

**"Tolerance and Society: Perspectives in Religion; Race; Culture/Identity;
and Social/Political Thought"**
Course Number: 25276 Fall 2018
An Interdisciplinary Course
School of Journalism and Mass Communications

Instructor: Dr. Jerry Crawford II
Email: jcrawford@ku.edu
Office: SF 209B
Office Hours: T/R 12:00pm-2:00pm

Class Location: Malott Hall – Rm. 2048
Class Times: T/R: 2:30pm to 3:45pm
Office Telephone: 785-864-0603

Instructor: Dr. Larry Day

COURSE DESCRIPTION:

In this class, it is important that you feel comfortable expressing ideas and opinions. I welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.

This course is designed to provide an understanding of human behavior and the social environment. It centers on diversity and vulnerable populations as related to *groups, organizations, communities, and special populations* as a context of practice and a focus of involvement and understanding of these topics. The reciprocal effects among system levels are emphasized. The resultant behaviors, consequences of transactions as well as diversities and similarities within groups are viewed. Throughout this course, we will explore how elements of the social structure construct categories of *race, class, gender, sexuality, disability, and age* have been transformed into systems used by many in America and beyond. Appropriate theoretical frameworks and the interplay media and ethics will be linked to these mezzo and macro areas of focus.

This is an immersive and topic-centered course. It will require students to participate in sensitive topics and are encouraged to share their comments in a respectful and thoughtful manner. "There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom.... Perhaps the overriding principle is to be thoughtful and sensitive...."

The course will be broken into 4 (4-week) themes: Religion; Race; Culture/Identity; and Social/Political thought. We will look at the historical and hierarchal hegemony of these concepts.

Lessons will include /speakers/discussion/BlackBoard geared toward each of the topics. Students will sign up for groups and will complete a final presentation – featuring information and research from each module.

There is no textbook. Readings will be provided on BlackBoard and in class. Requirements include, posting to BlackBoard, midterm exercise and final paper.

PRE-REQUISITES: successful completion of JOUR 101.

COURSE COMPETENCIES:

This course is designed for the student to gain further knowledge and competence in the following core competencies:

- Integrate various theories regarding groups, organizations and communities.
-
- Understand the impact of group, organizational or community membership upon their members, and how these reciprocally affect one another, according to their own perspective.
- Identify group, organizational and community issues particular to vulnerable populations (i.e.: marginality, class, ethnicity, race, and discrimination).
- Apply different theoretical approaches to understanding power, empowerment and the impetus for and impediments to social change.
- Identify how factors in the social environment constrain or facilitates the functioning of groups, organizations and communities (i.e.: poverty, racism, sexism, religiosity, spirituality, ageism, and homophobia), and how larger systems constrain or facilitate individual, family and/or neighborhood development.
- Analyze practice situations in terms of relevant group, organizational and community theories including the influence of all system levels.
- Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations.
- Articulate professional values in support of social and economic justice as a means of promoting the optimum functioning of groups, organizations and communities so as to benefit the user, especially the more vulnerable populations at risk.

After taking this course, the student will demonstrate mastery of course competencies and be able to:

- Articulate the concepts and components of social systems theory and person in environment as related to larger systems.
- Articulate the concepts of social construction of race, gender and sexuality as it pertains to human diversity.
- Become more informed about the history and culture of groups other than your own group or culture.
- Identify the types of communities and their attributes.
- Identify and highlight characteristics of groups at risk.
- Recognize any biases or stereotypes you may have absorbed.
- Identify practice values and actions that support social and economic justice.
- Analyze characteristics of selected immigrant groups and special populations; and prepare and utilize graphic representation of larger institutions.
- Convey the same level of respect and confidence in the abilities of everyone.

REQUIRED TEXT:

There are no required texts to purchase. You will be assigned readings – via BlackBoard – to help you understand and participate in-class and online discussions.

Speakers will also provide additional links and readings for you to respond to via BlackBoard and/or position papers.

