

SJSU – Spring 2014

Department of English & Comparative Literature English 169: Ethnicity in American Literature

Contact Information

Instructor:	Balance Chow
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Office Hours:	M/W 12:00 – 1:00 PM; F 8:30-9:15 & by Appointment
Class Days/Time:	M/W 09:00 -- 10: 15 AM
Classroom:	BBC 120
Prerequisites:	WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W
GE/SJSU Studies Category:	Area S, “Self, Society and Equality in the U.S.”

Course Description

Designed in compliance with the "General Education Guidelines for English 169: Ethnicity in American Literature" approved by the SJSU Board of General Studies, this course fulfills SJSU Studies requirements in Area S and concentrates on the study of ethnicity as represented and constructed in American literature **in relation to the formation of the concept of self, the place of self in society, and issues of equality and structured inequality in the United States.** It addresses issues of race, culture, history, politics, economics, etc., that arise as contexts relevant to the study of literature by and/or about Americans (including immigrants) with Indigenous, African, European, Latino(a)/Hispanic, and Asian backgrounds. Substantial reading and writing assignments, collaborative projects, library research, tests, written exams, and other relevant activities will be used to help students to gain a knowledge and understanding of the ethnic contexts of American culture and the literature it has produced; to acquire skills of reading, explicating, discussing, analyzing, interpreting, debating, and writing about texts pertaining to ethnicity in American literature; and to develop an appreciation for the significance of diversity in American culture.

Prerequisites: WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W.

The amount of writing required is 5000+ words, distributed across a research paper and two essays. Students will be required to play an active role in this course by means of presentations, debates, discussions, and research. Quizzes and participation in-class activities will be part of your course grade.

Course Goals and Student Learning Objectives

SJSU Studies Area S Student Learning Objectives (SLO)/GE Learning Outcomes (GELO)

- A. The GE writing requirement will be met in this class by means of 3 written assignments with an aggregate word count of 5,000+ words, as follows:
 - 1. Analytical/Critical Essay #1—1250+ words
 - 2. Analytical/Critical Essay #2—1250+ words
 - 3. Research paper—2500+ words

- B. The General Education Learning Outcomes that are fulfilled by the course and the class activities/assignments/experiences linked to those outcomes are described in the table below:

<p>GELO/SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.</p>
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<p><i>This SLO will be met as students read and study a variety of literary representations of the Self from different historical periods (mainly, the texts assigned) and examine their cultural and social context. Student success in achieving this goal will be assessed by means of specific questions included in the exams.</i></p>

<p>GELO/SLO 2: Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.</p>

<p><i>This SLO will be met as students conduct research, give presentations, and engage in discussions on these processes when they study and write about these texts in their assignments. Student success in achieving this goal will be assessed by means of specific questions included in the exams.</i></p>

<p>GELO/SLO 3: Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual</p>
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orientation, disability, and/or age).

This SLO will be met as students conduct research, give presentations, and engage in discussions on such social actions when they study and write about these texts in their assignments. Student success in achieving this goal will be assessed by means of specific questions included in the exams.

GELO/SLO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

This SLO will be met as students conduct research, give presentations, and engage in discussions on these interactions when they study and write about these texts in their assignment. . Student success in achieving this goal will be assessed by means of specific questions included in the exams.

Course Learning Outcomes (CLO)

Consistent with the goals of courses approved for Advanced GE in Area S, “English 169: Ethnicity in American Literature” focuses on the literary expressions of ethnic American authors in order to:

1. Help students appreciate literature as a form of human expression and understand how that expression has developed over time in different cultures;
2. Increase students’ understanding of how diverse cultural traditions have informed, shaped, and influenced American history, society, and politics as a whole, and how ethnic cultures in general both develop distinctive features and interact with one another dynamically;
3. Introduce and reinforce a sense of social justice and an appreciation for equality in American society.

