

# FYS: Rhetorics of American Subcultures

## Course Information

FYS 130-33D  
Fall 2020  
3 Credits  
Synchronous Meetings M 11-12:15  
In-Person Meetings MW Hayman 315

## Department Information:

La Salle English Department: Hayman 141  
M-Th 8:00 am-6:30 pm; F 8:00 am-4:30 pm  
Phone: 215-951-1145

## Instructor Information

Rachel McCabe  
Email: [mccabe@lasalle.edu](mailto:mccabe@lasalle.edu)  
Phone: 215-951-1061  
Office: Hayman 144  
Virtual Office Hours: M 12:30-3:30 and by appointment

## University Information:

[www.lasalle.edu](http://www.lasalle.edu) (click on mylasalle for portal access)  
For updates regarding university closure, call 215-951-1910 (code 105 for day courses)

## Course Structure

Subcultures have marked the fashion, art, and music of the twentieth century in the US. Despite their minority label, these groups have had profound impacts on our understanding of the social fabric of this country. Much of their rhetorical significance comes precisely because they were consciously trying to have an impact on those around them. This seminar will take three specific moments in American culture and will use them as case studies to explore the rhetorical significance of fashion, art, and ideas of these time periods. The course will focus on the Jazz Age of the 1920s, the hippie movement of the late 1960s, and the hip-hop culture of the late 1980s.

## Student Learning Outcomes

By the end of the semester, we will be able to:

- describe the diverse contemporary and historical perspectives relevant to the specific moments in subculture representation.
- explain the relationship between the style and iconography of each subculture and its rhetorical impact, both at the time of its development and its contemporary interpretation and reiterations.
- theorize why fashion, film, literature, art, and music are used to address particular historical concerns of the 1920s, 1960s, and 1980s.
- perform close textual and visual analysis of subculture texts (fashion, film, literature, art, music, etc.).
- demonstrate awareness of the historical context for each of the three major subcultures.

## Instructional Methods

This course will incorporate a number of different formats, including full-class discussions, small-group activities, individual writing activities, brief lectures, multimodal presentations, and more.

## Instructional Technologies

You will find the syllabus and other course materials on the University's learning management system, Canvas, which is accessible from the Tools menu in the [mylasalle portal](#). All email communication should be conducted using your official La Salle email address.

## Course Materials

### Required Texts

- Baz Luhrman's 2013 film, *The Great Gatsby*, \$3.99 on Amazon Prime
- Dennis Hopper's 1960 film, *Easy Rider*, \$2.99 on Amazon Prime
- Spike Lee's 1989 film *Do the Right Thing*, free on Amazon Prime

I have included the lowest price I could find to rent each of these films, but feel free to use a streaming platform of your choosing.

## Required materials

If meeting in person, you will need to bring something to write with, and something to write on, for every class, along with a printed, annotated copy of the day's reading. You also need to print and bring your discussion post to each meeting. If we explore a reading over several class meetings, you may need to bring the reading with you for an extended period of time.

## Course Schedule

This course begins on August 17th and ends on November 25th. The last day to withdraw from this course is **October 23rd**. See the attached schedule for a more detailed breakdown of what we'll do during each class meeting.

## Grading Methods and Evaluation

### Point Breakdown

Essay 1	Unit 1: Analysis of a Text	10
Essay 2	Unit 2: Analysis of a Film Scene	15
Essay 3	Unit 3: Analysis of a Music Video	20

Reading Journals	Responses to Assigned Readings	5
Final Presentation	Tell Us About a New Subculture	15
Final Exam	What Subculture Would You Choose?	25
Activity Points	Various In-Class Assignments	5
Participation	See Syllabus Paragraph on Participation	5
<b>Total Points</b>		<b>100</b>

### Grading Scale

The grades I assign to your work this semester are a measure of how successfully you have completed a task. Grades are an indicator of how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a student; they are also not a reward for the effort you have made toward completing an assignment. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after carefully considering my comments on your work, please ask me.

Grade	%		What It Means
A	93-100 90-92	A A-	Superlative work. Addresses the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Almost entirely error-free. Leaves the reader thinking well after the last word goes by.
B	87-89 83-86 80-82	B+ B B-	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
C	77-79 73-76 70-72	C+ C C-	Adequate work. Meets the basic requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall. Any lapses in correctness and style tend not to affect the reader's comprehension.
D	67-69 60-66	D+ D	Barely meets the most basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.

F	Below 60 F	Fails to meet the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.
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### Feedback on Assignments

For each major assignment listed above, you will receive a detailed assignment sheet with specific requirements and a grading rubric.

