

Urban Sociology (SOC 305-01)

Room: BAB125

Tu Th 11am – 12:15pm

Dr. Lauren C. Heberle (She/Her/Hers)

Office: Lutz Hall, Sociology Department, Room 118

Office Hours: By Appointment Tu/Thurs 9am-10am
(Please feel free to message me via MS Teams)

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Email: lauren.heberle@louisville.edu I will do my best to respond to email within 24 hrs on weekdays and 48 on weekends. Please do not expect responses after 5pm or before 9am. Please include SOC 305 in your subject line.

Textbook

Cities, Change, and Conflict: A Political Economy of Urban Life, 5th Edition by Nancy Kleniewski, Alexander R. Thomas

Paperback: 9781138604483

Additional Required Readings: Listed in Schedule of Reading Assignments and Posted in Perusal.

Course description

This course serves as an introduction to the sociology of 'urban' areas. We will explore patterns of the form and development of cities by comparing across time and space; examine how humans organize social life in cities; and study the institutions that structure and facilitate 'urban' life. We will review key theoretical approaches that frame each of these perspectives on urban social organization using a critical lens. Woven throughout the course will be an examination of how systemic racism and racialized structures operate in and construct 'the urban'.

Urban Sociology Student Learning Outcomes (SLOs)

By the end of this class students will be able to:

- analyze how urban development is related to the political, social and economic forces in cities, regions, nations and the world;
- locate and analyze reliable information and empirical data on the demographic and economic structure of cities, suburbs and metropolitan areas;
- and be able to use theoretical perspectives on race, ethnicity, class, gender, sexuality, and other socially organized categories presented throughout the course to explain urban development patterns.

Communication

Blackboard: We will use Blackboard as a base for this course. You will submit assignments through this system. We will communicate with you through this system and as noted below through MS Teams and Outlook. I will post additional readings using Blackboard. It is your responsibility to log on and check frequently. If you have trouble accessing email or Blackboard, make arrangements to be sure you are able to connect on a regular if not daily basis.

Microsoft Teams: Our classes will meet in person, but you should be prepared to use MS Teams in the event we need to go remote. You will be invited to join a MS Team called SOC 305-1 Urban Sociology SP 2022. Login to Teams and here is the [link](#). There you will find additional course resources and materials.

COURSE REQUIREMENTS

1. **Complete reading assignments and participation/engagement in class activities and discussions. (35%)**
 Complete assigned readings from the required textbook, additional readings assigned in the reading assignment schedule and posted on Blackboard as the course progresses. You will have a variety of ways to demonstrate that you have completed and thought about the readings. You are responsible for keeping up with all the reading and participating in some form of class discussion or other platforms such as discussion boards and Perusal described below. (Items that contribute to this include attendance, completing in-class activities, and participating in classroom/on-line discussions.)
 - a. **Classroom activities:** There will be short in-class activities that we will do together or in groups during class time. We will figure out how to break into groups during class. Each of these will be worth 10 points. To get the full 10 points your group needs to answer the questions asked in a way that demonstrates you have considered the material and question asked in a critical/substantive fashion. These will also be posted for you to complete if you are not able to attend the class session for any reason.
 - b. **Discussion Boards for Textbook Chapters:** Each week will have a question posted on the discussion boards for you to discuss with your classmates 10 points each. You will create an initial response post, where you provide your thoughts on the topic, and respond to any posts from your classmates. Your responses should encourage further discussion and be *more* substantial than “I agree” or “You make a good point”. Once you have posted your initial response, you must also respond to at least one other classmate’s initial post. Discussion board activity will be graded on how well you support your statements as well as how much you help further the discussion. Opinions are welcome as long as they are well grounded in the material we are discussing. See further explanations below. Please use appropriate netiquette when interacting with your classmates (see Netiquette, below). **These will be due every Monday @ 6PM.**
 - c. **Perusal Annotations and Discussion of Articles:** Log into Perusal through Blackboard. This is where additional readings outside of the textbook will be located. You will be asked to annotate, comment on the readings. I expect you to ask questions of the material using the intext comment framework of Perusal. The Perusal program provides a point structure for reading the articles, initiating an annotation/comment, responding to someone else’s comments, and providing/getting an upvote. Each assignment (that may have several parts) has a maximum of 10 points possible. All readings are loaded and available so you can read them anytime. You will need to have completed the assigned readings and annotations by **Wed @Midnight.**

