



- ✓ Create a classroom community that fosters intellectual growth based on respect and civility
- ✓ Develop critical speaking, viewing, reading, thinking, note-taking, and library research skills that are applicable to life both within and outside of the university
- ✓ Question "common sense" or "dominant" understandings of gender, sexuality, ethnicity, religion, class, and popular culture

#### **Essential Questions**

- What does it mean "to think like an American Studies scholar"?
- What evidence indicates that identities are *socially constructed*?
- How do identities constitute lived realities and shared communities?
- How do prejudice and institutional discrimination shape certain individuals and groups *life chances* and impact their access to resources, rights, and privileges?
- To whom do the rights and freedoms outlined in the *Declaration of Independence* and the *Constitution of the United States* belong?
- Do Americans have a responsibility to "exercise" their rights and freedoms? Should they push for greater liberties?
- How have Americans, through social movements, affected political change – what were their goals, strategies, successes, and failures?
- Is American history a history of social progress? Is social progress inevitable?
- How does popular culture shape and reflect American cultural ideals and values?
- How do popular representations of a group affect how members of that group see themselves and how others see them?
- How are popular representations of a group related to the group's access to political representation – to quote Richard Dyer, "to their right to the rights [America] claims to ensure its citizens"?

#### **Required Texts**

Ronald Takaki, *Double Victory: A Multicultural History of America in World War II* (New York: Little, Brown and Company, 2000)  
Susan J. Douglas, *Where the Girls Are: Growing Up Female with the Mass Media* (New York: Three Rivers Press, 1995)  
Marita Golden, *Don't Play in the Sun: One Woman's Journey Through the Color Complex* (New York: Doubleday, 2004)  
George Chauncey, *Why Marriage? The History Shaping Today's Debate Over Gay Equality*, (New York: Basic Books, 2004)

#### **Handout**

Shelby Steele, *A Bound Man: Why We Are Excited About Obama and Why He Can't Win* (New York: Free Press, 2008)

**Course Texts Available on ERESERVES**

- Kathryn Nocerino, "Americanism," in *Growing Up Ethnic in America: Contemporary Fiction about Learning to Be American*, ed. Maria G. Gillian and Jennifer Gillian (New York: Penguin Books, 1999), 79-82.
- Stephanie Coontz, "What We Really Miss About the 1950s," in *Rereading America: Cultural Contexts for Critical Thinking and Writing*, ed. Gary Colombo, Robert Cullen, and Bonnie Lisle (Boston: Bedford Books, 1998), 55-70.
- Andi Zeisler, "Breed All About It: An Interview with *The Mommy Myth* Coauthor Susan J. Douglas," *Bitch: Feminist Response to Pop Culture*, no. 24 (2004): 64-68, 94.
- Andi Zeisler, "Hog Heaven: Ariel Levy on Female Chauvinist Pigs and the Rise of Raunch Culture," *Bitch: Feminist Response to Pop Culture*, no. 30 (2005): 54-59
- Kathy Russell, Midge Wilson, and Ronald Hall, *The Color Complex: The Politics of Skin Color Among African Americans* (New York: Anchor Books, 1992), 1-35.
- Pierrette Hondagneu-Sotelo, *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence* (Berkeley: University of California Press, 2001), ix-xxi, 3-60
- Harry M. Benshoff and Sean Griffin, "Heterosexuality, Homosexuality and Classical Hollywood," in *America on Film: Representing Race, Class, Gender, and Sexuality at the Movies* (Malden: Blackwell Publishing, 2004), 297-317.

#### **Directions for Accessing ERESERVES**

Go to the KU Libraries homepage. Under "Research" click on "Electronic and Course Reserves" OR use the following link: <http://www.lib.ku.edu/reserves/eres/>. Once you have reached the "Course Reserves" page, click on "Find E-reserves" under "Students." Password: rosie.

#### **Blackboard, Email, and Office Hours**

This course uses Blackboard; you must check Blackboard and your email frequently for announcements concerning the course. Email is the best way to reach me with questions and concerns. I check my email daily (except on *Shabbat* – between sundown on Friday and sundown on Saturday) and will respond within 42 hours. Still, email cannot replace the one-on-one interactions possible during office hours. Therefore, I encourage you to make appointments to see me during my posted office hours.

#### **Classroom Values and Policies**

American Studies classrooms often involve lectures and discussions covering sensitive topics and issues with conflicting viewpoints. My hope is that we can create an environment conducive to open and considerate expression. As a group, we will discuss classroom civility and agree upon our policies for creating this type of setting.

