San José State University
Sociology and Interdisciplinary Social Sciences Department
SOCILOGY 162, Race and Ethnic Relations sect. 1 (3 units)

FALL 2015

Instructor: Dr. Nava, S.
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Office Hours: OFFICE M 4:00pm-4:25pm; TTh 12pm-1pm

Class Days/Time: Monday and Wednesdays 4:30pm-5:45pm
Classroom: DMH 231
Prerequisites: SOC 1
GE/SJSU Studies Category: Self, Society, and Equality in the U.S.
Final Exam: Thursday, December 10, 2:45pm

Other Key Dates: Last day to drop without a student record entry is Sept 1st; Monday Labor Day (off) Sept. 7th; Last day to add course Wednesday Sept. 9th; Veteran’s Day (off) Wednesday Nov. 11th; Last Day of Instruction Dec 8th

Course Description:

This course is an analysis of racial and ethnic group experiences and perspectives in American society. We will engage in critical discussions on “interracial” contact and conflict, prejudice and discrimination, dominant and subordinate group status, and 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 in an intersectional way. Finally, we will analyze a particular set of “racial” relations and group efforts to solve the problem.

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 books:
1. Andersen, Margaret L. and Patricia Hill Collins. 2012. Race, Class, and Gender: An Anthology. 8th Edition. 9781111830946
Other supplemental readings will be available to download on Canvas.
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 and laptops out during discussions.** 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.)

**Assignments and Points:**

I. **Quotes-n-Questions**  
   20

II. **Weekly Scantron Reading Quizzes**  
   20

III. **Midterm Exam**  
   10

IV. **Annotated Bibliography**  
   20

V. **Final Group Presentation**  
   10

VI. **Final Comprehensive Exam**  
   20

=100 points

**DESCRIPTION OF MAJOR ASSIGNMENTS**

I. **Monday Quotes-n-Questions: Group-Led Discussions (20 percent):**
You will purchase a pack of large notecards. Each student in the class will bring a notecard per reading/film clip for the week. You will first write the thesis sentence of the reading. Second, you will write your favorite key quote from the current reading and/or film clip (see syllabus for the links) on the front of the card. Fill out a card for each reading and/or film clip for each week. Film clips must be watched by clicking the links and the thesis must be ascertained through your own analysis of the clip. Finally, on the back of the cards you must write a discussion question per card. Be sure your name and course title, full name of the reading/film clip is on each card before turning it in to class on Mondays. You will be asked to read the notecards in front of class and your peers will be asked to answer your discussion questions when your group is called upon.

Note: Choose questions that you are really interested in finding out the answers to. Explain what interests you in the reading and what you find relevant to your own social life.
II. Weekly Scantron Reading Quizzes (20%):  
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.

III. Midterm Exam (10%): 50 multiple choice and T/F questions. [test type may change if appropriate] Use green 882E 50-question scantron.

IV. Annotated Bibliography (20%):  
Write 10 sociology journal article entries (per student) based on one of the topics listed. Since this research will culminate into a Group Powerpoint Presentation, you must choose your topics as a group. Your group must choose one topic from the list below:  
- Group 1: gentrification and racial and class segregation;  
- Group 2: the war on drugs and racial and class oppression; racism, classism, nationalism and historical immigration;  
- Group 3: policing of black communities in Oakland and Harlem (comparison);  
- Group 4: racial implications of historical voting U.S. laws  
- Group 5: Dog whistle politics and the US Presidency  
- Group 6: Race, gender, sexuality and the cultural politics of the workplace  
- Group 7: differential racialization: ‘Whiteness and ethnic identity’ compared to ‘non-white ethnicities and identity’ and group feelings of belonging (choose which groups you want to compare)  

Each student will do their own annotated bibliographies, then you will compile and share your findings to produce the final presentation (Due Monday Week 9)

No matter what you choose you should apply the sociological imagination theory\(^1\), 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.’

Use the ASA format. I will send you a sample annotated bibliography if requested (ask me about this). No other format will be accepted. Single space, 12 point font.

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

Annotated Bibliography Basic instructions. Include the following for each source entry:  
(1) The full citation of the study: Include: author(s) name(s), book title, place of publication, publishing company’s name, date – if it’s a journal article, include authors, article title, journal title, volume and issue numbers, date.  
(2) Author’s Main Research Question: What is the author’s main research question? Paraphrase their key arguments.  
(3) Method: How does the author go about answering their main question (do they use surveys, historical research, secondary research sources, oral interviews, etc.)? Was their evidence and argument convincing? Was their method reliable? Valid? Was their research significant? Explain.