2. **Personal Reflection Essay (15%).**
 Each student will submit one 2-page personal reflection essay (two pages, 12point font, 1inch margins, double spaced, justified margins). The topic of your reflection paper will be based on the day you sign up to turn it in. The paper will summarize some aspect of the readings for the week you select that you found interesting, challenging, or most important. You will reflect on why you think this is the case, and you will finish with how this information can best be used by yourself and others in other contexts. In these papers, students should directly reference that week’s reading assignments and any relevant previous readings. If you want to use additional outside sources, that is encouraged. While you get to choose the day you will turn this in there will be limited slots to select your day and topic.
Sign up for a topic and day on Google Sheet Document [HERE](#) before January 20, 2022.

3. **Neighborhood Project (25%)**
 Group Assignment. 2-3 people in each group. You will produce a document that provides a portrait or profile of a neighborhood that includes a history, demographic summary, description of assets (cultural, physical, programmatic), photos that capture key elements, obstacles the neighborhood might be facing, and initiatives that might be in progress. Your group should also make recommendations for neighborhood improvements.
More details to come.

- 4. Cumulative Knowledge Project (25%)** This will be in the form of a letter, document, video or other multi-media format that can be done on your own or ideally, with one other person. In some cases, I might permit three people to work together. This document will address some aspect of urban policy/practice/condition that you have learned about in this class and propose concrete policies, programs, or practices that would contribute to improving cities in general, a specific type of city, or a specific city such as Louisville. It can explore federal, state, regional, and/or local policies and regulations. It could examine non-governmental, private sector, or really any other institution that has impact on base the quality of urban life. Imagine having the opportunity to present this to the mayoral candidates or other elected officials tasked with supporting cities. You must your work on what you read about and learn in this class and demonstrate how the materials inform your proposals. I encourage you to work in groups because this is how the best ideas for change emerge.
- More details to come.**

Grading Scale

A+ 97-100%	C 74-76.99%
A 94-96.99%	C- 70-73.99%
A- 90-93.99%	D+ 67-69.99%
B+ 87-89.99%	D 64-66.99%
B 84-86.99%	D- 60-63.99%
B- 80-83.99%	F Less than 60%
C+ 77-79.99%	

In accordance with Departmental and University policies, I typically will not grant an incomplete. However, given the current COVID-19 pandemic, I will gladly work with any student who needs flexibility.

TECHNOLOGY AND OTHER EXPECTATIONS (especially if we move on-line)

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

If this course moves online, you will need to have access to a computer and reliable high-speed internet. If you do not have access at home, you may be able to come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week and that the computer allows you to upload and download files as well as play audio and video. *If any of this is an issue for you please get in touch and we will work to help you figure it out.*

If we move online, I will open the class meeting on MS Teams 15 minutes before class officially starts to give you time to make sure you are connected and can resolve any issues. Please take the time to test your connection.

You will need a video and mic. If you do not have that built into your computer, you can access the class meeting link on a smartphone if you download the MS Teams App. Or, you can use your computer for the video and dial in using your phone and the call-in numbers included in the link to the meeting. You may need to let me know you are doing this via the Chat in our Team so that I can let you in.

Please open Teams on your device and login to your UofL account **before** you join the session. That provides me with a name rather than just an anonymous phone number. Then if you need to call in for audio, you can do so. If you download Teams onto your smartphone/mobile device, please be sure to login thru UofL. Warning, MS Teams will eat up your battery.

When we are remote, I encourage everyone to use their video and mic as much as they are comfortable. This helps us have a better conversation when we can see each other's facial expressions. However, I am aware that sometimes having your camera on is not possible or practical. In this case, please set up your MS Teams account with a photo you like so that if your video is off, we can see an image of your face and have a sense of who is speaking.

Teams allows you to blur or hide your background under video settings. Feel free to use those. Your privacy is important. Note: Blackboard Collaborate Sessions do not allow you to change your background.

Written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them. As a student, you can get a free copy of Word and other Microsoft software. Visit Microsoft Office 265 Pro Plus for Students (<https://louisville.edu/email/office-365-proplus-for-students/louisvill-office-365-proplus-for-students/>) for more information.

For your privacy and security, only your official UofL email account will be used for email communication. No information will be sent to personal email accounts unless UofL encounters an emergency. Check your UofL email daily.

It is your responsibility to secure notes from another student if you miss class.

