San Jose State University
Department of Sociology and Interdisciplinary Social Sciences
Fall 2021 Course Syllabus

“I tell my students, ‘When you get these jobs that you have been so brilliantly trained for, just remember that your real job is that if you are free, you need to free somebody else. If you have power, then your job is to empower somebody else. This is not just a grab-bag candy game.” - Toni Morrison

Land Acknowledgement
We acknowledge and are mindful that San Jose State University sits on the land of the Ohlone and the Muwekma Ohlone people, who trace their ancestry through Missions Dolores, Santa Clara, and San Jose. We remember their connection to this region and give thanks for the opportunity to live, work, and learn on their traditional homeland.

Course and Contact Information
Professor: Dr. Wiggins (she/her/hers)
Email: yolanda.wiggins@sjsu.edu
Virtual Class Days/Time: Tuesdays, 12:30PM – 1:45PM (Pacific Standard Time)
Office: Dudley Moorhead Hall, Room 211
Office Hours: Tuesdays, 2:30-3:30 or by appointment (NOTE: Please stop by my office hours in person or virtually – I will provide a recurring Zoom link on Canvas)

*** I will treat a number of students, who are nearby, to a cup of coffee during the first two weeks of the semester! I will send out an email and sign-up with dates/times for those of you who may be interested! Looking forward to connecting both virtually and in-person for those who feel comfortable doing so.

Please note that this semester, we will only be meeting virtually once a week. I have designated Tuesdays as our class meeting day. All assignments are due on Sundays no later than 11:59PM. Please plan accordingly. Late assignments will not be accepted.

IMPORTANT: You are responsible for regularly checking the course Canvas page as well as your email for notifications relevant to the course.

Course Description
Welcome to Sociology 177! This is an extraordinary moment in history, marked by both the COVID-19 pandemic and the enhanced attention to racial disparities in American life. This course will help you apply a sociological lens to examining what is happening to education (both K-12 and higher education) in this time. Rather than set aside the external world to focus on college, you’ll instead embrace and examine it to build your
sociological muscles of reading, critical thinking, analysis, and writing. My hope is that this effort will deepen and expand your life outside of college as well.

In this course, you will use a sociological perspective to investigate the American education system. What this means is that you will study how society and education interact: both how society affects the education system and how the education system affects society. You will learn about major inequalities in education—primarily those related to race, class, gender, and (dis)ability, and citizenship status. Though this course exposes you to major inequalities in the education system, it is important to recognize that it would be impossible to cover every inequality in a semester. This course focuses on historical and contemporary inequalities within the American education system. Following the introduction to the course, the course is divided into two units. Unit 1 focuses on inequalities in K-12 education (otherwise known as primary and secondary education). Unit 2 focuses on inequalities in higher education (or postsecondary education). Each unit explores racial, class, and gender inequalities as well as differences in the ways in which students within the educational system are treated based on (dis)ability (both hidden and visible) and citizenship status.

Throughout this course we explore the paradox that, although education is conventionally assumed to be a race-blind, meritocratic institution of opportunity and mobility, in the United States and elsewhere, it is also systematically linked to disparities in the educational achievement and social and occupational attainments of individuals, especially those of different races/ethnicities and social classes.

**Student Learning Outcomes**

A student who successfully completes this course will be able to:

1. Compare functionalist, conflict, and interactionist perspectives on education.
2. Identify and provide examples of some key concepts from the sociology of education, including: socialization, human capital, cultural capital, and social capital, stratification, including: tracking, segregation, and desegregation, deviance, discipline, school-to-prison pipeline, social class, race, and gender.
3. Use both macrosociological and microsociological approaches to analyze schooling processes.
4. Develop an understanding of how the classroom environment shapes the teaching-learning process.
5. Think critically about the relationship of individual schooling experiences with larger social relations, institutions, and structures.
6. Reflect on one’s own educational background in relation to course materials.
7. Demonstrate improved writing, critical thinking, analytical, and presentation skills.

Ultimately, I hope that what you learn in this course is information that you will carry with you into whatever career field you enter. Whether or not you realize it, some forms of educational inequality have impacted your educational experience up to this point and continue to impact your current experience as a student.