## Responsibilities, Expectations, and Resources

**Changes to the Syllabus.** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for me to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences you and your peers articulate. I will give notice when changes to the syllabus are made.

**Student Responsibility Statement.** There is a high level of academic standards and rigor in all courses offered at La Salle. Student success is dependent on the individual student's intrinsic motivation, ability to be a self-regulated learner, and technology skills.

Take initiative to complete your coursework on your own and when working in groups especially when working outside the direct supervision of the professor. You will be expected to study and complete assignments independently. In addition, you may be expected to participate in discussions, group work, and regular class meetings. If you encounter any technical difficulties when trying to access coursework online, you should notify the instructor immediately as well as contact the La Salle University Helpdesk for technical support.

## Synchronous Sessions

Our synchronous class sessions will lay the foundation for all the work we do this semester. Attendance is expected. If you cannot attend a synchronous meeting, it is your responsibility to watch the video of the session after the fact and email me an outline of the content of the video.

Selecting a good environment in which to attend our synchronous sessions is crucial to your success in this class. Use the following guidelines to prepare for our weekly synchronous classes.

### Location:

The following are necessary for successful synchronous sessions.

- Stable internet connection (3Mbps minimum is best).
- Minimal background distractions (noise, light, etc...). While silence or no distractions may be hard to find, do your best to choose a quiet location with little to no background activity.
- You must be able to *speak* and to *be seen*.

In order to best approximate the feel of an in-person discussion, please keep Zoom enlarged and in “Grid” mode.

### Technology:

Below is a list of both mandatory and recommended technologies for our synchronous sessions. A failure to regularly meet the mandatory requirements will affect your final grade in this class.

- Mandatory Tech:
  - Updated operating system
  - Webcam (on)
  - Microphone (off, unless speaking)
  - Zoom (join meeting)
  - Canvas open (access to class materials)
- Recommended Tech:
  - Note-taking software
  - Have essays, textbooks, and other class materials on your desk.
  - Know “screenshot” hotkeys
    - Mac (Cmd-Shift-3)
    - PC (Prt Sc)
  - To raise your hand:
    - Mac (Option-Y)
    - PC (Alt-Y)

When connecting to Zoom for synchronous class sessions or office hours meetings, please use **a desktop or laptop computer, not a tablet or a smartphone**. Access and activity are two of the many keys to success in this course. If you have technological difficulties, contact IT at <https://www.lasalle.edu/technology/>.

### Miscellaneous:

- Digital Classroom Behavior
  - Just as you would appear in class, come physically prepared to our Zoom meeting. This means: wearing clothes, being attentive to the camera (eyes open), using your actual name in the Zoom description, sitting up, in a well-lit room.
- Sign-in early (to chat with peers/me).
- Bring questions about readings/assignments/skills.
- Contribute to class discussion!

In all cases, unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Further, students cannot copy, reproduce, display, or distribute instructional materials without authorization. Doing so is an illegal breach of academic copyright law.

This class or portions of this class will be recorded by the University for educational purposes. The recording of class sessions will enable a student to see and/or hear the class lecture and class discussions at a later time in the event that the student is unable to attend the live class session in person or from home. Students who were present in a recorded class and who seek access to the class recording to gain a better understanding of material discussed in that class session are also welcome to view and/or listen to the class recording.

- Class recordings will be deleted/destroyed within a reasonable period following completion of the semester.
- Access to class recordings will be controlled via a secure platform and will be restricted to students enrolled in the course, the Instructor, University officials with a legitimate educational basis, and University IT personnel necessary to maintain the system of recordings. The recordings may be edited prior to release in order to remove sensitive content or inappropriate behaviors.
- By registering for or attending this course, a student consents to La Salle University making and maintaining class recordings consistent with the above.
- Students continue to be prohibited from recording class sessions themselves and prohibited from the distribution of class recordings made by the University. Individual requests for students to record class sessions should be directed to Rose Lee Pauline, Affirmative Action Officer, Title IX Coordinator, Academic Affairs Support Specialist.

**Participation.** I hope you will do your part to help foster a respectful and comfortable environment in our class. Discussion of texts is essential to our learning process for this course, and so your participation will be required throughout the semester. If you do not do the work necessary to participate, you will be asked to leave and you will be marked absent. When contributing to class discussion—and you will, of course, contribute!—please refrain from the use of potentially offensive or hurtful language, even in jest. If you do not engage in the course through active participation and display disrespectful behaviors (such as talking while I or others have the floor, texting, putting your head down, saying rude or inappropriate comments, slumping repeatedly at your desk, and otherwise acting disengaged) your participation grade will be impacted.