With reference to the artistic texts and literatures of ethnic American authors included in this course, students will examine and understand how diverse cultures and ethnic groups in the United States interact with one another and also relate to the rest of the world as a result of transnational processes, mechanisms, and forces at work. Students taking the course are expected to:

1. Gain a knowledge and understanding of ethnicity in American society through the literatures and artistic texts produced by various cultures and peoples in the U.S.A.;
2. Learn to contextualize the knowledge and understanding of American society in terms of its interrelationships and interactions with transnational processes, mechanisms, and forces beyond American borders;

3. Acquire, through individual as well as collaborative efforts, skills of reading, explicating, discussing, analyzing, interpreting, debating, and writing about texts pertaining to literatures and the other arts produced by Americans of diverse ethnic backgrounds;
4. Learn to develop, as a habit of mind, a keen interest in the processes, mechanisms, and forces that have come to shape the degree of social equality and inequality in the U.S.A.;
5. Acquire and maintain a personal tolerance and/or appreciation of the different perspectives and values offered in the literatures and artistic texts produced by ethnic cultures and peoples of the U.S.A.;
6. Develop a strong ethics of commitment to upholding and promoting social equality and justice in the U.S.A.

Upon successful completion of this course, students will be able to achieve the following Course Learning Outcomes (CLO):

1. *Becoming knowledgeable in the subject* by means of exposure to a diverse and representative variety of significant texts of literature and, where appropriate, the other arts, that support an understanding of social equality and inequality in the U.S.A., and by means of familiarization with prominent writers, key texts, and essential materials in multiethnic America;
2. *Developing expertise in the subject* as evidenced by careful examinations of course / subject materials in literary, historical and cultural contexts, especially with regard to larger processes, mechanisms, and forces that come into play in shaping American society, and through in-depth analysis of key issues affecting Americans' self-identities and their pursuit of equality and justice in the U.S.A.;
3. *Mastering advanced skills* in reading, analysis, critique, research, and writing at levels suited to the study of the course materials as well as the issues implied, and in articulating considered arguments in verbal discussions, oral presentations, writing and/or other appropriate formats.

Student Learning Goals of the Department of English & Comparative Literature

This course also helps students in the major to achieve the Student Learning Goals set forth by the Department of English and Comparative Literature in so far as they are required to develop and demonstrate the ability to:

1. read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
2. show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
5. articulate the relations among culture, history, and texts.

Required Texts/Readings

Textbooks

James Alexander Thom, *St Patrick's Battalion*, 2nd edition (2008)

N. Scott Momaday, *The House Made of Dawn*.

Toni Morrison, *Home*.

Nora Okja Keller, *Fox Girl*.

Ana Castillo, *The Guardians*.

Moshin Hamid, *The Reluctant Fundamentalist*.

Other equipment / material requirements

Laptop or tablet computer; Access to Netflix (optional but recommended)

Library Liaison

Matoush, Toby, Phone: (408) 808-2096, Email: toby.matoush@sjsu.edu

Course Requirements and Assignments

In compliance with University Policy S12-3 (<http://www.sjsu.edu/senate/docs/S12-3.pdf>),

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation / studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In addition, in compliance with F69-24 (<http://www.sjsu.edu/senate/docs/F69-24.pdf>), “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Accordingly, the requirements and assignments for this course are as follows:

Participation (quizzes, discussion, class work)	100 points	CLO 1, 2
Presentation on assigned author or topic	100 points	CLO 2, 3
Midterm Exam	150 points	GELO1; CLO 1
Final Exam	150 points	GELO1; CLO 1
Essay 1 (1250+ words)	100 points	GELO 2; CLO 2,3
Essay 2 (1250+ words)	100 points	GELO 2; CLO 2,3
Research Paper (3000+ words)	300 points	GELO 3; CLO 2,3
<hr/> TOTAL:		1,000 points

Please refer to the course schedule / class calendar for assignment due dates, exam dates, date of final exam, and other relevant dates. Please also note that such dates are subject to change with fair notice in advance.