**Teaching and Learning During a Pandemic**
While some of things have slowly been shifting back to normal, the pandemic is also still present and the future remains uncertain. Together, we’ll get through this. Here are some guiding principles for our efforts;

1. **Nobody signed up for this.**
   - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
   - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. **The humane option is the best option.**
   - We are going to prioritize supporting each other as humans
   - We are going to prioritize simple solutions that make sense for the most
3. **We cannot just do the same thing online.**
   - Some assignments are no longer possible
   - Some expectations are no longer reasonable
   - Some objectives are no longer valuable

4. **We will foster intellectual nourishment, social connection, and personal accommodation.**
   - Accessible asynchronous content for diverse access, time zones, and contexts
   - Synchronous discussion to learn together and combat isolation

5. **We will remain flexible and adjust to the situation.**
   - Nobody knows where this is going and what we’ll need to adapt
   - Everybody needs support and understanding in this unprecedented moment

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**Required Texts**

There is no textbook for the class. Rather than building this course around a textbook, I have carefully selected readings, podcasts, and media clips that nicely pair with the topics we will be exploring. It’s well documented that textbooks aren’t cheap. As a first-generation college student, myself, I know that for some students, affording course materials takes priority over paying for meals or flights home, or pursuing their first-choice major. I want to even the playing field in my course at least and provide each student with free access to the course materials. I firmly believe that education is a **universal right for everyone** and should not simply be a privilege for those who come from financially advantaged backgrounds. The readings for each week are uploaded in advance on Canvas (our course’s webpage). You should have the readings handy with you during every class session. It is my hope that the selected reading material is both informative and engaging. In order to do well in this course, thorough reading/listening/watching of the assigned material is required.

You will experience readings by diverse authors using diverse perspectives and methods in this class. Your ideas will be intentionally challenged and you will undoubtedly experience some discomfort as that occurs. That discomfort should be due to the learning process; growth can be painful. Please remember that all you are asked to bring to this course is your commitment to learn. No technical knowledge is assumed; you should read selections for the ideas contained within them—you are not expected to assess their technical merits.

**What to Expect from me as a Professor this Semester:**

- I believe that you as a student should, at all times, know what you are expected to do in the course and also know where you stand in terms of your grade. This syllabus provides a detailed explanation of the course expectations, and I will regularly update Canvas with your course grades in a timely manner.
- In regard to the format of the course, I recognize that there are many types of learners. Therefore, I will assess your learning in a variety of ways: papers, presentations, discussion board forums, etcetera. How will the course be taught? This course is not exclusively lecture-based. I will lecture when appropriate, but much of the learning will happen through large group discussion and collaboration with your peers. That being said, I will utilize PowerPoint during each of my lectures. I will post these slides on Canvas.
- I really enjoy working with and talking to students. If you have concerns or questions regarding the course or your educational/professional goals more generally, I invite you to make an appointment to speak with me. If I learn about external opportunities (i.e., internships, part-time employment, undergraduate research assistantships, enrichment programs/workshops, and interesting virtual campus talks, etcetera), I will be sure to share them with you. I believe that learning takes place in a variety of spaces—not simply the classroom—and diversifying your learning experiences and spaces help you grow intellectually, professionally, and personally.

***NOTE: I reserve the right to make changes to the course syllabus and will always notify you if that happens.***
What I Expect from you this Semester

• ATTENDANCE: This semester, our course will be meeting virtually. As indicated above, Tuesdays are designated as the day that I will hold virtual, “in-person” classes. I expect you to attend each virtual class session. Come to class ready to discuss the readings. To encourage active participation, please have the day’s readings handy. We will also use class time to make connections between course materials and real-world issues and personal experiences. Please ask questions, express confusions, and share understandings! In class, participate fully and meaningfully. Listen actively to others and respond in ways that reflect what you’ve heard. Ask questions. Challenge our thinking. Challenge your own. If you tend to talk a lot in class, use the opportunity to listen and observe more. If you tend to be quiet in class, push yourself! To facilitate active reading and participation, we will have in-class polls, two-minute journaling exercises, short, in-class video clips, and structured activities based on the assigned reading material.

