relevant.
Conflicting evidence or arguments are consistently acknowledged.
Appropriate sources are cited to support statements.
The paper is well organized, with correct grammar and spelling.
The paper closely adheres to the assignment.
B:
Thesis is well developed, but may not be as clearly focused as in the top category. Supporting evidence or arguments are less thorough and/or relevant than in the top category, but are still substantial. Conflicting evidence or arguments are usually acknowledged. Appropriate sources are cited to support statements. The paper is well organized and clearly, if not elegantly, written. The paper fairly closely adheres to the assignment.

C:
Thesis is adequate, but may need further explication or definition. Supporting evidence or arguments are adequate but somewhat sketchy, or their relevance is not always made clear. Conflicting evidence or arguments are given little acknowledgment or are not dealt with successfully. Appropriate sources are not always cited. The paper is adequately organized, but may contain enough structural flaws or mechanical errors to significantly distract from the content. The paper does not adhere to all aspects of the assignment.

D/F:
Thesis is unclear or missing. Supporting evidence or arguments are irrelevant or missing. Conflicting evidence or arguments are missing or not clearly developed. Appropriate sources are not cited. The paper is not adequately organized and has many mechanical errors. The paper does not adhere to the assignment.

Class Participation and Small-Group Discussions: Participation and professionalism count for 5% of the overall course grade and will be assessed by students’ active engagement in class discussion. Students are expected to contribute to class discussion and to work together to envision potential solutions to the social problems we are discussing during every class session. To that end, students will participate in in-class small-group discussions (breaking the students into smaller groups of 3-4) twice during the semester to envision and detail specific potential solutions to the social problem of racial inequality. Each small-group will construct a short written response detailing their potential solutions.

Small-Group Discussion Evaluation Rubric: The written responses generated during the small-group discussions will be assessed based on the following general criteria:

A:
Written response indicates an approach to the social problem that includes thoughtful consideration of all evidence we've examined and provides specific solutions.

B:
Response indicates thoughtful consideration of most evidence, provides specific solutions.
C:
Response indicates a less thoughtful consideration of only some evidence and/or provides solutions which may not be clearly specified.

D/F:
Response does not adequately consider the evidence and/or does not provide specific solutions.

**Academic Honor Code:**
The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy)).

All work must be in accordance with the University Honor Code. Please read the provisions of the Honor Code and make sure that you understand them. **Any form of academic dishonesty will result in an "F" for the course. Any student who cheats, plagiarizes or otherwise behaves in a dishonest way will also be reported to the University Judicial Office for official adjudication. Cheating and plagiarism will not be tolerated.** If you have any questions regarding the Code and how it specifically pertains to your work, please ask me.

**Americans with Disabilities Act:**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) ssrc@admin.fsu.edu [http://www.disabilitycenter.fsu.edu](http://www.disabilitycenter.fsu.edu)

**Free Tutoring from FSU:**
On-campus tutoring and writing assistance is available for many course at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of tutoring options at [http://ace.fsu.edu/tutoring](http://ace.fsu.edu/tutoring) or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.
Syllabus Change Policy:
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

E-Series:
The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the requirements for the E-Series and thus is designed to help you become an interdisciplinary and flexible thinker; a lifelong learner; and a team builder. In addition, this course has been approved for the Liberal Studies disciplinary requirement in the Social Sciences and thus is designed to help you become a critical appraiser of theories and the facts that support them.

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C" (2.0) or higher in the course, and earn at least a “C” average on the required writing assignments. If the student does not earn a “C” average or better on the required writing assignments, the student will not earn an overall grade of “C” or better in the course, no matter how well the student performs in the remaining portion of the course.

Course Outline and Schedule of Reading and Written Assignments:
You are expected to complete the reading assignments in advance of the class for which they are assigned. You are responsible for the material covered in the reading assignments, whether it is discussed in class or not. [BB = Reading found on Blackboard course webpage]

I. INTRODUCTION:

Thursday Jan. 8    Introduction to the Course
What is Sociology? Why is studying race relations from a sociological perspective important? What is race? What is ethnicity?