NETIQUETTE

Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

UofL Policies and Support:

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations. In addition, we will do our best to accommodate students who make requests even if they have not been able to verify eligibility through the DRC.

Academic dishonesty (including cheating on exams/assignments and plagiarism) will not be tolerated. University guidelines will be adhered to whenever academic dishonesty occurs. If evidence suggests that dishonesty has occurred, we reserve the right to assign a zero for the exam/assignment in question.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

UofL's updated Title IX Employee Sexual Misconduct Policy can be found at <https://louisville.edu/policies/policies-and-procedures/pageholder/pol-title-ix-employee-sexual-misconduct>. The Title IX Student Sexual Misconduct Policy is found at <https://louisville.edu/dos/students/studentpoliciesandprocedures/student-sexual-misconduct-policy>.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research

university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the Library Services for Distance Education and Online Courses page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the HelpDesk Resources website. Many useful videos can be found at the Blackboard 9.1 Help page.

Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the Writing Center website.

Student Reflective Essay Instructions

Step 1: Sign up for a topic and day on Google Sheet Document [HERE](#) by January 20

Reflective Paper:

The day before the topic you selected will be addressed in class, you will submit their reflective paper through Blackboard using the Assignments tab on the left-hand side and you will post your essay for other students to read and respond to once they've read your paper. This two-page essay is reflective but structured. You should reflect on the material we are reading for class that day and offer your own perspective on the topic. You should begin with a brief summary or description of the reading/topic you selected. You should state your critiques, opinions, further questions, and/or thoughts on the topic. The purpose of this paper is to provide you the opportunity to consider the material and reflect on the material using first-person.

The essay should be:

- three full pages
- 12-point font,
- 1-inch margins,
- double spaced,
- justified margins
- be well written with few grammatical errors or typos
- be well organized
- explicitly address the reading materials and the authors' points/findings

Discussion Board Assignments

I recommend keeping a separate Word.doc file on your computer where you type up all of your Discussions and then copy/paste into Blackboard.

1. DISCUSSION POST:

The initial summary post should be the “bulk” of your answer. This is where you answer the questions and reference the course material. Be sure to use specific details in the readings of theories, research, statistics, concepts, etc., so that I know you read the material (or watched the videos).

Your discussions should display a critical understanding of the subject and show that you are using your sociological imagination to go beyond the “surface level” of the topic. Show that you have read the material, watched the videos, etc., When we grade, we are looking to see if you have a full comprehension of the material.

Please be clear which question you are answering.

Always proofread, use proper grammar, capitalization, punctuation, etc.

We expect to see one to two full paragraphs for each question asked. Average paragraph is 150+ words.

2. RESPONSE POST

Make at least one other response posts to other students. Your response posts are basically “talking” to other students by providing feedback on their posts.

Your reply should be well thought out showing applied sociology and critical thinking (not just “Yes, I agree.”)

Your reply should refer back to the material.

Always be respectful to other students and do not make personal attacks.

Your reply should be several sentences to a full paragraph.

Discussion Grade Rubric

Comprehension:

Questions are answered clearly and correctly showing an understanding of the material. Answer references back to reading and/or lecture material with specific details of theory, research, statistics, concepts, etc. Answer shows sociological imagination and critical analysis.

Response Post:

Response post is well thought out and refers back to the material and furthers discussion in a constructive fashion.

Grammar:

Posts contain proper grammar, full sentences, punctuation, capitalization, citation (if needed), etc.

Perusal Reading Assignments

The link to the Perusal readings for each week can be found under Blackboard Assignments. It is important that you enter into Perusal using the course link from Blackboard so that it can be linked back to you in Blackboard.

The link will take you to the Perusal site where you will find the reading assignments and instructions for how to annotate, ask questions, and comment on other students comments. Your activity on the site is automatically scored by Perusal based on the following:

- the quality and quantity of your comments/annotations,
- complete reading of the documents, and
- interactions with other students' comments.

Each assignment is scored out of a total of 10 points and may contain several readings/parts.

Blackboard will show a % when it syncs with Perusal but I will keep an eye on how that works since I want to be able to override any problems that might come up between platforms. The idea here is to have the experience of reading together and helping each other better understand the materials.

