This course is analysis of racial and ethnic groups in American society; contacts and conflicts; prejudice and discrimination; dominant and subordinate group status; social structure of racial and ethnic inequality within society. This course is primarily concerned with “race” relations in the United States but we also compare global “race” and ethnic relations as well as how gender and sexual identities relate to race. We will finally examine how racialized groups created social movements to challenge the racial order of their times.

Prerequisite: Completion of core GE, satisfaction of Writing Skills Test and upper division standing. For students who begin continuous enrollment at a CCC or a CSU in Fall 2005 or later, completion of, or corequisite in a 100W course is required.

A. Goals
Students will study the interrelationship of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequality in the U.S., its institutions, and its cultures.

B. Student Learning Outcomes
After successfully completing the course, students shall be able to:
LO1. 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;
LO2. Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States and in at least one context non-U.S. context;
LO3. Describe social actions that have led to greater equality and social justice in the United States (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); and

LO4. Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the United States.

C. Content

Diversity:
We will critically compare and contrast various perspectives on important social controversies concerning race, class, gender, sexual orientation and physical and mental ability and equality. We will analyze and reflect on the criticisms of our own perspectives throughout the semester.

Writing:
Written assignments will include both in-class and out-of-class writing, of which I, the Instructor, will give students practice and feedback throughout the semester. Evaluative comments will be substantive, addressing the quality and form of the student’s writing. All writing must be written clearly, compelling in sociological argumentation, and written in an appropriate **social science style**.

Civic Learning:
Upon completion of this course students will be able to analyze public policies in terms of their effects on historically negatively (and ambivalently) racialized minorities and non-minority populations.

Values:
Upon completion of this course students will demonstrate their ability to articulate and discuss their values, understand the source of their values, and engage in civil discourse concerning race, racialization as an historical process, and the significance of ethnic identity in shaping the self in society.

D. Support:
Prerequisites: Passage of the Writing Skills Test (WST)

**Required:**


Other supplemental readings will be emailed to you.

**Classroom Protocol:**
Come to class with your books, notebooks, writing implements, and preferably a dictionary. Being prepared for class means having all of the tools you need to participate. Have your daily readings and notebooks out on your desk and be ready to write BEFORE class begins.

**No cell phone.** You will be asked to leave the class if you violate this rule.
No sleeping or heads down in class. You will be asked to leave the class if you violate this rule.
No demeaning treatment of anyone in the class or you will be asked to have a short meeting with the Professor before you can return to class. I encourage debate, but I am intolerant of disrespectful behavior of any kind.

Do not miss the deadline for assignments. Any late work will automatically receive about a 20% lower grade and will not be accepted after a week has passed from the due date. Exceptions to this rule will be made only in cases of severe and documented hardship and only if you have contacted me immediately. Examples of documentation include court documents, doctor’s notes, receipts for car repairs, etc."

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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop 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 at http://www.sjsu.edu/advising/.
DESCRIPTION OF MAJOR ASSIGNMENTS

I. Midterm Exam (15%):
50 multiple choice and T/F questions. [test type may change if appropriate] Use green 882E 50-question scantron.

II. Final Exam (20%):
Cumulative short answer exam. Need large green/blue book and a scantron.

III. 10-minute Reading Presentation (10%):
   1. Thesis Sentence: Introduce yourself and provide an overview of the reading you chose. Read the thesis sentence of your article. Show it on a powerpoint*. Provide 2 pieces of evidence the author used to convince the reader of their arguments in your particular readings. Number each piece of evidence in your presentation.
   2. News article: Provide a recent news article from one of these sources (New York Times, New Yorker, CNN, Fox News, or CSNBC, San Jose Mercury News, LA Times, SF Chronicle) on one of the main topics discussed in the reading. Does the news article reflect the same perspective of the class reading? Explain how it does or does not align with the perspective expressed within the class reading.
   3. Author's Use of the 'sociological Imagination:' Define the 'sociological imagination' (connecting biography, history, and social structure). Then, explain how one of the articles succeeds in using the 'sociological imagination' for understanding the ideas expressed in the articles. How does the article succeed in examining the relationship between personal biography, history, and social structures of inequality? Also, explain what has developed since the class reading was written and what can we foresee happening in the future given what we now know.