• Please feel free to email me, but make sure to use proper email etiquette: Put “SOCI 177 [followed by the subject of the email]” in the subject line, address the email to me, Dr. Wiggins, check your spelling, etcetera. Also, if you ask a question that can be answered by referring back to the syllabus, I will probably tell you to reread the syllabus. I will respond to your email within 24 hours. If you have not received a response after that time, send me another email.

• Be respectful in your emails and the classroom. This respect should not only be for me, but for your peers as well. I welcome differing opinions, but rudeness, bigotry, homophobia, transphobia, xenophobia, etcetera is unacceptable and will not be tolerated at any time, both on my part and yours.

• I expect your best effort. As your instructor, I will do my best to make the course material understandable and engaging. However, this course will be what you make it. If you put effort into the course, you will learn a great deal, have an enjoyable experience, and also be able to get a good grade.

Course Components

• “Let’s Talk” Discussion Posts (15%): The discussion board is the space where we build community through (virtual) conversational-style discussion. You are expected to take part in the discussion board through audio or video recorded posts that simulate in class discussion and demonstrate your careful reading/listening/watching of the course material, while also responding to at least two of your peers’ posts. Your participation on the discussion board is crucial and designed so that we can engage with each other by reflecting on the week’s course materials in a more informal way than the weekly reflection papers. Both your video or audio post and your response to two peers’ posts should demonstrate thoughtful engagement with the week’s readings and lecture, as well as draw connections to prior course themes.

You are expected to post a video or audio recording of your own. Next, you are expected to digitally respond to one of your classmate’s video or audio entries. These responses will be graded based on thoughtfulness and thoroughness of your post. Discussion forum entries are graded according to the following rubric:

3 points: Audio or video post fully addresses the discussion post topic prompt, poses an original question or critique, makes connections between material, and stimulates substantial follow-up. Author has responded to two other students’ entries with substantive comment.

2 points: Audio or video post demonstrates partial understanding of material and minimal effort in post, but does not stimulate further class discussion. Responded to only one classmate’s entry.
Audio or video post demonstrates that the author has not read/watched/listened to the assigned material for the week. Author does not respond to any entries by others.

“LET’S TALK” DISCUSSION POST GUIDELINES

NOTE: For these discussion threads, you will upload two separate entries.

Audio Recording/Video Upload 1: Usually I will include a prompt for you to respond to for discussion threads. In the event that a prompt is not provided, please react to the materials using the following format: What for you were the most important points that you took from the readings, discussion, and lecture material for the week? This is an exercise in abstract thinking—what is the ‘big picture?’ What did you find particularly interesting, surprising, useful, or thought-provoking? What questions did the course material answer for you? What questions and/or critiques are you left with following your reading/listening/watching of the week’s course material? What solutions do you propose to combat the challenges presented in the material? Please feel free to candidly express your reaction to the materials—happiness, anger, frustration, etc.

Audio Recording/Video Upload 2: Post a substantive response to two classmate’s post. Your response might extend the discussion by any of the following: offering an alternative view and/or disagreeing: posing related questions to push the discussion in a new direction; agreeing and elaborating; making connections between different classmate’s posts; connecting posts to passages in the readings, etc.

****To keep these conversations engaging with the current unit materials, late submissions to the discussion board are not accepted.****

- **Educational Autobiography (20%):** In this assignment, you will explore your own educational history from two perspectives. First, you should explore the personal and cultural values, assumptions, and narratives you hold about education. The second goal of this assignment is to begin to recognize how sociological forces and ideas may shape or intersect with our own personal narratives about U.S. Education. The autobiography should be 3-5 pages. We will revisit the narrative at the end of the semester. I will provide a rubric and more explicit instructions for the assignment. These will both be uploaded on the course’s webpage.

