

SYLLABUS [MS Students] – DRAFT

GENERAL INFORMATION

Course Title: College Student Life and Culture
Course Number: EDH 6047
Course Term: Spring 2015

Instructor: *Benjamin Baez*
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Office Hours: Tuesdays, 2:00-5:00 PM
Wednesdays, 3:00-4:45 PM
[Anytime by Appointment, of course]

Meeting Times: Wednesday, 5:00-7:40 PM

Location: PC 441

Texts: Helen Lefkowitz Horowitz, *Campus Life: Undergraduate Cultures from the End of the Eighteenth Century to the Present* (Chicago: The University of Chicago Press, 1987). [“Text”]

Other readings will be available on Blackboard in the folders corresponding to their due dates.

Note: This class includes both Master’s and doctoral students, but class discussions generally will presuppose no such distinction. There are, however, extra readings for doctoral students, as well as assignments that will be specific to each group of students. Thus, to avoid confusion, two syllabi and Blackboard groups have been created in this class (Master’s/doctoral), and you should be able to access only those materials relevant to your group. This is the Master’s syllabi. On Blackboard, please attend to requirements that are specific to your student status, and let me know if you are unable to do so.

COURSE DESCRIPTION AND GOALS

This course examines college students, primarily in the U.S., from a socio-cultural perspective. It compares student life across historical contexts, various student types, and current issues related to college students.

This course aims at a socio-cultural understanding of the “college student.” Thus, students at the end of the course should be able to:

- 1) Understand higher education from various cultural-studies frameworks;
- 2) Analyze the constructions of cultural identities via cultural-studies frameworks;
- 3) Uncover how institutional (i.e., sociological and campus) environments shape cultural groupings;
- 4) Become familiar with the scholarly and popular knowledge about students and campus cultures; and
- 5) Develop an understanding of the methodologies and sources of cultural knowledge of higher education via readings and fieldwork.

OTHER IMPORTANT INFORMATION

Please review the important policies listed below, which we will follow in this course. The links to, details of, and your rights with regard to, these policies can be found in the “[Important Policies](#)” folder on Blackboard:

- 1) Policies on academic dishonesty and integrity;
- 2) Policies relating to students with special needs; and
- 3) Policies on Sexual Harassment.

Policy on Assignments:

First, I will not accept exams after their due dates—No way, no how.

Second, I will not entertain discussions about other assignments after their due dates. If you wish to get an extension on assignments, other than the exams, please consult with me at least 24 hours in advance of their due dates.

Third, only assignments submitted on Blackboard in the proper assignment location will be accepted. I want neither to have my email cluttered with assignments (unless I explicitly authorize this), nor to receive assignments in person, or left under the door of my office, or sent to me telepathically, or by osmosis, or by any other than way than its proper submission on Blackboard. Please do not test me on this!! If you have trouble submitting an assignment on Blackboard, please contact the Blackboard support services well in advance of the time the assignment is due.

Writing in this Course:

This is considered a graduate-level course, and your writing skills should reflect that you are in such a course. And in particular, this course entails a great deal of writing, and specifically, critical and argumentative writing. Given the importance of such writing, I offer various resources for you to review. Thus, I recommend highly that you review the materials in the “Writing Resources” folder on Blackboard throughout the course.

COURSE REQUIREMENTS, POINTS, AND GRADING SCALE

<u>Assignment</u>	<u>Points</u>
Class Participation and Attendance/ Self-Assessment of Participation	20
Ten “Exams” (4 points each)	40
Position Paper	20
First Draft	
Second Draft	
Final Paper	
WebQuest	20
Proposal	
Draft of WebQuest	
Final WebQuest	

Grade Scale

Your course grade is based on a 100-point scale. The following scheme will be used to translate the points you earned into your course letter grade (and in case you are wondering, yes, I will round up to nearest point):

95-100	A
90-94	A-
85-89	B+
81-84	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
56-60	D
Below 56	F

Attendance, Participation, and Preparation (20 points)

Your attendance, participation, and preparation will determine the success of this course and your experience in it. We all must be in attendance, on time, prepared, and there for the entire class in order to participate fully and contribute to class discussions. Please let me know if circumstances preclude your attendance, will cause you to be late, or require you to leave early. Your grade for this part of the course will be based on three things: (a) attendance, (b) participation, and (3) preparation.