Additional readings, newspaper articles, videos, and special events will be assigned as necessary and integrated into the course.

CLASS ATTENDANCE AND PARTICIPATION:

Attendance and participation are important aspects of the course. The assignments are based on the readings and one's interpretation of the material and participation in class discussion, allows for a deeper understanding of the topics. Therefore, **attendance and participation are required**. It is understandable that students might, for a number of reasons, be absent from class; however, please be aware of the following policies:

- **Three absences will result in a warning,**
- **Five to nine absences will adversely impact your final grade, lowering it by one letter grade (e.g., a B+ will drop to a C+) - NO EXCEPTIONS,**
- **10+ absences will result in a failing grade for the course – NO EXCEPTIONS,**
- **Three late arrivals or early departures will be counted as one absence; and,**
- **Anyone missing 20 minutes or more of a class will be marked absent for that day.**

Attendance will be taken each day and it is your responsibility to sign-in, **NO EXCEPTIONS**.

Students are encouraged to ask and answer questions, become involved in classroom discussions, participate in group projects as well as the threaded discussions. As part of showing respect to all in the class, please put all cell phones and other gadgets that make any kind of sound on either silent or vibrate before class starts.

RESPECT for one another regardless of whether you agree or believe in your classmates' stated opinions is the accepted and expected rule of the day.

TEXTING POLICY:

In today's technologically oriented society, students are connected to their cell phones more than ever; however, **texting, checking Facebook accounts, and/or checking your twitter account is not allowed in class**. If students feel that they cannot be disconnected from their cell phones during class sessions, please feel free to handle your business outside. So that everyone is on the same page and there are no misunderstandings, the following is implemented:

- **A warning will be issued for the first infraction, and**
- **There will be a five point deduction for every subsequent occurrence.**

Doing puzzles, messing around on notebook computers, texting on phones or reading the newspaper in class is unprofessional. Dozing off doesn't make it. Anybody doing any of the above in class will immediately earn an "absent unexcused" for the day and could see further deductions from the participation grade. If you feel you really need to be on the computer for the 1.5 hours of class, maybe you should think of another class.

You are still responsible for assignments due and material covered in class even if you have an excused absence, and it's up to you to make them up as quickly as possible.

I keep track of participation. Students who participate thoughtfully and regularly will get all participation points (minus absence penalties). Those who show up but seldom or never jump into discussions will get about 70 percent of the participation points.

BLACKBOARD COURSE MANAGEMENT SYSTEM:

This course utilizes Blackboard and in order to access Blackboard you must have an active university computer account on Pegasus. Make sure the account is linked to the email address you use regularly but continue to check Blackboard weekly for course announcements and syllabus updates.

ACADEMIC CONDUCT:

You are bound by the academic misconduct rules found in the current Timetable of Classes online and by the J-School policies stated below. **IF YOU HAVE ANY DOUBTS AS TO WHAT CONSTITUTES ACADEMIC MISCONDUCT, ASK ME BEFORE YOU DO SOMETHING YOU MIGHT REGRET.**

School of Journalism Policy on Plagiarism and Fabrication/Falsification -- Adopted May 7, 2004:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

Penalties for plagiarism, fabrication or falsification can include a failing grade for this course and expulsion from the School of Journalism and Mass Communications.

If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor(s) of this course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, revised FY98.

KU WEAPONS POLICY:

University-wide weapons concealed carry policy - [approved draft policy](#)

Common preamble for all subsequent wording

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#)**. Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

SPECIAL NEEDS:

The KU Disability Resources (DR) office coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Office: 22 Strong Hall, Phone: 785-864-2620 (V/TTY). For information about DR services, go to <http://disability.ku.edu>. Please contact me privately regarding your needs in this course.

The University of Kansas is committed to helping all students learn. If you have a special need that may affect your learning, please contact me as soon as possible. Please be aware that the KU Office of Student Access Services coordinates accommodations for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted this office, please do so as soon as possible. Information about services can be found at <https://disability.ku.edu/>. Or you can visit the office on the first floor of Strong Hall. The phone number is: 785-864-4064. The email is: achieve@ku.edu

Please contact me privately regarding your needs in this course.