- **Weekly Reading Reflection Statements (15%):** Students will submit weekly reflection paper statements on the assigned material (i.e., readings, podcasts, media clips). The weekly reflection statements should be no more than 1-2 pages in length. Typed statements should be double-spaced and use 12pt Times New Roman font. No matter how many readings, podcasts, and/or media clips you are assigned for the class, your statement never needs to be more than 1-2 pages. These should NOT simply be a summary of the material; they should contain your critical thinking and analysis as you use the material as supporting evidence. The reflections should be critical and thoughtful. These statements are not intended to be complicated or time-consuming. They are meant to make sure that you keep up with the reading and are able to participate in class. These are due on Canvas each Sunday.

Possible ways to structure weekly reading reflection paper:
- Respond/react to the assigned material/reading. Do you agree with the material? Disagree? Why? Did it remind you of something else you have read or experienced in your life and/or someone you know has experienced? –You can respond to any or all of these questions.

- **Newspaper Assignment (10%):** Find a newspaper article from a reputable source (i.e., The New York Times, The Washington Post, LA Times, San Francisco Chronicle, The Boston Globe, etc.) that was
published within the past 5 years (i.e., 2015 or later) related to a topic we have covered in the first unit of class. Below are the components of this assignment:

1. Do a 1-page write-up (single-spaced and 12pt Times New Roman font) on the article. The write-up should be divided into three sections: 1) Summarize the article, 2) Explain how it relates to course material we have covered, and 3) Respond and react to the article.

- **Final Paper/Presentation (40%)**: For the final paper/presentation, you will research educational inequality in another country and relate it to what we have learned about educational inequality in the United States. The assignment has two components:
  - Final Paper: You will write a 5-7-page paper (double-spaced, 12pt Times New Roman font) on your chosen topic.
  - Final Presentation: Prepare a ~3-minute presentation where you will present your final paper and lead the class in an activity related to your chosen topic. This is a great opportunity to practice oral communication skills!

**Important Course Due Dates**
- Sept. 26—Educational Autobiography
- Oct. 10—Newspaper Assignment
- Oct. 31—Email Paper Topic
- Nov. 9—Final Presentations
- Nov. 16—Final Presentations
- Nov. 30—Final Presentations
- Dec. 6—Final Paper

Final grades will be computed on the following basis:

- 94-100% = A
- 80-82% = B-
- 60-65% = D
- 90-93% = A-
- 76-79% = C+
- < 60% = F
- 86-89% = B+
- 73-75% = C
- 83-85% = B
- 70-72% = C-

**Our Learning Community**

Please respect our learning space. Be invested in our time together. Your classmates are important resources. Form study groups to discuss course material, pool information, and peer edit assignments. I recommend that you exchange email addresses and phone numbers with at least two other students the first week of class.

San Jose State University is committed to providing an environment consistent with the academic nature and core values of the institution in which students can participate in learning as a humanizing, social activity. Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. As such, please:

- behave in accordance with the Student Conduct Code and other University policies.
- refrain from disrupting the ability of fellow student to learn.
  - Examples of disruption include:
    - Technological use that significantly or repeatedly distracts others
    - interrupting class by arriving late or leaving early
    - Not allowing others to participate in discussion; cutting people off during discussions
- communicate in a respectful fashion when interacting online.

Feel free to email me and even better, drop by during virtual office hours. If those hours do not work with your schedule, please contact me to set up an appointment. Consider yourself warmly invited to discuss the readings, career possibilities/opportunities, or anything else! There are aspects about college that can be confusing. Professors can appear intimidating or scary. I am here to help. Please utilize me as a resource!
**Student Resources**

- **The Writing Center** provides individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, interactive writing conferences, and academic skills coaching to discuss effective study strategies. Online tutoring services have been expanded significantly. Please see the Center's website or call: (408) 924-2308 to schedule an appointment.

- **Accessible Education Center (AEC)** provides comprehensive services in support of the educational development and success of students. If you are a student in need of academic accommodations, please contact ACE within the first week of class. From there we can discuss your learning needs and appropriate accommodations. For more information, please visit https://www.sjsu.edu/aec/ or call: (408) 924-6000.

- **Counseling and Psychological Services (CAPS)** offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call (408) 924-5910 for an initial consultation appointment or see their website for more information.