Unless otherwise noted in the course schedule of reading assignments, **these will be due on Wednesdays by midnight each week.**

Room: BAB125 Tu Th 11am – 12:15pm

COURSE SCHEDULE AND READING ASSIGNMENTS

WEEK	READINGS AND VIDEOS	Assignments
Week 1	Introductions	
Jan 11	FIRST DAY INTRO	Syllabus Review and Student Information Questionnaire
Jan 13	Chapter 1. Examining Urban Issues	
Week 2	Theoretical Perspectives	
Jan 18	Chapter 2. Theoretical Perspectives on the City	Discussion Board Due Monday 6pm
Jan 20	Gottdiener, Mark and Leslie Budd. 2016. " The Socio-Spatial Approach. " Pp. 140-145 in <i>Key Concepts in Urban Studies</i> . Los Angeles: SAGE. Engels, Friedrich. 1845/2007. " The Great Towns. " Pp. 50-58 in <i>The City Reader</i> , edited by R. T. LeGates and F. Stout. New York: Routledge. Dear, Michael. 2002/2013. " Los Angeles and the Chicago School: Invitation to Debate. " Pp. 109-17 in <i>The Urban Sociology Reader (2nd Ed.)</i> , edited by J. Lin and C. Mele. New York: Routledge.	Perusal readings and commentary due Wednesday Midnight Deadline to sign up for Personal Reflection Paper Due Date.
Week 3	Theoretical Perspectives on the City Part II – No book chapter this week	
Jan 25	Prentiss A. Dantzler (2021) The urban process under racial capitalism: Race, anti-Blackness, and capital accumulation, <i>Journal of Race, Ethnicity and the City</i> , 2:2, 113-134, DOI: 10.1080/26884674.2021.1934201	Prentiss Article is located in Blackboard and Perusal Library. Discussion Board Due Monday 6pm
Jan 27	Intro sections F & G plus Chapter 2 in Delgado, Richard, Jean Stefancic and Angela P. Harris. 2017. Critical Race Theory : An Introduction. New York: New York University Press. Desmond-Harris, Jenée. 2016. " Implicit bias means we're all probably at least a little bit racist." <i>Vox</i> (https://www.vox.com/2014/12/26/7443979/racism-implicit-racial-bias) Suggested Readings: Morning, Ann. 2005. " Keyword: Race. " <i>Contexts</i> 4:44-46. (https://journals.sagepub.com/doi/pdf/10.1525/ctx.2005.4.4.44) Omi, Michael and Howard Winant. 2015. " Racial Formation. " Pp. 105-36 in <i>Racial Formation in the United States</i> . New York: Routledge/Taylor & Francis Group.	Perusal readings and commentary due Wednesday Midnight

Week 4	Change, Growth, and Decreases	
Feb 1	Chapter 4. Urban Development in the United States	Discussion Board Due Monday 6pm
Feb 3	Logan, John R. and Harvey L. Molotch. 1987/2013. " The City as a Growth Machine " Pp. 109-17 in <i>The Urban Sociology Reader (2nd Ed.)</i> , edited by J. Lin and C. Mele. New York: Routledge.	Perusal readings and commentary due Wednesday Midnight
Week 5	Shifting Populations	
Feb 8	Chapter 5. Cities, Suburbs, and Metropolitan Areas	Discussion Board Due Monday 6pm
Feb 10	Jackson, K. (1985). " Federal Subsidies and the Suburban Dream " Ch. 11 Pp. 190-218 in <i>Crabgrass Frontier: The Suburbanization of the United States</i> . Oxford University Press.	Perusal readings and commentary due Wednesday Midnight
Week 6	Beyond the U.S.	
Feb 15	Chapter 6. Cities in Europe	Discussion Board Due Monday 6pm
Feb 17	Swerts, Thomas. 2017. " Creating Space for Citizenship: The Liminal Politics of Undocumented Activism. " <i>International Journal of Urban and Regional Research</i> 41(3):379-95	Perusal readings and commentary due Wednesday Midnight
Week 7	Shifting our Focus	
Feb 22	Chapter 7. Cities in the Developing World	Discussion Board Due Monday 6pm
Feb 24	Ghertner, D. Asher. 2015. " Why Gentrification Theory Fails in 'Much of the World'. " <i>City</i> 19(4):552-63. doi: 10.1080/13604813.2015.1051745. The Digital Dump , Illegal Electronics waste Trade Documentary in Nigeria https://www.youtube.com/watch?v=i4GZA9kEOV4 Suggested Reading: Friedman, John 1986. " The world city hypothesis ". <i>Development and Change</i> 17: 69-83.	Perusal readings and commentary due Wednesday Midnight