II. THE MEANING OF RACE AND RACIAL IDENTITY:

Tuesday Jan. 13    What is “Race”? Is Race “Real”? Is race socially determined, biologically determined, or both?

1. BB, Morning, “Race” (pp. 44-46)

Articles Found at http://raceandgenomics.ssrc.org
2. Leroi, “A Family Tree in Every Gene” (pp. 1-4)
3. Lewontin, “Confusion About Human Races” (pp. 1-3)
4. Morning, “On Distinction” (pp. 1-5)

**feel free to read the other articles found on this website too!**
Thursday Jan. 15  “Race” as a Socio-Historical Construction  
Has the concept of “race” changed over time? How do we think of race in the U.S. today? How are our notions of race different than those found in other cultures? 

1. BB, Omi & Winant, “Racial Formations” (pp. 9-17)  
2. BB, Zinn “Drawing the Color Line” (pp. 47-59)  
3. BB, Rodriguez & Cordero-Guzman, “Placing Race in Context” (pp. 59-65)  

Tuesday Jan. 20  Where Do People of Mixed Race Fit?  
How has the rise of mixed-race children and families challenged our notions of race and ethnicity? 

1. BB, Passel & Taylor, “Who’s Hispanic?” (pp. 152-153)  
2. BB, Lee & Bean, “Beyond Black and White: Remaking Race in America” (p. 94-99)  

Thursday Jan. 22  Can Whites Be “Ethnic”?  
How is the experience of “race” different for Whites and people of color? What is “symbolic ethnicity”? What is “white privilege”?  

3. BB, Waters “Optional Ethnicities: For Whites Only?” (pp. 96-108)  
4. BB, McIntosh, “White Privilege: Unpacking the Invisible Knapsack” (pp. 119-126)  

III. RACIAL INEQUALITY IN THE UNITED STATES:  

Background Information:  

Tuesday Jan. 27  Current Social/Economic Status of Majority and Minority Groups in U.S.  
What are the major racial/ethnic groups found in the United States today? What are the relative social and economic positions of these different groups?  

2. BB, Carr, “Black death, white death” (p. 43)  
3. BB, Meadows, “To Be Asian in America” (pp. 183-187)  

**First Summary/Reaction Paper Due** (discuss readings on the meaning of “race”)
**Thursday Jan. 29**  
*The Origins of Ethnic “Diversity” in America*  
How did America come to be so racially diverse? In what ways did the initial experiences of African Americans, Native Americans and Hispanics differ from those of European immigrants?

1. BB, Steinberg, The Ethnic Myth (Ch. 1, pp. 3-43)

**Explanations: The Importance of Class Origins & Historical Timing?**

**Tuesday Feb. 3**  
*Social Class and Ethnic Myths*  
How has “New Darwinism” been used to explain why some disadvantaged minority groups (like the Jews) have ultimately “overcome” discrimination and become successful in the US while others have not? What does Steinberg see as the main reason for their success?

1. BB, Steinberg, The Ethnic Myth (Part II introduction & Ch. 3, pp. 77-105)

**Explanations: The “Emerging” Significance of Minority Culture?**

**Thursday Feb. 5**  
*Black Men and “Black” Culture*  
Why does Cose talk about Black men as “a group apart?” According to Cose, how have prejudice and discrimination in American society led to the development of a destructive culture among black men?


**Tuesday Feb. 10**  
*Black Men and “Black” Culture*  

**Second Summary/Reaction Paper Due** (discuss Steinberg readings)

**Thursday Feb. 12**  
*Black Men and “Black” Culture*  
Explanations: The Significance of Structure, as Well as Culture:

Tuesday Feb. 17  More than Just Race
What is “social structure?” How can social structure directly impact racial inequality? How can it indirectly impact racial inequality? What is “culture?” Which does he think is more important in explaining the continuing disadvantage faced by poor Black Americans?