ADDITIONAL RESOURCES:

- Link to Diversity and Equity website: <http://www.diversity.ku.edu/>
- Link to IOA website: www.ioa.ku.edu
- Links—AAAC website: www.achievement.ku.edu
- Link to faculty resources for providing accommodations:
<http://www.disability.ku.edu/~disability/faculty/>
- Link to accommodation statement for syllabus:
http://www.disability.ku.edu/~disability/faculty/syllabus_statement.shtml
- Link to Student Handbook: <http://www.disability.ku.edu/~disability/handbook/>
- Link to the Office for Civil Rights' Reading Room that provides comprehensive links to publications pertaining to anti-discrimination: <http://www2.ed.gov/about/offices/list/ocr/publications.html>

PLAGIARISM:

Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

FABRICATION AND FALSIFICATION:

Unauthorized alteration or invention of any information or citation in an academic exercise.

Journalism School Policy on Classroom Attendance:

"No student may add a journalism class after the 20th day of a semester.

"Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

"The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting."

"The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never

have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

"Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid."

CLASS RECORDING:

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that the individual making the recording only uses these recordings as a study aid. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

The Career and Outreach Office at Stauffer-Flint, Room 120, provides services for all students at the William Allen White School of Journalism and Mass Communications. If you need assistance with resume and cover letter development, job search strategy, internships, mock interviews and LinkedIn profile, schedule an appointment with Steve Rottinghaus at steve_rottinghaus@ku.edu. Make sure to follow job and internship postings on Twitter at @Rhaus90.

J-School Generations is an annual event during KU Homecoming that brings together J-School alumni and students to connect, network and have fun. Alumni "take over" journalism classes on Thursday, Sept. 27, and students are invited to attend a TED-style talk with three of our alumni. On Sept. 28, we have student/alumni teams compete in a trivia and games contest and networking opportunities. Our alumni, who work in all facets of journalism and strategic communication, are eager to share their advice with you. Learn more and sign up for events at <http://journalism.ku.edu/j-school-generations>.

COURSE REQUIREMENTS:

Assignments must be submitted via the "Assignment" link located on Blackboard on the scheduled due date and by the designated time. In addition, a **hard copy** of the assignment must be submitted **in class** on the assigned due date. Assignments are to be typed, double spaced and checked for clarity/conciseness of written thoughts, spelling, grammar, and sentence structure. Assignments not submitted on the due date and by the designated time will be reduced **five (5) points each week the assignment is late, there will be a five (5) point deduction. NO EXCEPTIONS!!!**

TESTS AND QUIZZES:

Instructors are allowed by Kansas Board of Regents policy, to require backpacks, purses and other bags be placed in front of class during exams and quizzes, and as such those items will not be under the constant control of the individual. Students who choose to carry a concealed handgun in a purse, backpack, or bag must review and plan each day accordingly, and are responsible for making alternate arrangements as necessary. The university does not provide appropriate secured storage for concealed handguns.

Individuals who violate the KU weapons policy may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct.

This course may have a final examination. It will all depend on our classwork and discussions. I will give you plenty of notice once we get to the last two months of class.

GROUP WORK:

Students will be assigned or you can (self assign by sign-up sheet) to groups. Each group will produce responses- presented as short 5-minute presentations, in front of the class, based on group discussion and analysis.

Problem members of groups generally become pretty obvious. Groups shouldn't cut slack for slackers — and they don't. Group members will evaluate each other and themselves for their contributions and participation. Those evaluations go into the “group participation” grade component, which is worth 10 percent of the final grade. Don't try to take a free ride on others' work; you'll pay the price.

BLACKBOARD DISCUSSION BOARD:

You will be required to post things throughout the semester. I will start some threads and I will require you to respond and even start a thread from time to time. Be ready for this. If you are not aware of how to do this, we can discuss it!