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**Confidentiality, Mandatory Reporting, and Sexual Assault**

As your professor, one of my responsibilities is to help create a safe learning environment on campus and in the classroom. I also have a mandatory reporting responsibility related to my role as a SJSU faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on SJSU’s campus with the University. For information and resources regarding sexual misconduct or assault visit the Title IX/Gender Equity Issues website or Office of Diversity, Equity, and Inclusion's website.

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**Academic Integrity**

All academic work for this course must meet the University’s standards of academic integrity. Academic dishonesty includes but is not limited to cheating on tests and plagiarizing the work of others. Please review the university's policies on academic integrity. Per departmental policy, all students will submit written assignments to TurnItIn.com (via Canvas), a website that helps check the originality of student work.

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**Religious Holidays**

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments, or required attendance. In this class, you should notify me at least two weeks ahead of time to request special accommodation if you have a conflict.

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**Course Outline and Reading Schedule**

**NOTE:** Please complete the reading assignment before the listed class, except for the first day.

**Week 1**

**Aug. 19**

**Welcome Week and Introduction to the Course**—*(NO VIRTUAL CLASS TODAY)*

**ASSIGNMENTS DUE THIS WEEK**

*30-Second selfie video or audio recording DUE: Sunday, August 22nd by 11:59PM)*

Please introduce yourself with the name (preferred name, if applicable), your preferred pronoun, how do you think this class inform/connects to your long-term personal/professional goals, ways that I can support you as a student in this course, and/or anything else that you’d like me to know about you in thirty seconds or less. Please upload this video on to Canvas.
Week 2
Aug. 24-26

Stratification Between and Within Schools

READINGS
Still Separate, Still Unequal

School Segregation by Race/Ethnicity and Economic Status

It’s Long Past Time To Give Every Child Free Lunch At School

Why More Public Libraries Are Doubling As Food Distribution Hubs

VIDEO CLIPS
Want kids to learn well? Feed them well

SUPPLEMENTAL MATERIALS (If you want to learn more – These are NOT required)
TED Talk: The “opportunity gap” in U.S. public education – and how to close it

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #1 (on the above readings and media)— Due Sunday, August 29th by 11:59PM

Discussion Post #1 Due (detailed prompt posted in discussion tab on Canvas)— Due Sunday, August 29th by 11:59PM

Week 3
Aug. 31- Sept. 2

Forms of Capital

READINGS
Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth

How Professors Can and Should Combat Linguistic Prejudice in their Classes

VIDEO CLIPS
TED Talk: Help for the kids the system ignores

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #2 (on the above reading) – Due Sunday, September 5th by 11:59PM

Week 4
Sept. 7-9

Peer Groups

READINGS
Focused: How Students Construct Attentiveness in First Grade Classrooms

“FOB” & “Whitewashed”: Identity and Internalized Racism Among Second Generation Asian Americans

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #3 (on the above readings)– Due Sunday, September 12th at 11:59PM
Discussion Post #2 Due (detailed prompt posted in discussion tab on Canvas)– Due Sunday, September 12th at 11:59PM

Week 5
Sept. 14-16

The Desire to Groom Selectivity
READINGS
Hyper-Selectivity and the Remaking of Culture
Cultivating S-P-E-L-L-E-R-S

Why Indian American Spelling Bee Success is More Than Just an Endearing Story
Zalia Avant-garde –2021 Scripps National Spelling Bee Champ – Stands Where Black Children Were Once Kept Out

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #4 (on the above readings)– Due Sunday, September 19th at 11:59PM

Week 6
Sept. 21-23

The Criminalization of Primary and Secondary Education
READINGS
What ‘White Folks Who Teach in the Hood’ Get Wrong About Education
Race, Gender, And The School-To-Prison Pipeline
Black Boys Viewed As Older, Less Innocent Than Whites, Research Finds
School Suspensions Don’t Just Unfairly Penalize Black Students—They Lead to Lower Grades and ‘Black Flight’

MEDIA CLIPS/PODCASTS
Why Open a School? To Close a Prison

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #5 (on the above readings and media) & Educational Autobiography– Due Sunday, September 26th by 11:59PM