Self Assessment of Participation and Attendance: Although I will also do so, you are responsible for keeping track of your attendance and participation. At the end of the course, you will submit a self assessment of your participation, specifically listing and explaining your absences and times you were late. You will grade yourself in this area (up to 20 points) and give a justification for that grade.

Please follow these guidelines in assessing your attendance and participation:

Deduct 0 points for one absence
Deduct 5 points for two absences;
Deduct 10 points for three absences;
Deduct 20 points for more than four absences.

Properly-documented, medically-excused absences are subject only to a 2-point rule; that is, deduct 2 points for every absence properly justified for medical reasons (after the first absence, of course).

Please also explain your tardies; excessive tardies must be considered in your overall assessment. Deduct points as you deem appropriate, giving due respect for the class and professional standards of behavior.

Please assess as well as the quality of your participation in and preparation for class discussions. Deduct points as you deem appropriate in this regard.

Your self-assessment is simply a recommendation. I will take into consideration your assessment in your grade for this requirement. Please see the Course Calendar and Blackboard for when your self-assessment is due.

Expectation for Class Discussions

I have designed the course with the point of view that the classroom must be a place where we all speak freely and share our insights with the other members of the class. We will have varying opinions on many matters discussed in class, but this does not mean that you must agree with my opinion or abide by any class consensus on issues. I expect, and hope, to have my opinions challenged, and I expect and hope that you feel the same about yours. The course will not be truly enjoyable unless we disagree about issues and are willing to explain our opinions. However, at all times we must be respectful to each other. If your participation is unsatisfactory, I will try to address the matter with you. But it is ultimately your responsibility to let me know how I can help you in this regard.

“Exams” (10 exams/4 points each/40 points total)

Prior to each class session (except for the introductory class session), there will be an “exam” on the required readings. (You will not be tested on the optional readings.) The purpose of these exams is to ensure you have reviewed the required materials, are prepared for class discussions,

and to help you understand key concepts and issues. You will not be able to take any exam after its due date.

You will be able to complete up to 13 exams, but only 10 of them will be considered in the final grade for this assignment (i.e., your grade for this requirement will be the sum total of the grades for 10 exams). If you complete more than 10 exams, I will accept the 10 highest grades (of course, if you complete less than 10 exams, your grade will be sum total of the grades of the exams you did complete).

These exams will take the form of short answers (150-word limit per question) asking you either to summarize readings, synthesize the entire week's required readings, explain key concepts or controversies, or compare and contrast the readings. You must be able to refer explicitly, specifically, and clearly (i.e., by author name) to the readings in each answer. You are expected to complete each exam with no assistance from others; in other words, these exams are NOT group projects

Each exam will include 2 questions (each will be worth 2 points). I will not deduct points for writing style. Points will be deducted, however, for incorrect answers (although you may receive partial credit if part of your answer is correct); for exceeding the 150-word limit (there will be at least a ½-point deduction for exceeding this limit by even one word; more if you exceed this limit by more!); for not being explicit, specific, and clear with references to the readings; and for not citing direct page numbers for those references. Below is a sample of a fake question and answer:

Sample Question and Answer

Question: In what ways are Young's *The Rise of the Meritocracy* and Dewey's *Experience and Education* similar?

Answer: Young and Dewey may be read as dystopias. Young (p. 12) and Dewey (p. 32) attend to the role of schooling in shaping our lives. In schools, dreams about democracy abound, but attempts at making those dreams real can have nightmarish consequences for children. In Dewey a teacher is conjured up who seeks to learn students' innermost experiences, and then using those experiences to hover each child, a constant surveillance all in the name of democracy (pp. 37-38). Young has the dream manifest itself in a different kind of surveillance for democracy; one governed by a regime of continuous testing that ultimately relegates most children to a life of low wages (pp. 32-34). In both cases, justifications for democracy seem only variations for surveillance and control.

Word count for answer = 126.

These exams do not assess cumulative knowledge; that is, they assess only your understandings of the readings assigned for the week. You may only use course readings assigned for the week in your answers to the questions. In other words, you may not use outside resources (or readings from prior or future weeks)!

You will have at least 96 hours to complete your exams and to submit them to Blackboard by the start of the class session in which the readings are due (see Course Calendar and Blackboard for due dates of each exam as well as the reading each exam must cover). Please note that if you wait until the last minute to work on this or to submit your exam to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Whatever.