1. Wilson, More than Just Race: Being Black and Poor in the Inner City, (pp. 1-24)

Thursday Feb. 19  More than Just Race

1. Wilson, More than Just Race: Being Black and Poor in the Inner City, (pp. 25-61)

**Third Summary/Reaction Paper Due** (discuss Cose book)

Tuesday Feb. 24  More than Just Race

1. Wilson, More than Just Race: Being Black and Poor in the Inner City, (pp. 62-94)

**Statement of Final Project Plans Due**

Thursday Feb. 26  More than Just Race

1. Wilson, More than Just Race: Being Black and Poor in the Inner City, (pp. 95-155)

Explanations: The Continuing Significance of Discrimination?:

Tuesday March 3  Individual and Institutional Discrimination
How prevalent is discrimination today? How does discrimination affect the lives of minorities in the U.S.? What is the difference between individual and institutional discrimination?

1. BB, Herring, “is job discrimination dead?” (p. 13-19)
Thursday March 5  Individual and Institutional Discrimination

1. BB, Feagin, “The Continuing Significance of Racism” (p. 214-223)

**Fourth Summary/Reaction Paper Due** (discuss Wilson book)

Tuesday March 10  NO CLASS – Spring Break!

Thursday March 12  NO CLASS – Spring Break!

Tuesday March 17  NO CLASS!
BUT, start reading: Segregation and the System of Education
How does the structure of the American educational system affect the educational opportunities and outcomes of minority students? How might these opportunities/outcomes influence later socio-economic success?

1. Kozol, “The Shame of the Nation” (pp. 1-37; 39-62)

Thursday March 19  Segregation and the System of Education

1. Kozol, “The Shame of the Nation” (pp. 63-87; 89-108)

Tuesday March 24  Segregation and the System of Education

1. Kozol, “The Shame of the Nation” (pp. 161-186; 187-214)

**Detailed Outline of Final Project Due**

Thursday March 26  Segregation and the System of Education

1. Kozol, “The Shame of the Nation” (pp. 237-263; 301-317 & Tables on pp. 321-325)

Tuesday March 31  Race and the Criminal Justice System
How does the structure of the American criminal justice system and the laws that have been passed in recent decades affected our communities of color? How might this be related to economic and educational opportunities? How might this influence socio-economic and family stability?

1. Alexander, The New Jim Crow (pp. 1-58)
Thursday April 2  Race and the Criminal Justice System

1. Alexander, The New Jim Crow (pp. 59-139)

**Fifth Summary/Reaction Paper Due** (discuss Kozol book)

Tuesday April 7  Race and the Criminal Justice System

1. Alexander, The New Jim Crow (pp. 140-177)

Thursday April 9  Race and the Criminal Justice System

1. Alexander, The New Jim Crow (pp. 178-262)

Explanations: The Significance of (Post-Civil Rights Era) “Cultural Liberalism”?:

Tuesday April 14  Liberal Bias and “Collective Entitlement”

According to Steele, in what ways is liberal bias in favor of minorities often based on assumptions of their inferiority? How has a movement towards “collective entitlement” been detrimental to the advancement of racial/ethnic minorities?

1. BB, Steele, A Dream Deferred: The Second Betrayal of Black Freedom in America, (pp. 155-185)

**Sixth Summary/Reaction Paper Due** (discuss Alexander book)

IV. CONCLUSION:

Thursday April 16  Course Wrap up and Presentations

**PRESENTATIONS**

**You may submit a final question today if you wish. Since we don’t have any assigned readings, this question can be a “wrap up” question where you bring together the different arguments that we’ve read about or express any remaining questions that you have.**

Tuesday April 21  Presentations

**PRESENTATIONS**

Thursday April 23  Presentations and Goodbye

**PRESENTATIONS**

**FINAL PROJECTS DUE!!!**