**Class roster.** If you prefer to be called a different name than what is on the class roster, please let me know, either in class or via email. Feel free to specify your preferred pronoun usage. If you have any questions or concerns, do not hesitate to contact me.

**Late assignments.** You will be penalized 10% for every calendar day that an assignment is late (meaning that if you turn an assignment in after the start of class, the grade goes down by 10%). You must complete and hand in all assignments and Essays in order to qualify for a passing grade this semester.

**Plagiarism** is the unacknowledged use of other people's words or ideas, whether deliberately or accidentally. Any written work with your name on it signifies that you are the author—that the ideas, wording, and structure are yours, with exceptions indicated by quotation marks and citations. Evidence of plagiarism will result in a zero on the assignment in question, and a report on your academic dishonesty will be filed with the chair of your department and dean of your school. Receiving a zero on any assignment will make it difficult for you to receive a passing final grade in the class.

The university has a detailed Academic Integrity Policy which can be found in the Documents and Policies section on the home page of the university portal web site explaining more fully the rights of both instructors and students in the case of suspected plagiarism, including information about grade appeals. Please download this policy, read it, and sign the handout I distribute to you in order to indicate that you understand and agree to this policy. The handout I provide also has a field for you to sign and consent to the terms of this syllabus. I will collect your signed form through the second week of class. If you have any questions about what constitutes plagiarism, please ask and I will be more than happy to help you.

**Attendance.** If you have an **emergency or illness**, please remain in contact with me by email so that we can make appropriate arrangements for you to keep up with assigned work. In general, remember that the sooner you inform me of any complications to your regular attendance, the more options we'll have for minimizing their impact on your performance. If you have been absent for reasons that you believe should be excused, please talk with me during office hours. It is critical that you arrive on time to synchronous meetings. Late arrival is an interruption to the meeting. If you're going to be more than 5 minutes late to the session, please review the meeting after the fact instead of interrupting the class.

**Respect.** I will rely on you to do your part to help foster a respectful and comfortable environment in our class. When you contribute to class discussion, please refrain from the use of potentially offensive or hurtful language, even in jest. One of the great benefits of class discussion is the range of beliefs and ideas it brings to light for our consideration. There will be many overlaps in our thinking, and there will be some differences as well. The goal of academic discourse is not that we all learn to think alike; the goal is that we all learn in an environment of civility and understanding. Please regard other people's work and ideas with the kindness and respect we all deserve as we read, write, and inquire together this semester.

**Title IX.** As a La Salle University employee, I am responsible for helping to keep our campus safe for all students. Title IX prohibits sexual misconduct. You can read more about La Salle University's "Policy On Harassment, Sexual Misconduct, and Discrimination" here: <https://wa3.lasalle.edu/channels/docs/get.php?id=1497>. If you have experienced sexual misconduct, or if you know someone who has, the university can help. Dawn Soufleris is our Deputy Title IX Coordinator, and if you have any concerns, you can reach her at her office in Union 123 or by email at [soufleris@lasalle.edu](mailto:soufleris@lasalle.edu).

Additionally, federal and university regulations **require** me to promptly convey any information about potential sexual misconduct to our Deputy Title IX Coordinator. Protecting student privacy is of utmost concern, and information will only be shared with those who need it in order to respond and assist in a sensitive and professional manner. If you would like to talk to a designated confidential resource, Laura Cilia can be reached at [cilia@lasalle.edu](mailto:cilia@lasalle.edu), and her office is Medical Office Building Suite 112 in the Student Counseling Center.

**Canvas.** Be sure to check Canvas regularly this semester for updates, announcements, and course materials. This is where you will find all of your readings for class that are not in your two required textbooks. If you have problems using Canvas or any other course technology, IT can be contacted at 215-951-1860 or emailed at [helpdesk@lasalle.edu](mailto:helpdesk@lasalle.edu).

**Fair Use.** The essays and other copyright materials that you will be working with in the course have been made available to you within the provisions of “fair use,” as explained in the US legal code that governs copyright. In general, this means that you will use these materials exclusively for their designated purposes within the course and that you will not post, email, or otherwise distribute them to others outside the class. If you have any questions about fair use, please ask me.

**Student Disability Services.** La Salle University works with students requesting academic accommodations on a case-by-case basis by communicating with each student to determine the appropriate accommodations. Students who would like to request academic accommodations must submit the appropriate documentation certifying an illness or condition. ***To learn more about the process for requesting academic accommodations, please contact Rose Lee Pauline, Affirmative Action Officer, at [pauline@lasalle.edu](mailto:pauline@lasalle.edu) or 215.951.1014.***

**Student Counseling Center.** Open Monday through Friday, 8:30 a.m. to 4:30 p.m. To schedule an appointment, come to the Student Counseling Center at McShain Hall or call 215-951-1355. In an emergency during the day, students may be seen without an appointment, and the emergency walk in hour is at 1:00 p.m.