Grading Policy

As a student in this class you will accumulate a total of 1000 points for the course, to be converted to a letter grade as follows:

967-1000 A+	934-966 A	900-933 A-	867-899 B+	834-866 B	800-833 B-
767-799 C+	734-766 C	700-733 C-	667-899 D+	634-666 D	600-633 D-

Further explanations about how the course work is graded are provided below. To receive a normal grade (A through D), a student must complete ALL of the assignments and requirements described in Categories 1 – 4.

1. *Participation*, as reflected in class activities including written work, pop quizzes, discussions, and other interactions, is 10% (100 points) of your final grade, with the following caveat. You will be award 90-100 points for Excellent (grade A) participation, 80-89 points for Good (grade B), 70-79 points for Average (grade C), 60-69 for Poor (grade D), and 0 for Fail (grade F). **Your participation grade is directly related to your efforts you invest in the class, and you must receive 60 points or above in order to complete the participation requirement; if you fail to complete this requirement your course grade will be “I” (“Incomplete”) or one of the other non-credit earning grades, i.e., W, WU, F. There is NO MAKEUP for missed participation activities.** When absences occur and prevent you from participation, such absences must be legitimate in true faith, authorized by the instructor, and documented as required before they can be excused.
2. *Presentation*, as reflected in your 15-minute class demonstration / oral report (with power point, etc.) on the author/topic assigned, is 10% (100 points) of your final grade. You will be award 90-100 points for Excellent presentation (grade A), 80-89 points for Good (grade B), 70-79 points for Average (grade C), 60-69 for Poor (grade D), and 0 for Fail (grade F). **If you fail to complete this required project, your course grade will be “I” (“Incomplete”).**
3. *Midterm Exam and Final Exam*, designed to test your fundamental knowledge and understanding of the subject, will each be graded on a scale of 150 points; together you earn up to 300 points (30%) from the two exams toward your final grade. **You must complete BOTH the midterm and the final exams, or your course grade will be “I.”**
4. *Essays 1 and 2* are assigned to assess the students’ abilities to analyze the materials and synthesize their knowledge of the subject, and articulate their systematic and informed understanding in coherently, expressively, and professionally written prose. Each essay is worth 100 points and together they constitute 20% of the final grade for the course. To help you visualize the quality of your essays, letter grades of A through F will be given alongside numerical scores, with A representing Excellent work (90 to 100 points), B

Good (80-89 points), C Average (70-79 points), D Poor (60-69 points), and F Fail (59 points and below). **You must complete these essay assignments as scheduled; no late assignments will be accepted without authorization.**

5. *The research project*, which culminates in a formal paper, will be graded on a 300 point scale, of which 100 points is based on the integrity, thoroughness, and sustained efforts of the research process, with A representing Excellent work (90 to 100 points), B Good (80-89 points), C Average (70-79 points), D Poor (60-69 points), and F Fail (59 points and below). Your research paper itself will be graded on a scale of 200 points in the same manner as a regular written essay, and to help you visualize the quality of your research paper itself, letter grades of A through F will be given alongside numerical scores, with A representing Excellent work (180 to 200 points), B Good (160-179 points), C Average (140-159 points), D Poor (120-139 points), and F Fail (119 points and below).
6. *Extra Credit Option*—You may do extra work and set aside extra credit in the Participation and Presentation category; such extra credit will be used in your favor to improve your final course grade in marginal cases (e.g., you have earned 796 points, which is a C+, and need just four points to acquire a B-).
7. *Academic dishonesty* (as for instance in plagiarism in essays, and in cheating in exams) will result in an F for the course grade.

Other provisions and additional information on Grading Policy

For numerical score and grade equivalents see the following tables:

Table One: Essays (based on a 100 point scale)

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99
B- = 80 – 83; B = 84 – 86; B+ = 87 -- 89
C- = 70 – 73; C = 74 – 76; C+ = 77 – 79
D- = 60 – 63; D = 64 – 66; D+ = 67 – 69
F or below = 59 or below.