#### **Course Grading**

Blackboard Posts

30%

• 6 Posts at 5%	
Projects (Choose 2 out of 6)	30%
• 2 Projects a 15%	
Reflection Essay on Wiki	30%
Discussion Participation	10%
<b>Total</b>	<b>100%</b>

### Course Assignments

Students will work in learning groups throughout the semester exchanging **Blackboard Posts** on readings and shaping an assignment for the collaborative **Reflection Essay**. When class activities call for group work, the learning teams convene in person, but you will also interact electronically.

<b>GROUP A</b>	<b>GROUP B</b>
<b>GROUP C</b>	<b>GROUP D</b>

### Blackboard Posts

Each participant is responsible for contributing a total of **6** Blackboard Posts on the same dates as their group members (see the course schedule). Each post will consist of 25-word summaries (your summaries must not exceed twenty-five words and should reflect what you see as the main argument, theme, or thesis of the reading(s)) and discussion questions (questions raised in your mind as you read that will provoke student discussion in class). Further instructions for each individual assignment are found on Blackboard under "Forum" in the "Discussion Board." You must post your summaries and questions to the discussion board under the correct "Forum" on Blackboard by 11:59 pm on the night before class; every member of the class should read her/his peers' summaries and questions prior to class.

These short summaries of readings, paired with student-developed discussion questions, serve three functions: 1) they require you to read and think about the course texts prior to coming to class; 2) they encourage you to cultivate important reading and writing skills (ex: reading for a purpose, identifying arguments, writing succinctly); and 3) they provide questions for class discussion that originate from you and your peers.

See grading criteria and examples authored by prior students appended to the syllabus.

**Projects**

Throughout the course of the semester, each student is responsible for completing 2 projects designed to develop and refine research, writing, and analytical skills crucial to "doing" American Studies. There are 5 possible projects; you choose 2. Refer to Blackboard – <http://courseware.ku.edu/>– for further details concerning each project as well as grading rubrics.

FOUR FREEDOMS PROJECT - due Tuesday, 6/17
ORAL HISTORY PROJECT - due Monday, 6/30
DOCUMENT ANALYSIS PROJECT - due Friday, 7/11
LIBRARY DATABASE PROJECT - due Friday, 7/18
ANNOTATED BIBLIOGRAPHY PROJECT - due Tuesday, 7/22

If you are unsatisfied with your project grades, you have one week from the date they are returned to you to make revisions, incorporating/responding to my feedback and rubric comments, for a second grade.

**Reflection Essay on Wiki**

As a group, please write a joint essay (no longer than 7-8 pages) reflecting your experiences in AMS110: American Identities that addresses one or more of **Essential Questions** outlined in the syllabus OR one or more of the following questions:

What did we get out of reading about and discussing issues of identity in American Studies? How have the readings and discussions changed the way we view "Americans," "American culture," popular culture, power and difference? How do we see this course fitting into our overall KU education and our lives outside of the university?

In answering the above questions, you must make meticulous, well-cited, productive use of the texts we have discussed in class.

Please construct this essay collaboratively. You will build this piece by piece on the Wiki tool, using your group Wiki inside the Reflection Essay button. Each group needs to organize parts and also organize editing and an approval system to decide when the essay is complete and offers an analysis that is agreed to by the group. There will be time in class to discuss this, but also use email to the group and comments inside the Wiki tool.

**TIMELINE**

R 7/10	Proposal Due
R 7/17	30 min. Prep. Time with Group
R 7/24	Draft Due/In-class

	Workshop
T 7/29	Final Wiki Due on Blackboard

Refer to the Reflection Essay link on Blackboard – <http://courseware.ku.edu/> – for further details concerning the reflection essay and grading rubric as well as basic instructions for using a Wiki to generate a collaborative document. Due date: TBD.

### **Discussion Participation**

You are expected to attend every class and you should come to each class having read and thought about the material for discussion. You must bring your text(s) to class with you and participate in each class meeting. You are expected to add to discussions through constructive comments and questions as well as to complete assignments – such as surveys on [www.SurveyMonkey.com](http://www.SurveyMonkey.com), group work, viewing worksheets, or in-class prompts.