Follow all directions for full credit: Presentations will be graded on the level of professionalism, use of time slot (10 minutes) verbal clarity, relevance of chosen materials, and clarity of logic shown, the balanced appearance of the visuals (presentation slides), and the strength of your relevant connections between (1) reading arguments and claims; (2) larger social trends; (3) personal examples and reflections.

IV. Weekly Scantron Reading Quizzes (10%):
Reading quizzes will be given every week. Be sure to do the readings for the week before class begins that week. Quizzes will cover the thesis and evidence provided in all readings for the current week (including student-presented material) and sometimes includes material from previous weeks and lectures. It is your responsibility to read each article or chapter and write down and study the main thesis and the main evidence supporting this main argument in each piece and study for the quiz. Buy 10 small brown or green scantrons (15 question) for this semester.

V. Class Notebook (20%):
Due as a hardcopy at the Final Exam: Students will submit a copy of their class notes/Note Book at the end of the quarter for a grade. Put the day's date on the top right hand corner of each daily entry with the title of the theme for that week or the assignment title. Your notes will include (1) key points and examples discussed in class; (2) records/journals of your understanding of sociology as a discipline; (3) personal notes of your research paper ideas as they unfold throughout the quarter; (4) short essay assignments that will be in your syllabus calendar of assignments.

The journaling will be ongoing from beginning to the end of the research writing process. You will include ideas for your topic, sketches of your outline, important realizations or
facts that contribute to your research project. In order to organize your notes, you will write the date and Chapter title we are reading for that week to separate the notes. Turn in these notes at the final exam for 20% of your grade. **These notes will be evaluated by their content, legibility, focus on important points discussed by our instructor, in the readings, and student peers, and for following directions in format.**

**VI. Instructions for Bibliography (10%) (5 sociology journal article entries): (Due Tuesday Week 9)**

Pick a social movement group that worked to achieve racial justice. Develop a research question* about this topic. Hopefully this is a topic you are passionate or really curious about investigating in more depth. Your social movement group is going to be both contemporary and historical no matter what you choose (apply the *sociological imagination theory*), so keep in mind that you will have to give it a social historical context. Be sure to research this topic reflecting on these factors: connecting ‘personal testimonies/experiences’ to ‘historical context’ and ‘social structures.’

You will write an annotated bibliography on this social problem using 5 sociology journal articles.

I will send you a sample annotated bibliography if requested (ask me about this). No other format will be accepted.

Make sure all sources are peer reviewed sources (Click this link for a video explanation).

**VII. 7-Page Research Paper: Comparative Racial Justice Paper (15%):**

Write a 7-page research paper using 2 of our class sources and 5 outside sociology journal articles on a particular 1960s social movement organization (or art/music social justice movement) that engaged with issues of racial inequality. In the paper answer the following questions:

1. What were the demands this group were making to the dominant groups in society at the time?
2. During which years was the group the most active?
3. What strategies and tactics did this group use to make their interests public and compelling to mainstream society and how successful were they at getting that message to the mainstream?
4. In your opinion, which aspects of his social movement’s actions do you consider to be productive in pushing along equality and peace between U.S. ethnic and racialized groups?

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Final letter grades will be based on the following scale: 90 – 100% = A- to A+; 80 – 89% = B- to B+; 70 – 70% = C- to C+; 60 – 69% = D- to D+; and Below 60% = F. You will not be able to pass the course without completing all assignments and attendance requirements.

Students that tend to make A’s in my courses do the following consistently with few exceptions: A) Turn in work on time; B) Raise their hands daily and offer insightful comments on the material at hand; C) Consistently act professionally towards students and myself; D) Consistently turn in topnotch work with few exceptions.

Students that tend to make B’s in my courses do the following consistently with few exceptions: A) Turn in work on time; B) Raise their hands often offering insightful comments on the material at hand; C) Consistently act professionally towards students and myself; D) Consistently turn in

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*The theory of the sociological imagination is discussed in the first weeks of class. See the online book chapter from week one. Students that apply this theory correctly to the topics usually earn ‘As’ in this class.*
good work with few exceptions. These students sometimes turn in topnotch work, but not consistently.