MEANS OF EVALUATION:

Grades will be based on students' class participation/attendance, performance on written assignments, group presentations, and exams.

Coat of Arms Assignment	15%
Critical Reflection Paper	15%
Mid-term Exam/Paper	25%
Group Presentations	10%
Participation/Attendance	15%
BlackBoard Posts and Responses (7 total)	20%

Grading Scale: 93-100 (A); 92-85 (B+); 84-80 (B); 79-75 (C+); 74-70 (C); 69-65 (D); 64 and below (F).

“I” (Incomplete) grades will not be given except in special circumstances by prior mutual agreement with the Professor.

Discussion with the Professor regarding any concerns related to the course and/or difficulties the student may be having is **encouraged**.

COAT OF ARMS ASSIGNMENT:

Each student is to design their “Coat of Arms” describing who they are. The designs should show authenticity and be divided into the following four (4) quadrants:

- Heritage (Describe where you come from – this is usually done in a symbolic way)
- Symbol (If you were a symbol what would you be? And what does it mean?)
- Animal (What type of animal would you represent and why?)

- Quote (If you had a quote what would it be and its significance to you?)

The purpose of this assignment is to informally introduce yourself to others as to who you are. Your Coat of Arms is to be submitted on a poster board and is due on **Tuesday, November 27th** with individual presentations to follow. **Each presentation will be 3-5 minutes in length.**

Along with the poster board, you are required to turn in a 1-2-page paper, complete with course materials and references from guest speakers and other outside research.

CRITICAL REFLECTION PAPER (FINAL PAPER):

As a human being living and interacting in a diverse society, it is important that you continue to become aware of your own values, biases, and prejudices. It is also important that you recognize how your beliefs influence how you interact with clients and others.

Your belief systems were shaped in large parts by primary caregivers and peers. You were taught what you now hold as “truth” through participation in religion, educational institutions, and life experiences. These socializing influences have contributed to how you now think, act, feel, and how you react to those who think, act, or feel differently. The purpose of this paper is to encourage you to identify your own values and beliefs and to begin to think critically about how those attitudes impact your ability to function effectively in a diverse environment.

GUIDELINES:

The paper should be **Four to Five (4-5)** pages in length and you are **required** to have the following sections in your paper in this order: **Cover sheet** (includes your name, assignment title, and date), **Background Section** (include those areas listed above), and **Current Assessment** (include those areas listed above). Critical reflection paper due **in class and via the “Assignment” link located on Blackboard on/or before 10:00 p.m. on December 4th.**

SECTION I: BACKGROUND:

Describe the development of your beliefs and attitudes toward difference (e.g., race, ethnicity, gender, class, religion, sexual orientation, abilities). Include how you believe they were shaped by factors such as:

- Ethnic or racial heritage
- Gender and sexual orientation
- Socioeconomic group
- Region of the country
- Religious beliefs or affiliation
- Use course materials, speaker notes and outside research to provide further enunciation of this section

What kind of messages (spoken or unspoken) did you get about people who were different from you in those categories?

SECTION II: CURRENT ASSESSMENT:

What are your beliefs and attitudes about human differences at this point in your life? Have you chosen to retain those of your upbringing or have you modified or replaced them? Identify and discuss biases you now have regarding groups different from yourself (those distinguished from your ethnic or racial heritage, gender, sexual orientation, abilities, income, religious beliefs or affiliation). How do those biases influence the ways in which you interact with members of those groups? Use three different examples from course materials, speakers, research, etc. to provide further enunciation of this section. Were you particularly interested in or surprised by any of the information/feelings you may have uncovered while completing this assignment? Critical reflection paper is due **in class and via the “Assignment” link located on Blackboard on/or before 10:00 p.m. on Tuesday, December 4th.**

MID-TERM EXAM:

The mid-term will be held in class on **Tuesday, October 2nd.** The format TBA at a later date.