Blackboard will randomly choose questions from a question database, so you can submit your answers only once. I recommend that you copy the questions into your word processor, work on them, and then cut and paste them back to the Blackboard.

Position Paper (3 drafts) (20 points)

This assignment is an avenue for investigating an issue via conceptual and critical analysis. There is no “plug-in” response that satisfies this requirement; I ask that you clarify what socio-cultural foundations underlie your position on any issue important to you. This requires more than unsupported opinion and mere assertion; you should attempt to incorporate the course’s readings, your previous readings, class discussions, and so forth, in attempting to clarify what assumptions you have about the issue.

In essence, this assignment entails a “position paper” that addresses an issue, problem, or concern about college student life and culture (broadly defined) that is important to you, and for which you will draw from the readings, discussions, and your own thinking to formulate your position or stance. These papers, then, are *argumentative* in nature. Please review the materials on writing such papers in the Writing Resources folder on Blackboard.

As you think about this assignment, consider these questions: (1) What is the issue? (2) Why is it important? (3) Why is it an issue, problem, or concern? (4) Why are you interested in it? (5) Who else is concerned about it? (6) What are the opposing arguments about it? (7) What is your position or argument about it? (8) What social, political, or cultural concerns seem to be informing your and others’ understanding of it?

Position Paper # 1: The first draft should clearly lay out the issue, problem, or concern. This paper can be primarily descriptive, in the sense that you are explaining the issue and beginning to think about it in terms of the goals of the course.

Position Papers # 2 and 3: The second draft and final paper are reiterations of the previous one. These reiterations should not be taken to mean that you submit what is essentially the same paper; that is, the second and third papers should not be primarily descriptive but should attempt to explain the underlying socio-cultural bases for the issue, problem, or concern. In these papers, however, you should (a) revise your original position paper(s) in response to my comments and your ongoing thinking about this issue, and (b) draw on the readings and discussions we have had since you wrote the first paper.

These papers cannot exceed 5, double-spaced pages each. Please also scan and attach a copy of all the previous papers I reviewed and marked-up when submitting a subsequent position, i.e., submit a reviewed copy of the first paper when submitting the second, and the first two papers when submitting the last paper.

Note: You may, if you wish, change the topic of previous position papers in the second and third versions of them, but in all cases, I will treat the latter versions as if you had submitted earlier versions; in other words, in all subsequent versions, you are expected to show appropriate progress toward understanding and justifying issues.

These papers should be understood as “working drafts” of your ideas about, and understanding of, the issue you have chosen. The ultimate point of the assignment is to allow you to progress in your thinking about and justifying an issue of importance to you. And that will be what determines your grade in this assignment; I will need to see more and more progression and sophistication in your analysis of your position. Thus, the final grade for this assignment will not be given until all iterations are completed.

See Course Calendar and Blackboard for due dates of each paper. Again, note that if you wait until the last minute to work on this or to submit your paper to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Good grief.

“WebQuest”: Proposal//Draft of WebQuest/Final WebQuest (20 points)

Definition

A “WebQuest” in this course will entail a website created by you that helps the user understand a topic relating to the “college student,” broadly construed. For this project, you will thus learn about and synthesize your knowledge of such a topic. In this project you will collect and describe a body of materials that helps us understand your topic. Other than the required components listed below, you have *carte blanche* to develop and design your website as you deem appropriate.

The final project takes the form of a website that you will create dealing with your topic. This website will give users, among other things, an introduction to the topic, your goals for using the website, and resources (see below under “Required Resources”) that users can access or learn about in order to understand your topic.

Your project will be comprised of three required components—a proposal, a draft of the WebQuest, and the final WebQuest (see below for explanations of each of these components). You will receive credit only if you submit all three requirements on time.

Issues/Topics

Below is a list of topics you may use for this project. You need not use any of these, but the list should offer you clues about how broad the range for choice of topics is.