Week 8	Structuring the Urban by Ethnic and Racialized Policy and Practice	
Mar 1	Chapter 8. Immigrants, Ethnic Groups, and the City	Discussion Board Due Monday 6pm
Mar 3	Brenes, Francisco. 2020. "Immigrants and the Right to Health Care in the Era of Covid-19." <i>Hispanic Health Care International</i> 18(4):178-79. doi: 10.1177/1540415320958614. Rucks-Ahidiana, Zawadi. "Theorizing Gentrification as a Process of Racial Capitalism." <i>City & Community</i> , (November 2021). https://doi.org/10.1177/15356841211054790 .	Perusal readings and commentary due Wednesday Midnight
Week 9	Urban Structural Racism Continued	
Mar 8	Chapter 9. African Americans in Cities	Discussion Board Due Monday 6pm
Mar 10	Wilson, William Julius. 2011. "Being Poor, Black, and American: The Impact of Political, Economic, and Cultural Forces." <i>American Educator</i> 35(1):10-23. Patillo, Mary. 2014. "The Problem of Integration." <i>Discussion 1: Why integration?</i> January. Retrieved: January 12, 2019 (http://furmancenter.org/research/iri/essay/the-problem-of-integration). Howell, Junia, Marie Skoczylas and Shatae' DeVaughn. 2019. "Living While Black." <i>Contexts</i> 18(2):68-69. doi: 10.1177/1536504219854724. Suggested Reading: Wacquant, Loïc. 2010. "Class, Race & Hyperincarceration in Revanchist America." <i>Daedalus</i> 139(3):74-90	Perusal readings and commentary due Wednesday Midnight
Week 10	TIME TO REST!!! Stay Safe	
Mar 14-20	SPRING BREAK	
Week 11	Neighborhood Change	
Mar 22	Chapter 10. Social Class and Neighborhoods	Discussion Board Due Monday 6pm
Mar 24	Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." <i>AMERICAN JOURNAL OF SOCIOLOGY</i> 118(1):88-133. doi: 10.1086/666082.	Perusal readings and commentary due Wednesday Midnight

Week 12	Gender and Sexuality in Urban Contexts	
Mar 29	Chapter 11. Women in Cities	Discussion Board Due Monday 6pm
Mar 31	Gottdiener, Mark and Leslie Budd. 2016. "Feminist Space." Pp. 27-29 in <i>Key Concepts in Urban Studies</i> . Los Angeles: SAGE. Longhurst, Robyn. 2017. "Bodies." Pp. 51-62 in <i>Urban Theory: New Critical Perspectives</i> , edited by M. Jayne and K. Ward. Abingdon, Oxon: Routledge. Forstie, Clare. 2020. " Theory Making from the Middle: Researching Lgbtq Communities in Small Cities. " <i>City & Community</i> 19(1):153-68. doi: 10.1111/cico.12446.	Perusal readings and commentary due Wednesday Midnight
Week 13	Focus on the Economy	
Apr 5	Chapter 12. The Urban Economy	Discussion Board Due Monday 6pm
Apr 7	Sassen, Saski. 2011. " The Global City. " Pp. 55-72, edited by S. S. Fainstein and S. Campbell. Chichester, West Sussex: Wiley-Blackwell. Miles, Steve. 2017. " Consumption. " Pp. 99-108 in <i>Urban Theory: New Critical Perspectives</i> , edited by M. Jayne and K. Ward. Abingdon, Oxon: Routledge.	Perusal readings and commentary due Wednesday Midnight
Week 14	Resistance and Disruption in Cities	
Apr 12	Chapter 15. Urban Unrest and Social Control	Discussion Board Due Monday 6pm
Apr 14	Dikec, Mustafa. 2017. " Rage in the Urban Age " and " Fatal Encounters in U.S. Cities " Pp. 1-53 in <i>Urban Rage : The Revolt of the Excluded</i> . New Haven: Yale University Press.	Perusal readings and commentary due Wednesday Midnight
Week 15	Can we imagine a better future?	
Apr 19	Chapter 16. Planning for the Future of Cities	Discussion Board Due Monday 6pm
Apr 21	Neighborhood Project and Cumulative Knowledge Project Discussion and Presentations LAST CLASS Neighborhood Project Discussion and Book Discussion Course Feedback	
Apr 26	Reading Day	
Apr 27	Finals Week: There is no final exam in this class.	

I reserve the right to alter the syllabus with due notice to students