BLACKBOARD POSTS/RESPONSES (7) [50 Points each]:

The posts must be at least **one (1)** page, double spaced, and checked for spelling, grammar, and punctuation. The format for each post is as follows:

- A. **Race:** Interview someone from a different race other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they are treated in this country. **Due in class and via the “Blackboard” link located on Blackboard or/or before 10:00 p.m. on Tuesday, September 4th.**
- B. **Ethnicity/Culture:** Interview someone from a different ethnicity/culture other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they are treated in this country. **Due in class and via the “Blackboard” link located on Blackboard or/or before 10:00 p.m. on Tuesday, September 18th.**
- C. **Religion:** Interview someone from a different religion or belief structure other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they are treated in this country. Are there religious holidays? **Due in class and via the “Blackboard” link located on Blackboard or/or before 10:00 p.m. on Tuesday, October 2nd**
- D. Go to a service of another religion or denomination. If you are not able to do that, you can do some research (watch a service; read a paper; take a passage from scripture or belief system). Remember, you can also speak with those who do not believe in any organized religion, too! Write about your experience there. Have you experienced anything like this before? How did it feel? Did you feel welcome? How did the service differ from how you practice your religion or spirituality? What new did you learn? What impressed you about this practice? **Due in class and via the “Blackboard” link located on Blackboard on/or before 10:00 p.m. on Tuesday, October 16th**
- E. **Gender/Sexuality:** Interview someone whose gender is the opposite of yours **or** interview an LGBT (for example -lesbian, gay, bisexual, transgendered) person. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they are treated in this country. **Due in class and via the “Blackboard” link located on Blackboard or/or before 10:00 p.m. on October, 30th**

- F. Disability:** Interview someone who has a disability. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they are treated in this country. **Due in class and via the “Blackboard” link located on Blackboard or/or before 10:00 p.m. on Tuesday, November 6th.**
- G. Elderly:** Interview an older adult (someone at least aged 65 or older) from a different race other than your own. Ask him or her about what they find positive and what they find negative about growing older, from a physical as well as a psychological or social perspective. Ask about their cultural values and beliefs regarding life, acceptance of help and death and compare them to your own. Also ask how they are treated in this country. **Due in class and via the “Blackboard” link located on Blackboard or/or before 10:00 p.m. on Tuesday, November 27TH**

GROUP SPOKEN WORD PRESENTATION:

Your group projects will focus on one of the social construct categories (e.g., race, class, gender, sexuality, disability, and age) that you feel impacts you the most. The spoken word can be a poem, monologue, words from a song, etc. that highlights your chosen social construct category and provides an emotional teachable lesson. **Each presentation will be 7-10 minutes and a hard copy of the spoken word is to be handed in on the day that you present. Presentations (4) will be done at the end of each 4-week topic.**

CLASS SCHEDULE:

WEEK ONE

Tuesday 8/21

RACE

Introduction, overview of course
Expectations and Opportunities

Thursday 8/23

Complete discussion of Preface –
What IS Race? <https://www.tolerance.org/magazine/summer-2015/race-dna>

Describe experiences of having unearned advantage or disadvantage with regard to class, ethnicity, religion, gender or race.

“It is still OK to talk about race...”

<https://www.tolerance.org/professional-development/on-racism-and-white-privilege>

Class Lecture -- Racial Formations – What is race, is it color or something else?
Race and Poverty

WEEK TWO

Tuesday 8/28

Speaker

Thursday 8/30

Discussion and response from speaker. What did we learn?
Topical media event
Talk about the Coat of Arms Assignment

WEEK THREE

Tuesday 9/4

Speaker/ Ursula Minor, Lawrence Branch President, NAACP
Reminder about Coat of Arms
First discussion post due (RACE A –See syllabus above)

Thursday 9/6 Coat of Arms' Presentations (See instructions and rubric below on syllabus.)

WEEK FOUR

Tuesday 9/11 Responses and discussion of Speaker's thoughts. What did we learn? How can we utilize this in our lives? Can we?

Thursday 9/13 Selected in-class readings and discussion
ONLINE ARTICLES – COMMENT SECTION
What is being said and when or does it deteriorate in discussion?