### **KU Writing Center**

Most colleges and universities have a writing center, a place for students to talk about their writing with trained peer consultants. At KU, our writing center has locations across campus called Writer's Roosts. Please check the website at [www.writing.ku.edu](http://www.writing.ku.edu) for current locations and hours. The Writing Center welcomes both drop-ins and appointments, and there is no charge for their services. For more information, please call 864-2399 or send an e-mail to [writing@ku.edu](mailto:writing@ku.edu).

### **Late Work & Extensions**

Late work is unacceptable; do not ask to turn in late work – the answer is always “no.” Work is due by the announced deadline at the beginning of the class unless otherwise noted. Incomplete work – work that does not fulfill the outlined requirements – receives no more than half credit.

If you feel that given more time you will produce better work, I am willing to discuss reasonable extensions on a case-by-case basis but only if the extension is requested at least 48 hours prior to the date that the assignment is due; under no circumstances will I allow more than one extension per student per semester.

### **Students with Documented Disabilities**

The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact me privately in regard to your needs in this course.

### **Religious Observances**

If you have recognized religious observances that conflict with our course schedule, please let me know by the second week of class, so that we may discuss and arrange reasonable accommodations.

### **Academic Misconduct**

Please read carefully the University of Kansas policy on academic misconduct, the definition of which is simple and straightforward:

*Academic misconduct by a student shall include, but not be limited to, disruption of classes, threatening an instructor or fellow student in an academic setting, giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports, or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results, [and] plagiarizing of another's work.... (University of Kansas Fall 2002 Timetable, p. B9).*

Any student violating any of these provisions—by cheating or contributing in any way to cheating—will receive a failing grade in the course. That you were unaware of what comprises academic misconduct is an unacceptable excuse for committing it.

### **Plagiarism**

One of the major objectives of a college education is to develop the skills to engage other people's ideas, concepts, interpretations, and perspectives. As a result, we are constantly exposed and asked to respond to others' ideas—in our reading, in lectures, in discussions, and in a myriad of daily activities. Given the complex nature of human communication in today's world—especially with relatively easy access to a wealth of information on the Internet, it is inevitable, natural, and frequently desirable—indeed, necessary—to use others' ideas in constructing a spoken or written argument. As virtually all of the written materials that we'll read this semester indicate, it is perfectly acceptable to use others' materials, so long as you cite the sources from which they were obtained. However, whenever you use someone else's ideas or words, it is necessary to give credit to the source from which you took them.

Indiana University's Writing Tutorial Services (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>) provides a succinct outline of how to avoid plagiarism, which we will adhere to in this course:

*To avoid plagiarism, you must give credit whenever you use*

- *another person's idea, opinion, or theory;*
- *any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;*

- *quotations of another person's actual spoken or written words; or*
- *paraphrase of another person's spoken or written words.*

For those unfamiliar with the word, to plagiarize is to appropriate and present as one's own the writing, ideas, or thoughts of someone else. In other words, you may not use another person's words, ideas, opinions, interpretations, theories, or thoughts (either paraphrased or in direct quotes) without indicating the source from which you obtained them (no matter what that source is). If the words you are using are direct quotes of someone else's spoken or written words, you are required to indicate this by enclosing the directly quoted material in quotation marks and by providing explicit and precise information on the sources from which you obtained the material. If you use someone else's ideas but paraphrase them and don't quote them directly, you are still responsible for indicating the source from which you obtained them.

If there is any ambiguity about this definition or you have any questions about what comprises plagiarism, please contact me, either by email or during my posted office hours, before you submit a written essay. Plagiarism will result in an automatic failing grade for the entire course. That you were unaware of what comprises plagiarism is an unacceptable excuse for committing it.

#### **Policy on Student Academic Productions**

Uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. I would like to use your work outside of this class (e.g. as a sample for a teaching portfolio or for future classes). You will be asked to fill out and sign a written form authorizing such use. Your decision to allow me to use your work or your decision not to allow me to use your work for these purposes will not affect your grade for this course.

\*\*\*Note: I reserve the right to alter and amend the syllabus and course schedule\*\*\*

### Grading Criteria for Blackboard Posts

**50/50 points (advanced)** = summaries accurately reflect the reading(s) main thesis, theme, or argument and do not exceed twenty-five words each; questions invite discussion and conversation and are grounded in specific readings (and provide citation)

*Example by Jessica Hampton:*

*Doméstica* explains the circumstances of Latino/a domestic workers in global cities and the perception of these workers in the eyes the employees and the employers.