**Veteran Services.** If you are a veteran, on active duty, in the reserves, in the National Guard, or a spouse/ dependent of a veteran, please let me know if an aspect of your present or prior service affects your ability to fulfill the requirements of the course. Campus resources for veterans, service members, and families can be found by contacting Mr. Luke Jiorle at 215.951.1070 or emailing [vabenefits@lasalle.edu](mailto:vabenefits@lasalle.edu).

#### **Want help with this course?**

The Center for Academic Achievement in **Lawrence Administration Building (Suite 409)** offers academic support services in this and many other courses. Individual online appointments for Writing and Subject Tutoring can be made through Starfish. Group tutoring in the form of Supplemental Instruction (SI) is provided for designated courses. Students needing non-course based support can make individual appointments for Peer Academic Coaching and/or attend the Seminars on Success. To learn more about the Center and how you can utilize its resources and services, please visit our website ([academicsupport.lasalle.edu](http://academicsupport.lasalle.edu)).

**Writing Tutors** assist students from all disciplines and at all stages of the writing process. Tutors provide feedback on organization, clarity, citing and referencing sources, and work with students to enhance their ability to proofread and edit their papers. Schedule an online writing tutoring appointment through Starfish in the Portal. After you schedule an appointment, your tutor will email you a Zoom link to your live session and you will need to respond to this email with a copy of your paper prior to the time of your appointment. Online writing workshops on a variety of topics will also be held this semester; students will be emailed details. For more information about Writing Tutoring, contact **Jake Alspaugh** at [alspaugh@lasalle.edu](mailto:alspaugh@lasalle.edu).

**Subject Tutoring** is available for students seeking content help in a variety of courses throughout the University. If you are struggling to answer that one question that has you stumped, looking for a more comprehensive understanding of the material, or need help to create a detailed study plan, Subject Tutoring is something you should take advantage of early and often. Online Subject Tutoring appointments can be scheduled through Starfish. If you would like additional information about Subject Tutoring, contact **Jonice Arthur** at [mondj1@lasalle.edu](mailto:mondj1@lasalle.edu).



**One-on-one Peer Academic Coaching** sessions help to strengthen crucial skills necessary for academic success. Session topics include time management, study strategies, reading strategies, note-taking, test-taking, group study, and organization. Online seminars on success are offered throughout the semester as well. Schedule an online Peer Academic Coaching appointment in Starfish. For more information, contact **Melissa Gallagher** at [hediger@lasalle.edu](mailto:hediger@lasalle.edu).

**Meeting with Me.** The office hours listed on the first page of this syllabus are the dedicated times when I am available to talk with students about any aspect of the course, especially your written work. If you are unavailable during these times, talk with me or email me to see about scheduling an appointment for another time. I check my email once a day, so do not expect an immediate response. For conversations about your drafts and/or grades, please see me in person. Coming to office hours does not mean that you will necessarily do better on your assignments; it does, however, ensure that we will have a chance to enact some of the feedback, questioning, and conversation that all good writing requires before it can be great.

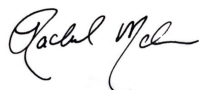
**Communication Policy.** I will periodically send out emails and post messages and announcements on Canvas to remind you of deadlines or readings, to provide details on assignments and examinations, and to tell students about University events of interest. It is your responsibility to check your University emails on a regular basis to stay informed. There will be no allowances made for a failure to read your official University email. Similarly, you must also be certain that you are receiving appropriate notifications from Canvas.

I will make every effort to respond to your messages within 24 – 48 hours during the work week and within 48 hours for emails sent on the weekend or holidays. It is the expectation that you will adhere to these timeframes as well when communicated with the instructor or classmates about matters pertaining to your coursework in this class.

**Further Information.** You will find links to important policies and resources in our Canvas course. See the links below or go to Canvas and click on **Help** at the bottom of the global navigation menu or on **Getting Help** in the course navigation menu.

- [American Disability Act of 1990](#)
- [Academic Integrity Policy](#)
- [Student Guide to Rights and Responsibilities](#)
- [Technology Help and Support](#)
- [Classroom Accommodations](#)
- [Center for Academic Achievement](#)
- [Connelly Library](#)
- [Student Counseling Center](#)

Again, welcome to “American Subcultures,” and I look forward to working with you and your writing this semester!