Students that tend to make C's in my courses do the following consistently with few exceptions: A) Turn in work on time; B) Raise their hands infrequently; C) Consistently act professionally towards students and myself; D) Consistently turn in passing work with few exceptions. Once in a while a student gets a C even though they do good work because of their frequent absences and lateness.

D's and F's are for students that fail to accomplish these criteria (late papers, sleeping in class, rude behavior, use of cell phone in class, web surfing in class, frequent sidebar conversations, etc.). I give few Ds and Fs but, when I do, they are well earned.

University Policies

Academic integrity:

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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 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 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 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources (Optional):

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional):

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing
and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center (Optional):
The SJSU Writing Center is located in Room 126 in Clark Hall. Professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges staff it. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center (Optional):
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Counseling Services

Before turning in your paper read this check list of Common Writing Mistakes:
☐ Did not cite sources properly by including the last name of the author, year of publication and page number where a quote from whence the quote is referenced
☐ Dropped in a quote without addressing the implications of the quote and did not offer an example to support the point made in the quote.
☐ Did not use effective transitions from thought to thought.
☐ Did not start a new paragraph once a complete thought has been expressed.
☐ Did not indent when starting a new paragraph.
☐ Did not include a correctly formatted reference page
☐ Failed to provide a conclusion that briefly sums up the main thesis and offers either a needed direction for further research, or suggestions on how to effectively deal with the subject matter given the lessons explored in the paper.
☐ Did not use course sources or sociological references to support my claims
☐ Began the paper with too general an introduction to be effective in hooking the reader. Avoid: “Since the Beginning of time...” or “Throughout history...”

2. Correct example:
**SOCI 162 Race and Ethnic Relations Spring 2014 Course Schedule:** The following schedule is subject to change. You will be informed in advance of any changes. (Readings are listed by the date they are discussed in class and tested on. Do your weekly readings before the week begins.) For exams, students are responsible for knowing the main thesis, supporting facts/evidence, titles, and author/director’s names of all readings and films we read and analyze in this course. Supplementary Readings are at: [https://sites.google.com/site/navasociologyofrace/](https://sites.google.com/site/navasociologyofrace/)