1. In the article housekeeping is not seen as real job, it is seen as a hobby and never quite gains legitimacy. Why is this line of work not seen as a real job? If this was your job would you consider it a real job? Why is housekeeping such a good stepping stone to a "real" job (p.9-10)?
2. There seems to be a correlation in the demographics of domestic workers with the immigration of the time period, with Irish, German, Scandinavian immigrants, to U.S. born women in the late 19th century to African American workers in the early 20th century, to Latina workers from the 1980s to today (p.14). From what demographic background do you think the next influx of domestic workers will come from? Or, do you think domestic work will disappear as it once was thought?

**45/50 points (good)** = either the summaries accurately reflect the reading(s) main thesis, theme, or argument, the summaries exceed twenty-five words each, or the questions invite discussion and conversation but are not all grounded in specific readings (does not include citations).

*Example by Anonymous Student:*

*Doméstica* discusses the growing population of Latinos and how the jobs they perform in the US are a crucial part of the economy.

1. Being American and going to another country to live because it would better your life, how do you think you would react and expect to be treated in another country?
2. If your boss gave you his or her old clothes would it make you work harder and longer for them? Is this manipulative (p.11)?

**40/50 points (threshold)** = summaries inaccurately reflect the reading(s) main thesis, theme, or argument and/or exceed twenty-five words each and/or the questions do not invite discussion and conversation and/or are not grounded in specific readings.

*Example by Anonymous Student:*

The book *Doméstica* discusses how the need for migrant work has increased why it has occurred, and who it has affected.

1. Although the need to hire and employ immigrant workers for menial work has increased dramatically to keep job costs low, why is there still so much hatred and discrimination against Latinos/Hispanics?
2. Have any of the students in the class ever been witness to or participated in discrimination against a person who does is doing menial/manual labor work?

**0/50 points (unacceptable)** = work is not posted on time or is incomplete

## AMS 110 COURSE SCHEDULE

### 1) COURSE INTRODUCTION

#### Tuesday, 6/3

##### FIRST DAY OF CLASS

Introductions; overview of syllabus, course goals, and essential questions; discussion of classroom civility and policies using CTE's "Keys to Civility for Faculty and Students"; and tips on how to read, write, and view effectively

#### Wednesday, 6/4

Before Class: Take an anonymous survey at SurveyMonkey.com via Blackboard by 9 pm  
Cowan, "American Studies: An Overview" in *Encyclopedia of American Studies* [HANDOUT]  
Lansford, "Popular Culture" in *Encyclopedia of American Studies* [BLACKBOARD – COURSE DOCUMENTS]  
Anderson and Taylor, Chapter 2, "Culture" in *Sociology*, 46-57 [HANDOUT]  
Anderson and Taylor, Chapter 16, "Social Change and Social Movements" in *Sociology*, 424-448 [HANDOUT]

### 2) WHO IS an AMERICAN? WORLD WAR II and the 1950s in AMERICA

#### Thursday, 6/5

Rockwell's Four Freedoms [BLACKBOARD - WEBSITES]  
FDR's Annual Message to Congress [BLACKBOARD - WEBSITES]  
Anderson and Taylor, Chapter 9, "Race and Ethnicity" in *Sociology*, 232-259 [HANDOUT]  
*Double Victory*, 3-21

#### Friday, 6/6

View *The Negro Soldier* (1944)

#### Monday, 6/9

*Double Victory*, 22-110  
BEFORE CLASS: **GROUP A POST 1 DUE** by 11:59 pm on Su, 6/8

#### Tuesday, 6/10

*Double Victory*, 111-136; 144-179  
BEFORE CLASS: **GROUP B POST 1 DUE** by 11:59 pm on M, 6/9

#### Wednesday, 6/11

*Double Victory*, 180-236  
BEFORE CLASS: **GROUP C POST 1 DUE** by 11:59 pm on T, 6/10

#### Thursday, 6/12

View *Leave It to Beaver* (1957)

#### Friday, 6/13

Soto, "Looking for Work" in *Growing Up Ethnic in America* [BLACKBOARD – COURSE DOCUMENTS]  
Nocerino, "Americanism" in *Growing Up Ethnic in America*, 79-82 [ERESERVES]

Coontz, "What We Really Miss About the 1950s" in *Rereading America*  
[ERESERVES]  
BEFORE CLASS: **GROUP D POST 1 DUE** by 11:59 pm on R, 6/12

### **3) WOMEN, the MASS MEDIA, and the "F" WORD**

#### **Monday, 6/16**

View *Imitation of Life* (1959)