Affirmative Action	African Students
Alcohol Use	Atheists
Belonging	Bullying
Credit	Dating
Financial Aid	Greek Life
Heteronormativity	High School to College Transition
International Students	Latinas
Learning Styles	Linguistic Minorities
LGBT Students	Racial and Ethnic Minorities
Religion	SATs
Sex Education	Sexual Assault on Campus
Special Education	Study Abroad Programs
Study Habits	Tribal Colleges
Undocumented Students	(Un)healthy Relationships
Women Students in the Sciences	

Single or Group Projects

This project may be done singly or in groups of two or three students. Of course, group projects will require much more work than single projects, and they must include an explanation of the role each member played in the project, as well as the work each member has contributed to the project. If doing a group project, each member must submit a copy of the same component.

Tools for Building Your Websites

There are various resources for building a website. You may already have your own domain, or you may choose to buy one. But there are free resources out there. Some of these include:

weebly.com
 webs.com
 wix.com
 wordpress.com

You will find the links to these fee tools in the “WebQuest Resources” folder on Blackboard. You can, of course, choose another website builder.

Required Resources

This project will primarily require library research, focusing mostly on traditional academic resources, such as scholarly journal articles and books. But you are also expected to include data that you have gathered yourself (“original sources”), such as interviews or email/paper surveys of key individuals who have knowledge of your topic, as well as other relevant materials that would not be considered traditional academic ones (e.g., websites, association statements, government reports, periodicals or newspapers, TED talks, blogs, etc.). You may use both the

Internet and an actual library (as well as any relevant class materials). Please attend to copyright issues when using materials that are not publicly available.

Single projects must include a variety of at least 15 distinct resources; groups of two must include at least 30 such resources; and groups of three at least 45 such resources.

Specifically, your “WebQuest” must include a variety of resources. In other words, you cannot rely on only one kind of resource; you must diversify your resources. Thus, as you research your topic, you will need a minimum number of the following resources (the minimums are in parentheses):

- 1) Scholarly resources, e.g., referred journals, books, government and other academic reports, etc. (5 for single projects, 10 for groups of two, and 15 for groups of three);
- 2) Original sources, e.g., archival research, interviews, observations, surveys) (1 for single projects, 2 for groups of two, and 3 for groups of three);
- 3) Periodicals and works of non-fiction, e.g., newspapers, magazines, biographies, audiotapes, etc. (2 for single projects, 4 for groups of two, and 6 for groups of three);
- 4) Internet-based materials, e.g., YouTube videos, TED Talks, websites, blogs, etc. (3 for single projects, 6, for groups of two, and 9 for groups of three);
- 5) Fiction, e.g., novels, films, music, poetry, etc. (3 for single projects, 6 for groups of two, and 9 for groups of three); and
- 6) Your own creations, e.g., videos, games, scavenger hunts, quizzes, etc. (1 for single projects, 2 for groups of two, and 3 for groups of three).

Required Components

A. Proposal for the “WebQuest”

This component take the form of a survey you will complete on Blackboard which, at a minimum, requires information about:

- (1) The title of your project;
- (2) Whether this is a single or group project;
- (3) The names of the person(s) completing the project;
- (4) If this is a group project, the role that each member will play in the project;
- (5) A brief description of the topic (at least 150 words);
- (6) The website builder you are using;
- (7) A description of your project’s goals and objectives;
- (8) A listing of sample resources:
 - * If this is a single project, a sample of at least one each of the required resources or materials you will use in your project (you can just describe what you plan for your original sources and own creations);

- * If this is a group project of two, then a sample of at least two each of the required resources or materials you will use in your project (you can just describe what you plan for your original sources and own creations);
- * If this is a group project of three, then a sample of then a sample of at least three each of the required resources or materials you will use in your project (you can just describe what you plan for your original sources and own creations);

For these sample resources, please include a reference; and

If this is a group project, then each member should submit a copy of the same proposal.

Please see Course Calendar and Blackboard for when this proposal is due. Yet again, note that if you wait until the last minute to work on this or to submit your proposal to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Forget about it!

B. Draft of the WebQuest

You must submit link to your working website as it exists then. That is, your website must be up and running with at least all the information, including the resources properly annotated, and a structure or outline indicating how it will incorporate the final requirements (see below).

Please submit (1) the link to your website as described above; and (2) if you are changing your topic, or were required by me to submit a revision based on your proposal, then include an updated proposal as well.

Please see Course Calendar and Blackboard for when this draft of the website is due. And yet again, note that if you wait until the last minute to work on this or to submit your proposal to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Don't bother me with excuses!