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<thead>
<tr>
<th>Week</th>
<th>Due Dates</th>
<th>Reading Schedule and Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>1/23 Th</td>
<td>Introduction to Course Syllabus (See homework assignments due next Tuesday below.)</td>
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<tr>
<td>2</td>
<td>1/28 T 1/30 Th</td>
<td>Theme for week 1: What is “Race?”</td>
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<td>Turn in 'My Race Essay' on Tuesday</td>
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<td><strong>Complete the following Assignments by Tuesday Jan 28th. Week 2:</strong></td>
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|      |                    | **H.W. 1:** One to Two pages (Single Spaced) Writing Assignment “My Race?” In your class notebook profile yourself using the Inequality is Personal Website: http://inequality.is/personal. Then, write an essay explaining what you consider to be your “race” or explain your philosophy of race. Be sure to creatively title it! Answer these questions thoroughly using your best, most descriptive writing.  
- How important is race to you? Does it shape your life and experience? Did it shape the lives of your ancestors? Explain how.  
- Report on the average income for someone with your profile on the website. Examining your income profile on the website, do you think race shapes your life chances, or chances at living the kind of life you hope and expect to live? In what ways does it affect you, and in what ways does it have little or no effect?|
<p>|      |                    | <strong>H.W. 2:</strong> Read SJSU Online Article Database item (also located on our course website above): “Frantz Fanon and the Negritude Movement,” by Cynthia R. Nielsen |
|      |                    | <strong>H.W 3:</strong> key terms to look up and take notes on in your Notebook: sociological imagination; race, cultural logic, racialization, nature versus nurture, Manichean thinking, discrimination; racialization; racial prejudice; racial injury and identification; ethnicity; strategic essentialism; ideological hegemony. |
|      |                    | In-class Film clips: Black Power Mix Tape (2011); Chicano! Quest for a Homeland (1996)            |
| 3    | 2/4 T 2/6 Th Quiz #1 | Theme: Part I: Why Race, Class, and Gender Still Matter in Race, Class and Gender                  |
|      |                    | ✓ Ch. 1: &quot;Missing People and Others: Joining Together to Expand the Circle,&quot; by Arturo Madrid    |
|      |                    | ✓ Ch. 16: &quot;Sub-prime as a Black Catastrophe,&quot; by Melvin Oliver and Thomas Shapiro               |
|      |                    | Read SJSU Online Article Database item: Trading the Picket Fences,” by Parham-Payne.            |</p>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Reading/Assignment</th>
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| 5    | 2/18 T (census) 2/20 Th | **Theme: Part II: B. Class and Inequality**<br>✓ Ch. 13: "Shadowy Lines That Still Divide," by Janny Scott and David Leonhardt<br>✓ Ch. 14 "Is Capitalism Gendered and Racialized," by Joan Acker<br>✓ Ch. 59: "How the New Working Class Can Transform Urban America," by Robin D. G. Kelley<br>Read also the Report, "Campus Climate Report (2011/2012)" by Susan Murray*
| 6    | 2/25 T 2/27 Th | **Quiz #3**<br>**Theme: Part II: C. Gender and Sexism**<br>✓ Ch. 18: "Sex and Gender through the Prism of Difference," by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner<br>✓ Ch. 53: "Rape, Racism and the Law." By Jennifer Wriggens<br>✓ Read SJSU Online Article Database item: "Chicana/Latina Testimonios on Effects and Responses to Microaggressions," by Lindsay Perez Huber and Bert Maria Cuevas
| 7    | 3/4 T 3/6 Th | **HW Week #8**<br>The Ethnicity Survey. Have the interviewee answer these 4 questions and conclude it by relating the findings to "Optional Ethnicities". **Ethnicity Survey: Share what you learned from one of this week's readings with 2 family members, friends, or community members (any combination). Record their answers to the following:**<br>1) [identification] What do should consider to be your ‘ethnicity’? 2) [identity] Why does this label capture your identity better than other labels? What do you like about being part of this identity? 3) [mis-identification] Have you ever been identified as coming from a different ‘ethnic group’ than your own? 4) [Dis-identification] What labels do people tend to call you or assume you are that you wish they wouldn’t? Give me two reasons you might feel you don’t identify with that label? Type their basic responses and turn this in today. Feel free to turn this into a short video clip for 20-points extra credit. [Due at the Midterm next Thursday]
**Tuesday Oct 8th: Review for Midterm Exam**

**Thursday: MIDTERM, Thursday. Bring Scantron.**

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<tr>
<th>Date</th>
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<tr>
<td>3/11 T</td>
<td><strong>MIDTERM</strong></td>
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<tr>
<td>3/13 Th</td>
<td><strong>MIDTERM</strong></td>
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<td>3/18 T</td>
<td><em>Annotated Bibliography is due today</em></td>
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<td>3/20 Th</td>
<td>Theme: Part II: E. Sexuality and Heterosexism</td>
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<td>4/1 T</td>
<td>Quiz #4</td>
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<td>4/3 Th</td>
<td>Discuss: Imani Perry, More Beautiful and More Terrible (discuss whole book)</td>
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<td>4/8 T</td>
<td>Theme: Part III: The Structure of Social Institutions B. Families</td>
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<td>4/10 Th</td>
<td>Discuss the Research Paper</td>
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<td>4/15 T</td>
<td>Theme: Part III: The Structure of Social Institutions C. Media and Popular Culture</td>
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<tr>
<td>4/17 Th</td>
<td>Research Paper Due today (full draft)</td>
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*Ch. 28: "The Invention of Heterosexuality," by Jonathan Ned Kat*

*Ch. 30: "Darker Shade of Queer," by Chung-suk Han*

*Ch. 39: "Straight Is to Gay As Family Is to No Family," by Kath Weston*

*JSU Online Article Database item: “Out and Bad: Toward a Queer Performance Hermeneutic in Jamaican Dancehall” by Nadia Ellis*