#### **Tuesday, 6/17**

View *Imitation of Life* (1959)

**FOUR FREEDOMS PROJECT DUE**

#### **Wednesday, 6/18**

Anderson and Taylor, Chapter 10, "Gender" in *Sociology*, 260-287

[HANDOUT]

*Where the Girls Are*, 3-20

BEFORE CLASS: **GROUP A POST 2 DUE** by 11:59 pm on T, 6/18

#### **Thursday, 6/19**

Discuss *Imitation of Life* (1959)

*Where the Girls Are*, 21-122

Before Class Listen to The Shirelles, "Will You Love Me Tomorrow"

[BLACKBOARD – COURSE DOCUMENTS]

BEFORE CLASS: **GROUP B POST 2 DUE** by 11:59 pm on W, 6/18

#### **Friday, 6/20**

Continue discussion of *Where the Girls Are*, 43-122

In Class: View episode of *Bewitched* (1964)

#### **Monday, 6/23**

*Where the Girls Are*, 123-138

BEFORE CLASS: **GROUP C POST 2 DUE** by 11:59 pm on Su, 6/22

*Where the Girls*, 139-192

Before Class View Helen Reddy, "I Am Woman" [BLACKBOARD – COURSE DOCUMENTS]

BEFORE CLASS: **GROUP D POST 2 DUE** by 11:59 pm on Su, 6/22

#### **Tuesday, 6/24**

View episode of *Wonder Woman* (1976)

#### **Wednesday, 6/25**

*Where the Girls*, 193-268

BEFORE CLASS: **GROUP A POST 3 DUE** by 11:59 pm on T, 6/24

#### **EXTRA CREDIT OPPORTUNITY (25 points)**

*Where the Girls Are*, 269-308

Zeisler, "Breed All About It" in *Bitch* [ERESERVES]

Zeisler, "Hog Heaven" in *Bitch* [ERESERVES]

BEFORE CLASS: **EXTRA CREDIT POST DUE** by 11:59 pm on T, 6/24

### **4) COLOR ADJUSTMENTS**

#### **Thursday, 6/26**

In-class Discussion of Wiki Timeline and Guidelines

View *Ethnic Notions* (1987)

**Friday, 6/27**

NO CLASS

**Monday, 6/30**

View *Ethnic Notions* (1987)

View *Color Adjustment* (1991)

BEFORE CLASS: Please fill out mid-semester assessment on SurveyMonkey.com via Blackboard by 11:59 pm on Su, 6/29

**ORAL HISTORY PROJECT DUE**

**Tuesday, 7/1**

View *Color Adjustment* (1991)

**Wednesday, 7/2**

Benshoff and Griffin, "African Americans and American Film" in *America on Film, 75-95* [BLACKBOARD – COURSE DOCUMENTS]

King, "Letter from Birmingham Jail" [BLACKBOARD – COURSE DOCUMENTS]

Malcolm X, "The Ballot or the Bullet" [BLACKBOARD – COURSE DOCUMENTS]

Hyman, "The Shape of Race" in *Bitch* [HANDOUT]

BEFORE CLASS: **GROUP B POST 3 DUE by 11:59 pm on T, 7/1**

**Thursday, 7/3**

*Don't Play in the Sun*, 3-49

BEFORE CLASS: **GROUP C POST 3 DUE by 11:59 pm on W, 7/2**

**EXTRA CREDIT OPPORTUNITY DUE (25 points)**

Read Russell, Wilson, and Hall, "Introduction" and

**F:** "Masters, Slaves, and Lovers" in *The Color Complex*

**N:** [ERESERVES]

**Monday, 7/7**

*Don't Play in the Sun*, 50-107

BEFORE CLASS: **GROUP D POST 3 DUE by 11:59 pm on Su, 7/6**

**Tuesday, 7/8**

*Don't Play in the Sun*, 108-144

McIntosh, "White Privilege: Unpacking the Invisible Knapsack" [BLACKBOARD – COURSE DOCUMENTS]

BEFORE CLASS: **GROUP A POST 4 DUE by 11:59 pm on M, 7/7**

**Wednesday, 7/9**

*Don't Play in the Sun*, 145-196

BEFORE CLASS: **GROUP B POST 4 DUE by 11:59 pm on T, 7/8**

**5) MAID in the USA**

**Thursday, 7/10**

**\*\*REFLECTION ESSAY PROPOSAL DUE\*\***

Anderson and Taylor, Chapter 7, "Social Class and Social Stratification," in *Sociology*, 176-207 [HANDOUT]