Week 7
Sept. 28-30

Approaches to Urban Education: Critical Race Theory
READINGS
A critical race analysis of Latino/a and African American advanced placement enrollment in public high schools

Teachers, please learn our names! Racial microaggressions and the K-12 classroom

MEDIA CLIPS/PODCASTS
Key & Peele Skit: “Substitute Teacher”

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #6 (on the above readings and media)– Due Sunday, October 3rd by 11:59PM

Discussion Post #3 Due (detailed prompt posted in discussion tab on Canvas)—Due Sunday, October 3rd by 11:59PM

Week 8  
Oct. 5-7  
Pipelines to Higher Education  
READINGS  
Getting In: How Elite Schools Play the College Game  
Following Their Every Move: An Investigation of Social Class Differences in College Pathways  

MEDIA CLIPS/PODCASTS  
SNL Skit on College Admissions Scandal, “Cut For Time”  

ASSIGNMENTS DUE THIS WEEK  
Submit Reading Response Paper #7 (on the above readings and media) & Newspaper Assignment– Due Sunday, October 10th by 11:59PM

Week 9  
Oct. 12-14  
Higher Education and Campus Climates  
READINGS  
Feet On Campus, Heart At Home: First-Generation College Students Struggle With Divided Identities  
As Colleges Strive for a Return to Normal, Students with Disabilities Say, ‘No Thanks’  

ASSIGNMENTS DUE THIS WEEK  
Submit Reading Response Paper #8 (on the above reading)— Due Sunday, October 17th by 11:59PM

Discussion Post #4 Due (detailed prompt posted in discussion tab on Canvas)—Due Sunday, October 17th by 11:59PM

Week 10  
Oct. 19-21  
The Big Grade Debate  
READINGS  
The ‘Other’ College Scandal: Grade Inflation Has Turned Transcripts into Monopoly Money  
Grade Inflation: When A is for Average  
Grade Inflation Higher and Higher  

ASSIGNMENTS DUE THIS WEEK  
Submit Reading Response Paper #9 (on the above readings)– Due Sunday, October 24th by 11:59PM

Week 11  
Oct. 26-28  
Different In Postsecondary Institution Types  
READINGS  
Why Historically Black Colleges and Universities Matter in Today’s America
Redefining Success: How Tribal Colleges and Universities Build Nations, Strengthen Sovereignty, and Persevere Through Challenges

Moving Beyond Enrollment: The Future of Hispanic-Serving Institutions Depends More Than Growing Student Numbers

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #9 (on the above readings) & Email Final Paper Topic—Due Sunday, October 31st by 11:59PM

Week 12
Nov. 2-4
Challenging the Value of a 4-Year Education: The Student Loan Debt Crisis
READINGS
Even at Elite Colleges Lauded for their Generosity, Some Students Take On Debt

Overwhelmed by student debt, many low-income students drop out

“Why Wait Years to Become Something?” – Low-Income African American Youth and The Costly Career Search In For-Profit Trade Schools

MEDIA CLIPS/PODCASTS
College is Creating Poverty

ASSIGNMENTS DUE THIS WEEK
Submit Reading Response Paper #10 (on the above readings and media) – Due Sunday, November 7th by 11:59PM

Discussion Post #5 Due (detailed prompt posted in discussion tab on Canvas)—Due Sunday, November 7th by 11:59PM

Week 13
Nov. 9-11
Group 1 Student Presentations– (Please upload your PowerPoint presentation by Sunday, November 7th by 11:59PM)

Week 15
Nov. 16-18
Group 2 Student Presentations– (Please upload your PowerPoint presentation by Sunday, November 14th by 11:59PM)

Week 16
Nov. 23-25
NO CLASS THIS WEEK – UNIVERSITY HOLIDAY – NO READINGS/PAPERS DUE

Week 17
Nov. 30-Dec. 2
Group 3 Student Presentations & Farewells – (Please upload your PowerPoint presentation by Sunday, November 28th by 11:59PM) – LAST WEEK OF CLASS

Week 18
Dec. 6
Submit Final Paper –Due Monday, December 6th by 11:59PM