Week	DATE	ACTIVITIES AND ASSIGNMENTS
<b>Key</b>		<p>All readings and assignments are due on the date listed. <b>Items listed in red</b> indicate <i>major assignments, all of which must be submitted to pass the course</i>. This schedule may change over the course of the semester, but readings and assignments will never be due earlier than they are indicated here. Any changes will be announced in class and on Canvas.</p> <p>All readings are to be completed <i>before</i> the start of the week. Journal entries are due by 5:00 PM on Sundays unless otherwise noted, and drafts and essays are due on Wednesdays by 5:00 PM unless otherwise noted.</p>
<b>Unit One: Flappers and Clubmen of the Roaring 1920s</b>		
<b>1</b>	M 8-17	<p><b>What is a subculture?</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Essay 1 Assignment Sheet</li> <li>● Dick Hebdige, "Subculture: Chapter 6"</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● *Journal 1: "Subculture: Chapter 6"</li> </ul>
<b>2</b>	M 8-25	<p><b>F. Scott Fitzgerald: Voice of a Generation</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● "Bernice Bobs Her Hair"</li> <li>● Tools for Textual Analysis</li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>● <i>The Great Gatsby</i></li> <li>● <i>Our Dancing Daughters</i> clip</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Journal 2: F. Scott Fitzgerald in literature and film</li> </ul>

3	M 8-31	<p><b>Gatsby continued; Sounds of the 1920s</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Whitman, "I Hear America Singing"</li> <li>● Hughes, "I, Too," "The Weary Blues"</li> <li>● Williams, "The Great Figure"</li> <li>● Cole Porter, "Let's Do It"</li> <li>● Losh et al., "The Paragraph as a Sandwich"</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Journal 3: Poems of the 1920s</li> </ul>
4	M 9-6	<p><b>Impact of the 1920s, Discussion of Essay 1</b></p> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Submit draft of Essay 1</li> </ul>
<p><b>Unit Two:</b> <b>Hippie Culture of the 1960s</b></p>		
5	M 9-14	<p><b>Discussion: Politics of the 1960s</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Essay 2 Assignment Sheet</li> <li>● Dick Hebdige, <i>Subculture</i> "Chapter 7"</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● <b>Essay 1 due</b></li> <li>● Journal 4: Dick Hebdige, "Chapter 7"</li> </ul>
6	M 9-21	<p><b>Music of the 1960s and Joan Didion's "White Album"</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Joan Didion, "White Album"</li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>● The Beatles, "She Loves You," "I Wanna Hold Your Hand," "A Day in the Life," "Tomorrow Never Knows," "Revolution 9," "Helter Skelter"</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Journal 5: Sounds of the 1960s</li> </ul>

7	M 9-28	<p><b><i>Easy Rider</i> and the Poetry of the 1960s</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• “Easy Rider at 50”</li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>• <i>Easy Rider</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journal 6: <i>Easy Rider</i></li> </ul>
8	M 10-5	<p><b>Impact of the 1960s; Discussion of Essay 2</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Amiri Baraka, <i>Dutchman</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journal 7: Baraka’s <i>Dutchman</i></li> <li>• Submit a draft of Essay 2</li> </ul>
<p><b>Unit Three:</b> <b>Hip Hop Culture of the 1980s</b></p>		
9	M 10-12	<p><b>Discussion: Rock vs. Hip Hop in the 80s; Hip Hop Fashion</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Presentation Sign-Up Sheet</li> <li>• Brummett, “Style at the Center of Popular Culture”</li> <li>• Essay 3 Assignment Sheet</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• <b>Essay 2 Due</b></li> <li>• Journal 8: Brummett, “Style at the Center of Popular Culture”</li> </ul>
10	M 10-19	<p><b><i>Do the Right Thing</i>; Hip Hop Song Analysis; Discussion of Essay 3</b></p> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• <i>Do the Right Thing</i></li> <li>• Public Enemy, “Fight the Power,” “Burn Hollywood Burn”</li> <li>• Queen Latifah, “Ladies First”</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Journal 9: <i>Do the Right Thing</i></li> </ul>

<b>11</b>	M 10-26	<b><i>Do the Right Thing</i> and its continued impact</b> Assignments: <ul style="list-style-type: none"><li>• Submit a draft of Essay 3</li></ul>
<b>12</b>	M 11-2	<b>Impact of the 1980s and Subcultures Today</b> Assignments: <ul style="list-style-type: none"><li>• <b>Essay 3 due</b></li></ul>
<b>13</b>	M 11-9	<b>Presentations</b> <b>*Presentations due!</b>
<b>14</b>	M 11-16	<b>Presentations Continued</b>
<b>Final Exam due M 11-23</b>		