Hondagneu-Sotelo, *Doméstica*, Preface and Chapter 1 [ERESERVES]

In class view *A Day without a Mexican* (short)

BEFORE CLASS: **GROUP C POST 4 DUE by 11:59 pm on W, 7/9**

**Friday, 7/11**

View *Maid in America* (2005)  
**DOCUMENT ANALYSIS PROJECT DUE**

**Monday, 7/14**

Hondagneu-Sotelo, *Doméstica*, Chapters 2 & 8 [BLACKBOARD – COURSE DOCUMENTS]

Before Class View *This Is CHIRLA!* [BLACKBOARD – WEBSITES]

BEFORE CLASS: **GROUP D POST 4 DUE** by 11:59 pm on R, 7/10

**6) WHY MARRIAGE?**

**Tuesday, 7/15**

Benshoff and Griffin, "Heterosexuality, Homosexuality and Classical Hollywood," in *America on Film*, 297-317 [ERESERVES]

View *Celluloid Closet* (1995) excerpts

BEFORE CLASS: **GROUP A POST 5 DUE** by 11:59 pm on M, 7/14

**Wednesday, 7/16**

Anderson and Taylor, Chapter 11, "Sexuality" in *Sociology*, 288-309 [HANDOUT]

*Why Marriage*, Introduction and Chapter 1

BEFORE CLASS: **GROUP B POST 5 DUE** by 11:59 pm on T, 7/15

**Thursday, 7/17**

**\*\*30 MINUTES OF IN-CLASS PREP TIME WITH GROUP\*\***

*Why Marriage*, Chapters 2-3

BEFORE CLASS: **GROUP C POST 5 DUE** by 11:59 pm on W, 7/16

**Friday, 7/18**

View *Tying the Knot* (2004)

**LIBRARY DATABASE PROJECT DUE**

**Monday, 7/21**

View *Tying the Knot* (2004)

*Why Marriage*, Chapters 4-5

BEFORE CLASS: **GROUP D POST 5 DUE** by 11:59 pm on Su, 7/20

**EXTRA CREDIT OPPORTUNITY (25 points)**

Berenstein, "Happily Never Married," *Ms.*, Summer 2007, 63-64 [BLACKBOARD – COURSE DOCUMENTS]

Pascoe, "Why the Ugly Rhetoric against Gay Marriage Is Familiar to this Historian of Miscegenation," April 19, 2004 [BLACKBOARD – COURSE DOCUMENTS]

BEFORE CLASS: **EXTRA CREDIT POST DUE** by 11:59 pm on Su, 7/20

**Tuesday, 7/22**

Steele, *A Bound Man*, Part I, 3-58 [HANDOUT]

Pinckney, "Dreams from Obama" in *New York Review of Books* [HANDOUT]

BEFORE CLASS: **GROUPS A & B POST 6 DUE** by 11:59 pm on M, 7/21

**ANNOTATED BIBLIOGRAPHY PROJECT DUE** via email by 11:59 pm

**Wednesday, 7/23**

Steele, *A Bound Man*, Part II, 59-134 [HANDOUT]

Nelson, "Identity Politics" in *New York Times* [HANDOUT]

BEFORE CLASS: **GROUPS C & D POST 6 DUE** by 11:59 pm on T, 7/22

**Thursday, 7/24**

**\*\*REFLECTION PAPER DRAFT DUE & IN-CLASS WORKSHOP\*\***

**Friday, 7/25**

LAST DAY OF CLASS

BEFORE CLASS: Take an anonymous survey at SurveyMonkey.com via Blackboard by 9 pm

**Tuesday, 7/29**

**\*\*FINAL WIKI DUE ON BLACKBOARD by 12 noon\*\***

**GROUP A**

Post Number	Date Due
1	Su 6/8
2	T 6/18
3	T 6/24
4	M 7/7
5	M 7/14
6	T 7/22

**GROUP B**

Post Number	Date Due
1	M 6/9
2	W 6/18
3	T, 7/1
4	T 7/8
5	T 7/15
6	T 7/22

**GROUP C**

Post Number	Date Due
1	T 6/10
2	Su 6/22
3	W 7/2
4	W 7/9
5	W 7/16
6	W 7/23

**GROUP D**

Post Number	Date Due
1	R 6/12
2	Su 6/22
3	Su 7/6
4	R 7/10
5	Su 7/20
6	W 7/23