\(^1\) 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.
(4) Your Main Research Question: What are the author’s main unique findings, contribution to all the literature you have read on this topic? Explain how it helps you answer your research question.

V. Final Group Presentation (10%):
You will create a professional presentation based on the collective research of your group. The powerpoint should represent the answers to these questions at minimum. The division of labor should be fair between your group members:

(1) What is the racial issue your group is analyzing? Define the issue clearly.
(2) Who is this issue affecting? (3 groups)
(3) How is this issue affecting these groups?
(4) Which agencies are problematic and are exacerbating the problem? (3 groups)
(5) Based on your research what are some solutions to this problem (being sure to engage with key authors about the specific solutions)? Are economic forces more influential than cultural forces in shaping the problem and solutions?

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

Grading Policy:

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 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.
Final letter grades for the course will be assigned based on the following scale:
A = 93 – 100% B = 83 – 87% C = 73 – 77% D = 63 – 67%
A+ = 90 – 92% B+ = 80 – 82% C+ = 70 – 72% D+ = 60 – 62%
B+ = 88 – 89% C+ = 78 – 79% D+ = 68 – 69% F = 59% or less
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course lectures. 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.

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 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 is available at http://www.sjsu.edu/studentconduct/.

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 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 (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.
Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center 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 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 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 at http://www.sjsu.edu/counseling.
### SOCI 162 Race and Ethnic Relations 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 you will be tested on them. Do your weekly readings before the week begins. For exams, students are responsible for knowing the main thesis, supporting evidence or facts, titles, and author or director’s names of all readings and films we analyze in this course. Supplementary Readings are on Canvas under “Files” by Last name of author and a key word in the title. Most written assignments will be turned in on Canvas. Popquizzes will be spread throughout the weeks, so stay on top of the readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Due Dates</th>
<th>Reading Schedule and Activities (Popquizzes are not listed, but given)</th>
<th>Quotes-n-Questions: One notecard per chapter read.</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 24 &amp; 26</td>
<td>Introduction to Course Syllabus (See homework assignments due next Monday below) Discussion: Incivility in the Classroom</td>
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| 2    | Aug 31 & Sep 2 | Big Question: Do people have different sets of privileges and oppressions based on their “race”?
Monday: Preface
Wednesday: Turn in Quotes-n-Questions (notecards): Privilege, Power, and Difference: Ch 1, and Ch 2 (turn in a notecard for both CH 1 and CH 2) by Allan G. Johnson |
| 3    | Sep 7 & 9 | Big Question: Does capitalism create freedom for all Americans since all can pursue their own industry within capitalism, or does capitalism create oppression due to stark inequalities?
Monday: Labor Day Holiday (no class meeting)
Wednesday: Turn in Quotes-n-Questions (notecards): Privilege, Power, and Difference: Ch 3, and Ch 4 |
| 4    | Sep 14 & 16 | Big Question: Who or what is responsible for racism and its negative non-productive effects?
Monday: Turn in Quotes-n-Questions (notecards): Privilege, Power, and Difference: Ch 5, and Ch 6, and Ch 7
Wednesday: Film clip: TBA |
| 5    | Sep 21 & 23 | Big Question: Is it possible to live in a color-blind society?
Monday: Turn in Quotes-n-Questions (notecards): Privilege, Power, and Difference: Ch 8 and Ch 9
| 6    | Sep 28 & 30 | Big Question: Is there diversity in the media, finally?
<table>
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<tr>
<th>Date</th>
<th>Activities</th>
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<tr>
<td><strong>7</strong> Oct 5 &amp; 7</td>
<td><strong>The Ethnicity Survey:</strong> Have the interviewee answer these 4 questions and conclude it by relating the findings to our relevant readings.</td>
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<td><strong>Big Question:</strong></td>
<td>Is “white” an ethnicity, like “Latino”, or is it a “race” like “African American” or “Filipino”? What do we really know about our “racial” identities?</td>
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<td><strong>Monday:</strong></td>