**Note:** Monday, March 24 - Friday, March 28

Spring Recess - no classes

7-page Research Paper: Comparative Racial Justice Movement Paper
Peer Reviewer’s Check List:
☐ Demands: Does the student make clear what the social rights
were that this group was demanding?
☐ Historical Context: Does student make clear the years and racial climate the activism was taking place using key events as examples? Is it supported by evidence from credible sources (not Wiki) and explain what U.S. culture was like at the time? Does s/he explain what other important political events were happening concurrently?
☐ Successful strategies: Does this student describe strategies and tactics this group uses to make their interests public and compelling to mainstream society?
☐ Productive: Does s/he clearly explain which strategies and tactics were productive in pushing along equality and peace between U.S. ethnic and racialized groups?
☐ Compare and contrast: Did the student compare a second group using the same criteria as the first group? Was the comparison balanced (got equal attention)?
☐ Retrospect: Does the student make clear what the group achieved in retrospect?
Make notes on their paper where s/he is: ☐ unclear in writing; ☐ inconsistent tone; ☐ moves off topic; ☐ Makes a claim without supporting it using a trusted source; ☐ made poor word choices ☐ unclear statements

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<tr>
<th>13</th>
<th>4/22 T 4/24 Th</th>
<th>Theme: Part III: The Structure of Social Institutions D. Education and Health</th>
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<tr>
<td></td>
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<td>Ch. 47: &quot;Historic Reversals, Accelerating Resegregation and the Need for New Integrated Strategies,&quot; by Gary Orfield and Chungmei Lee</td>
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<td>Ch. 48: &quot;I Hate it When People Treat me like a Fuck-up: Phony Theories, Segregated Schools, and the Culture of Aspiration among African American and Latino Teenagers,&quot; by Jeanne Theoharis (Film Clip: Walkout)</td>
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<td>Ch. 50: &quot;How a Scholarship Girl Becomes a Soldier: The Militarization of Latina/o Youth in Chicago Public Schools,&quot; by Gina Perez</td>
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<tr>
<th>14</th>
<th>4/29 T 5/1 Th Quiz #6</th>
<th>Theme: Part III: The Structure of Social Institutions E. Social Policies, the State and Violence</th>
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<tr>
<td></td>
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<td>Ch. 52: &quot;The Color of Justice,&quot; by Michelle Alexander</td>
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<td>Ch. 51: &quot;Policing the National Body: Sex, Race, and Criminalization,&quot; by Jael Silliman</td>
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<td>&quot;Review of American Essentialism: White Supremacy and Collective Violence in the United States&quot; by Guy Lancaster</td>
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<th>15</th>
<th>5/6 T 5/8 Th</th>
<th>Theme: Part IV: Pulling it All Together (Ch. 55, 63, and 65)</th>
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<tr>
<td></td>
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<td>Ch. 55: &quot;We are Not Ophelia: Empowerment and Activist Identities,&quot; by Jessica K. Taft</td>
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<td>Ch. 56: &quot;Tapping Our Strength,&quot; by Eisa Nefertari Ulen</td>
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<td>Ch. 58 &quot;Sustainable Food and Privilege,&quot; by Janani Balasubramanian</td>
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| 16 | 5/13 TUE (last class meeting) (Potluck) | HW Week #16: Film Analysis: Theory Application: Film: TBA. You will write down notes during the film showing. Then you will use the notes to writeup |
an essay analyzing the film content using concepts we have been learning in class. You must use and formally define at least 5 concepts in your film analysis. Two-pages double spaced minimum.

Pass out Potluck sign up sheet.

**Thursday**: Final Exam Review This Week and 😊 😊 Potluck. 😊 😊 Bring an ethnic food item to share.

<table>
<thead>
<tr>
<th>Final Exam</th>
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<tr>
<td><strong>Final Exam</strong> May 15th 5:45pm-7:00pm in same classroom**. Bring a 50 question scantron and a Large Green/Blue Book. **Full Edited Social Movement Research Paper is due at the final exam.</td>
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