WEEK FIVE

Tuesday 9/18 Speaker – Dr. Gregory Schneider – Emporia State University
<https://www.emporia.edu/socsci/people/gregory-l-schneider.html>

Thursday 9/20 In-Class problem solving and implementation of speaker topics.

WEEK SIX

Tuesday 9/25 **Link: <https://www.cnn.com/2018/04/21/us/syracuse-fraternity-theta-tau-expelled/index.html>**
Lecture – Civil Rights Disabilities and Equity

Thursday 9/27 Speaker – Christoph Fuhrmans, <http://journalism.ku.edu/christoph-fuhrmans> (J '96). Senior Staff Editor, The New York Times.

WEEK SEVEN

Tuesday 10/2 Speakers - College Democrats
Third discussion post due (RELIGION C –See syllabus above)

Thursday 10/4 Speaker – Eric Pahls

WEEK EIGHT

Tuesday 10/9 Speaker/Lecture – Native Americans and Politics

Thursday 10/11 Speaker – Rabbi Moti Rieber/Executive Dir. Kansas Interfaith Action

WEEK NINE

Tuesday 10/16 **RELIGION**
NO CLASS FALL BREAK
Fourth discussion post due (Belief service –See syllabus above)

Thursday 10/18 Speaker – Professor Larry Day
Mormons and Christianity
Second discussion post due (Ethnicity/Culture –See syllabus above)

WEEK TEN

Tuesday 10/23 Jewish/Hebrew – A discussion with Speaker [ljcc@sunflower.com](mailto:ljjc@sunflower.com)- Marty Stemmernam <https://lawrencejcc.org/contact-us/>

Thursday 10/25 **Mid-term Exam/Paper Due**
What have you learned? How have these topics made you think?
Speaker: Father Jeff Ernst, St. John's, Lawrence, Kansas

WEEK ELEVEN

Tuesday 10/30 Lecture – Joshua Stuart -- What is Atheism?
Fifth discussion post due (GENDER/SEXUALITY E –See syllabus above)

Thursday 11/1 Lecture – Christianity

WEEK TWELVE

Tuesday 11/6 Professor Larry Day – Working with U.S. Department of State
Sixth discussion post due (DISABILITY F –See syllabus above)

Thursday 11/8 Lecture – Ahmad Muyidi – Islam
Ph.D. Student – Saudi Arabia

WEEK THIRTEEN ***IDENTITY/CULTURE***

Tuesday 11/13 Celebrating different cultures and (races – as related to culture)
The Social Construction of Gender; The Five Sexes; The Transgender Paradigm Shift; Masculinity; Homophobia; People with Disabilities; “The Other”

Thursday 11/15 Speaker – Dr. Dot Nary
People with Disabilities – ADA
<https://lsi.ku.edu/people/nary-dot>

WEEK FOURTEEN

Tuesday 11/20 Looking within: How Race/Ethnicity/Politics/Religion effects identity
Group Word Presentations

Thursday 11/22 **NO CLASS – THANKSGIVING BREAK**

WEEK FIFTHTEEN

Tuesday 11/27 Group Word Presentations
Lecture – Professor Larry Day - Understanding Culture
Seventh discussion post due (ELDERLY F –See syllabus above)

Thursday 11/29 Group Word Presentations
Lecture – Ruaa Hassaballa
Ph.D. Student – Race, religion and identity discussion.

WEEK SIXTEEN

Tuesday 12/4 Group Word Presentations

Thursday 12/6 **Critical Final Paper due**

WEEK SEVENTEEN

FINAL EXAM – We will follow University Schedule

DATES TO REMEMBER:

BlackBoard Posts – Various (**Check Syllabus for topics/due dates/times**)

Coat of Arms – Thursday September 6th (**further details to follow**)

Mid-Term/Paper – Thursday, October 25th (**further details to follow**)

Group Presentations – Tuesday, November 11th – December 4th (**further details to follow**)