Table Two: Course Grade (based on a 1000 point scale)

A- = 900 – 933;	A = 934 – 966;	A+ = 967 – 1000
B- = 800 – 833;	B = 834 – 866;	B+ = 867 -- 899
C- = 700 – 733;	C = 734 – 766;	C+ = 767 – 799
D- = 600 – 633;	D = 634 – 666;	D+ = 667 – 699
F = 599 or below.		

Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A=Excellent;
B=Above Average;
C=Average;
D=Below Average;
F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, in English Department courses, “instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.”

Departmental Policy on Grading Written Assignments

“In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of _expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Class Policy on Late Assignments and Incompletes:

1. Assignments shall be turned in when due. If accepted at all, late assignments will receive a penalty of 10%. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Unless otherwise stated, essay assignments and research papers must be printed to receive credit.
3. To request an "I" course grade, a student will have to sign a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

Classroom Protocol

1. Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be judged against you in the assessment of your Participation.
2. The use of cell phones is prohibited without instructor's consent.
3. The use of laptop and tablet computers for purposes inconsistent with class activities is prohibited.
4. The ingestion of food and / or consumption of meals and snacks inside the classroom is prohibited; bottled water, however, will be permissible.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, stipulates that “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.” In addition, University Policy S12-7 requires students to obtain instructor’s permission to record the course: “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” To obtain such permission for yourself or for your guests, contact the instructor in writing two weeks in advance.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) (text available at <http://www.sjsu.edu/senate/docs/S07-2.pdf>) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) (previously known as “The Disability Resource Center”) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.

E169: Ethnicity in American Literature, Spring 2014

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27 1/29	Introduction to the course; presentation project; research paper; supplementary materials St Patrick's Battalion (GELO1/CLO1)
2	2/3 2/5	St Patrick's Battalion (GELO1/CLO1) St Patrick's Battalion (GELO2/CLO1)
3	2/10 2/12	St Patrick's Battalion (GELO3/CLO2) St Patrick's Battalion (GELO 1,2,3,4/CLO2,3)
4	2/17 2/19	House Made of Dawn (GELO1/CLO1) House Made of Dawn (GELO1/CLO1)
5	2/24 2/26	House Made of Dawn (GELO2/CLO2) House Made of Dawn (GELO3/CLO3)
6	3/3 3/5	House Made of Dawn (GELO4/CLO2,3) Home (GELO1/CLO1)
7	3/10 3/12	Home (GELO2/CLO2) Home (GELO3/CLO3)
8	3/17 3/19 3/24-3/28	Home (GELO4/CLO2,3); Review Midterm Exam (GELO1,2,3,4/CLO1,2) 3/19 during class time Essay 1 Due 3/19 (GELO1,2,3,4/CLO1,2,3) 3/24-3/28 SPRING BREAK, NO CLASS
9	3/31 4/2	Cesar Chavez Day, Campus Closed Fox Girl (GELO1,2/CLO1,2)
10	4/7 4/9	Fox Girl (GELO3/CLO3) Fox Girl (GELO1,2,3,4/CLO2,3)
11	4/14 4/16	Guardians (GELO1/CLO1) Guardians (GELO2/CLO2)
12	4/21 4/23	Guardians (GELO3/CLO3) Guardians (GELO1,2,3,4/CLO2,3)

13	4/28 4/30	Reluctant Fundamentalist Reluctant Fundamentalist Essay 2 Due 4/30 (GELO 2/CLO2,3)
14	5/5 5/7	Reluctant Fundamentalist (GELO1/CLO1) Reluctant Fundamentalist
15	5/12	Reluctant Fundamentalist; Review Research Paper Due 5/12
16	5/16	FINAL EXAM (GELO1,2,3,4/CLO1,2) 5/16 (Friday) 7:15 - 9:30 AM

The schedule below is subject to change with fair notice announced in class and by email.