C. Final "WebQuest" (20 points)

Although you will have great deal of discretion in the content, development, and design of your project, your project must include the items described below. This is not meant to structure your project but to help me evaluate how well you addressed your topic.

The final project will take the form of a link to a website which, at a minimum, includes (points for each requirement are indicated in parentheses):

1) *The Title of Your Project*

2) *Your name(s)*

3) *A Brief Description of Project and Its Goals and Objectives [500-1000 words]*

This part of the project summarizes the essential aspects of the website and provides a rationale for the inclusion of your materials. You should briefly explain what you attempted to accomplish with your website, what your goals and objectives are, to what extent you met your goals and objectives, and how users are to work with your website [4/20 points].

4) *An Explanation of the Major Themes in Your Topic [1,000-1,500 words]*

This part of the project explains the essential themes of your topic. It should describe briefly the academic and non-academic understanding of the topic. In other words, give a summary of the salient points, issues, and themes across the materials you collected. This section will also incorporate into this explanation your analysis of the original data you collected [4/20 points].

6) *An Explanation of the Limitations of the Knowledge in Your Topic [500-1000 words]*

This part of the project explains how the scholarly and non-scholarly information about your topic is limited. Describe what is missing (e.g., certain groups of students, various research methods, and so forth) and what is needed to enrich knowledge in this area [4/20 points].

7) *An Annotated Reference List [200-300 words per reference]*

You must annotate all your resources, as well as give a summary of your original data. In other words, summarize all sources and materials you used for this project. You can find information about annotated reference lists in the “WebQuest Resources” folder on Blackboard [4/20 points].

Remember these other instructions:

- (a) You must use the minimum number of a variety of resources for the website (see above under Required Resources), clearly labeled so that users can see what they are about to access;
- (b) Single projects must include a variety of at least 15 distinct resources; groups of two must include at least 30; and groups of three at least 45;
- (c) Each person (whether in single or group projects must submit all the requirements for this project—group members can submit copies of the same materials); and
- (d) Attend to word limits (You have wide ranges, but I will deduct a ½-point for exceeding this limit by even one word; more if you exceed this limit by more!).

*** Note that for this final project, you are submitting only the link to your website. ***

Grading Criteria

This project has three components: a proposal, a draft of the WebQuest, the final “WebQuest.” You will receive credit only if all three components are submitted on time.

There is only one criterion for your grade on the proposal and a draft of the WebQuest is that you submit them on time as required. I am asking for them only to give you feedback in time to fix any major problems before the final is due. The Blackboard system will require that I provide a grade for each component, and I will assign either a “1” (completed) or a “0” (not completed), but your final grade for this project will be submitted when you submit your final Webquest.

The grade criteria for the final “WebQuest” entails the:

- (a) Completion and quality of the required items, including the minimum number of sources and word limits (16 points);
- (b) Creativity of your WebQuest as well as its clarity and ease of use (3 points);
- and
- (c) Writing style and grammar (1 point).

Please see Course Calendar and Blackboard for when this draft of the website is due. And yet again, note that if you wait until the last minute to work on this or to submit your proposal to the Blackboard, you run of the risk of being unable to submit it to the Blackboard on time. Good luck trying to submit this otherwise!

COURSE CALENDAR

The readings and assignments are due on the day listed. Please see the section on “Required Texts” for a listing of the texts referred here. The other materials are available on the Course Blackboard in the folders corresponding to their due dates.

[The optional readings listed are just that: Optional. There are intended to give you more information about a particular topic. We will discuss them in class only if you have read and have questions about them.]

January 14 Introduction to the Course

Required Readings:
Syllabus

Assignments:
Pop Culture Trivia (Browse)

January 21 What Is Culture?

Required Readings:

Kuh and Whitt, Culture in American Colleges
Magolda, The Campus Tour Ritual
Reynolds, Being U
Salasuo and Hoikkala, Culture

Assignments:

Exam # 1

Optional Readings:

Reynolds, Representing U
Schein, The Concept of Organizational Culture

January 28 Writing Culture I

Required Readings:

Jackson, The Lottery
Bloland, Postmodernism and Higher Education
Geertz, Deep Play

Assignments:

Exam # 2

Optional Readings:

Rosaldo, Border Crossings
Willinsky, Postmodern Literarcy

February 4 Writing Culture II

Required Readings:

Ladson-Billings and Tate, Toward a Critical Race Theory of Education
Omi and Winant, Racial Formation
Baez, Schools and the Public Good
Quantz and Magolda, Nonrational Classroom Performance

Assignments:

Position Paper # 1
Exam # 3

Optional Readings:

Baez, Database

February 11 Identity and Culture I

Required Readings:

Ellison, Prologue to Invisible Man
Hilliard, Race, Identity, Hegemony, and Education
West, The New Cultural Politics of Difference

Assignments:

WebQuest Proposal
Exam # 4

Optional Readings:

Delpit, The Silenced Dialogue

February 18 Identity and Culture II

Required Readings:

Christensen, Enhancing Cross-Cultural Understanding
Scott, The Evidence of Experience
Hacking, Making Up People

Assignments:

Exam # 5

Optional Readings:

McDermott and Varenne, Culture as Disability
Kymlicka, Multicultural Citizenship

February 25 Identity and Culture III

Required Readings:

Gillman, The Yellow Wallpaper
Rodriguez, Aria
Baez, Learning to Forget
Tan, Two Kinds
Venegas-Steele, Trans
Wolcott, Adequate Schools and Inadequate Education
El Feki, Pop Culture in the Arab World (TED Talk)

Assignments:

Exam # 6

Optional Readings:

Yosso, Whose Culture Has Capital
Baez, Outsiders Within
McInnes, Melancholy and ... Sissy Boy Experience
Talbert, Constructions of LGBT Youth

March 4 Campus Cultures I

Required Readings:

Horowitz, Chapters 1-4 [Text]
Pingray and Randolph, Kansas University Slang

Assignments:

Position Paper # 2
Exam # 7

Optional Readings:

Dundes and Schonhom, Kansas University Slang
Hilberry and Keeton, Student Society in the Liberal Arts College

March 11 No Class Spring Break

March 18 Campus Cultures II

Required Readings:

Horowitz, Chapters 5-12 [Text]
Hummon, College Slang Revisted

Assignments:

Exam # 8

Optional Readings:

Lamoreaux, Stover at Yale
Read et al., Challenging Cultures
Thornton and Jaeger, The Ceremonies and Symbols of Citizenship
Young, Reexamining Our Rituals

March 25 Campus Cultures III

Required Readings:

Armstrong and Hamilton, Introduction to Paying for the Party
Goldrick-Rab, Following Their Every Move
Manning, Philosophical Underpinnings

Assignments:

Exam # 9

Optional Readings:
Magolda, Saying Good-Bye
Lyons, The College Novel in America

April 1 Student Archetypes I

Required Readings:
Reynolds, Learning from U
Elam et al., Welcoming a New Generation to College
Renn and Arnold, Reconceptualizing Research on Peer Cultures

Assignments:
Position Paper # 3
Exam # 10

Optional Readings:
Ashmore et al., Dimensions and Categories

April 8 Student Archetypes II

Required Readings:
DiMaria, Working-Class Students
Meggysey, Athletes in Big-Time Sports
Rhoads, Whale Tales, Dog Piles, and Beer Goggles

Assignments:
Draft of WebQuest
Exam # 11

Optional Readings:
Casey, Diversity, Discourse, and the Working-Class Student
Donner, Toward an Interest-Convergence
Lightweis, The Challenges, Persistence, and Success

April 15 Student Archetypes III

Required Readings:
Smith, Women's Colleges and Coed Colleges
Hesse-Biber, Racial Identity and Body Image
Yeziarska, Soap and Water and the Immigrant
Dilley, New Century, New Identities

Assignments:
Exam # 12

Optional Readings:

Kinzie et al., Women Students
Perkins, The Impact of the Cult of True Womanhood
Dilley, Which Way Out

April 22 Student Archetypes IV

Required Readings:

Brayboy, Hiding in the Ivy
Cole and Ahmadi, Reconsidering Campus Diversity
Pollack, Jewish Problems
Tierney, Models of Minority College-Going

Assignments:

Exam # 13

Optional Readings:

Feagin, The Continuing Significance of Racism
Wessel and Walleart, Student Perceptions of the Hip Hop's Culture's Influence
Wright, For the Children of Infidels
Wright, The Untameable Savage Spirit

April 24 No Class Final Assignments Due

Assignments:

Final WebQuest
Self Assessment of Class Participation