<td>Turn in <a href="note_cards">Quotes-n-Questions (notecards)</a>: Ch. 25: &quot;Optional Ethnicities: For Whites Only?&quot; by Mary C. Waters; Ch. 16: &quot;A Dream Deferred: Undocumented Students at CUNY,” by Carolina Bank Munoz; Online article: Black Mexico: [U:erthing the Third Root](U:erthing the Third Root), Jarrett Fellows Jr. August 16, 2015.</td>
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<td><strong>Wednesday:</strong></td>
<td>Discuss: 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: 1) [identification] What is 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 the interview questions and responses and cut-n-paste it onto Canvas by Monday (Oct 12th). Bring a <a href="hardcopy">hardcopy</a> to class Monday for a presentation.</td>
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<td><strong>8</strong> Oct 12 &amp; 14</td>
<td><strong>Monday:</strong> Assignment due: Discuss and analyze the hardcopy of your Ethnicity Survey.</td>
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<td><strong>Monday:</strong> Midterm Review</td>
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<td><strong>Wednesday:</strong> MIDTERM. Bring two 882-e Green Scantron.</td>
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<td><strong>9</strong> Oct 19 &amp; 21</td>
<td><strong>Big Question:</strong> Why are some racialized groups policed more than other groups?</td>
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<td><strong>Monday:</strong> Turn in <a href="note_cards">Quotes-n-Questions (notecards)</a>: Ch. 52: &quot;The Color of Justice,” by Michelle Alexander; Ch. 51: &quot;Policing the National Body: Sex, Race, and Criminalization,” by Jael Silliman</td>
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<td><strong>Wednesday:</strong> Annotated Bibliography is due today Oct 21st</td>
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<td><strong>10</strong> Oct 26 &amp; 28</td>
<td><strong>Big Question:</strong> How does food relate to race and class distinctions?</td>
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<td><strong>Monday:</strong> Turn in <a href="note_cards">Quotes-n-Questions (notecards)</a>: Ch. 58 “Sustainable Food and Privilege,” by Janani Balasubramanian; Online Canvas Article: [The Chinese-Mexican Cuisine Born of Prejudice](The Chinese-Mexican Cuisine Born of Prejudice)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
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| 11   | Nov 2 & 4 | **Wednesday:** In-class written reflection and discussion: food, ethnicity and changing racial attitudes  
**Big Question:** Can all people choose where they live in this country? Is gentrification good for the innercity?  
**Monday:** Turn in Quotes-n-Questions (notecards): Harlem Worlds: Preface; Ch 1, 2, and 3 by John L. Jackson  
**Wednesday:** Film discussion TBA* |
| 12   | Nov 9 & 11 (off Veteran’s Day) | **Big Question:** How do blacks and Latina/os disproportionately end up living in innercity neighborhoods?  
**Monday:** Turn in Quotes-n-Questions (notecards): Harlem Worlds: Ch 4 & 5  
**Wednesday:** November 11th (day off for Veteran’s Day) |
| 13   | Nov 16 & 18 | **Big Question:** How can we reconceptualize “whiteness” to avoid reinforcing a racist cultural logic?  
**Monday:** Turn in Quotes-n-Questions (notecards): Harlem Worlds: Ch 6 and Conclusion  
**Wednesday:** Roundtable discussion: How do we engage with the problem of gentrification |
| 14   | Nov 23 & 25 | **Big Question:** How do schools become segregated? Can equal opportunity exist in the United States when schools are unequal?  
**Monday:** Turn in Quotes-n-Questions (notecards): Ch. 48: "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," by Jeanne Theoharis; Ch. 50: "How a Scholarship Girl Becomes a Soldier: The Militarization of Latina/o Youth in Chicago Public Schools," by Gina Perez  
**Wednesday:** Grade Check-day: Non-mandatory class meeting* |
| 15   | Nov 30 & Dec 2 | **Big Question:** What are some solutions to the problems of racism and sexism in the United States?  
**Monday:** Turn in Quotes-n-Questions (notecards): Ch. 55: "We are Not Ophelia: Empowerment and Activist Identities," by Jessica K. Taft; Ch. 56: "Tapping Our Strength," by Eisa Nefertari Ulen  
**Monday:** Pass Out Potluck Sheet (week 16 is the Potluck day)  
**Monday:** Final Group Presentation  
**Wednesday:** Final Group Presentation |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Monday Dec 7</td>
<td>Activity TBA</td>
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<td></td>
<td>(last class meeting)</td>
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<td>(Potluck)</td>
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<tr>
<td>Wednesday</td>
<td>Final Exam Review and Potluck. Bring an ethnic food item to share and be read to explain its origins.</td>
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<tr>
<td>Final Exam</td>
<td>Final Exam, Thursday, December 10, 2:45pm</td>
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