

Inequalities in the U.S.
Sociology 236 Dickinson College Fall 2015

Professor: Anthony Justin Barnum

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Class Details: Denny Hall 211 MWF 10:30a.m. - 11:20a.m.

Course Description

This course takes a critical look at the layers of American society that shape, construct, and inhibit the basic pursuit for equality of opportunity. Students will be asked to examine how the three most fundamental elements of social stratification (race, class, gender) function both separately and in tandem to organize systems of inequality. The course uses theoretical and practical applications of stratification to evaluate how social constructions of difference influence social institutions and social policy. Additionally, class discussions will also consider how the forces of racism, sexism, and classism impact the attainment of basic needs, such as wages, health care and housing.

This course will also examine the idea of sustainability in terms of local, state, national, and global communities. Sustainability is often narrowly thought of in terms of environment, but many would argue that until issues of equity and inequality are addressed from multiple perspectives (i.e. social, political, economic, and environmental) it will remain unachievable (Barbosa 2015).

American society has a system of stratification based on race, class, gender, sexuality, ability etc. that must be addressed in holistic and sustainable ways. This course incorporates service-learning, experiential, and place-based learning where students are required to spend time at local community organizations and use both qualitative and quantitative methods and reasoning. This enables students to see inequality within local, regional, and national contexts and to link these contexts to global forces, permitting them to make connections to the larger social worlds that they inhabit.

Meets U.S. Diversity Requirement

The United States has always been and remains a place of diversity, contest and inequality. The U.S. diversity course explores the ways in which diversity has enriched and complicated our lives. The course examines the intersections of two or more of the following categories of identity in the United States: race, ethnicity, gender, class, religion, sexual orientation, and/or disability. By considering people's lived experiences as members of dominant and subordinated groups, this course equips students to engage a complex, diverse United States.

In this course students will:

1. Gain a solid grasp of the course content
2. Become more knowledgeable about a complex and diverse United States
3. Enhance critical thinking about issues of position, power and privilege
4. Recognize the multiple identities that shape our interactions with one another
5. Develop skills to engage in respectful and civil dialogue with others who have different perspectives

Required Texts

Hays, Sharon. 2003. *Flat Broke with Children: Women in the Age of Welfare Reform*. New York, NY: Oxford University Press.

Noah, Timothy. 2012. *The Great Divergence: America's Growing Inequality Crisis and What We Can Do About It*. New York, NY: Bloomsbury.

Stiglitz, Joseph. 2012. *The Price of Inequality*. New York, NY: W. W. Norton and Company.

Williams, Linda Faye. 2003. *The Constraint of Race: Legacies of White Skin Privilege in America*. University Park, PA: The Pennsylvania State University Press.

Additional readings will be made available electronically via Moodle.

Course Objectives

1. To build a base of knowledge that will lead to an understanding of various types of inequalities from multiple perspectives addressing causes of inequalities both ascribed such as race, class, gender, sexuality, ability and achieved such as education, employment, marital status.
2. To develop working ideas and concepts in relation to inequalities of race, class, gender, sexuality, etc. and attempts by social, political, and economic entities to label individuals as either deserving or undeserving of social, political, and economic goods of society.
3. To understand one's own socio-economic position within the U.S. stratification system.
4. To learn basic conceptual frameworks of inequality and social stratification specific to the United States.
5. To perform a case study analysis of inequality of a given U.S. state. To become aware of and learn how to use statistical data sources such as the U.S. Census (American FactFinder).
6. To analyze problems and solutions to inequality in the United States as defined and carried out by local residents, state and national governments, and local NGOs.
7. To analyze the historical causes and present-day consequences of race and class segregation both locally and nationally through experiential community mapping and national level data.

8. To imagine and identify a path towards building political, economic, and social sustainability as a means to address inequalities in U.S. society.

Evaluation and Grading

Grading Scale: A (100-93); A- (92-90); B+ (89-87); B (86-83); B- (82-80); C+ (79-77); C (76-73); C- (72-70); D+ (69-67); D (66-63); D- (62-60); F (59-0)

Student Assessment

Students will be assessed based on a variety of assignments that actively seek to get them to engage with the material, the campus, and the larger community

Participation (5%) Students are required to actively participate in this course. That means participating in discussions and completing assignments by the assigned due date. Active participation entails asking questions and making comments about the material. Attendance is expected and will be taken at the beginning of each class. Attendance is also expected at 3 Dickinson Community Events as related to the course and as listed in the syllabus or as approved by instructor. For attended events students should submit a short 1 page double-spaced explanation of the event and how it applies to the course. **Due December 1.**

Inequality Analysis Presentation (15%) At the beginning of each class a student will be expected to choose a topic on inequality addressed in three article(s) from three news sources to show different perspectives/opinions. The topic should be related to materials discussed in class should fall into one off the following categories: class, wealth, income, race, ethnicity, gender, sexuality, health, ability, education, etc. Links should be made to previous readings from class. Articles should be published within the last month. The student in question should submit a brief summary of their talking points along with their presentation. Student presenters should generate discussion and debate concerning the article. Total presentation should be about 10 minutes.

Film Review (10%) During the semester students will be required to view 3 documentary films (one of which must be *Inequality for All* and one of which must be *Poverty Inc.*) and submit a review for each. Students will be required to obtain my approval of the third film before completing the review. Each film review should be 2-3 double spaced pages. Students will be required to define and expand on 3-5 sociological concepts and show how these are sociologically related to the film. They will address the primary subject matter and why they selected the film for review. Students will need to address what they learned from the film based on a sociological perspective as well as why the film is particularly relevant and significant to our class on inequality. Students will also address whether or not they feel the film demonstrates a biased or unbiased view of the topic and whether solutions are offered and evaluated. **Due October 14, November 11, December 2.**

Trout Gallery Art Analysis (5%). Students will analyze works from the collection at the Trout Gallery. This exercise should help you focus on learning how to look

which you will then apply to your community neighborhood analysis. The works have been chosen to represent diverse perspectives on families. The works will be examined in how they portray some aspect of inequality. Art is a social statement and a social critique. Address the social, political, and economic context within which the particular object was created and within which the artist lived. Explore how the work addresses the particular aspect of inequality and how it has been received. Art can also serve as a form of education, how can you use the chosen work to teach your classmates about inequality?

Community Analysis: Carlisle Borough Mapping Study and Service Learning

Students will visit the Cumberland County Historical Society (CCHS) located on Pitt Street in downtown Carlisle. Mr. Jason Illari, the Executive Director will speak with students on the importance of public history and its role in communities as well as address issues of accessibility and race, class, gender. Students will tour the exhibits and examine how the stories of race, class, and gender are or are not portrayed and identify historic events that have affected the divisions of race and class within the physical space of Carlisle. A short survey and discussion will then be held to evaluate the CCHS in their portrayal of aspects of diversity and inequality. **Friday September 4** in class.

For this class students will need to read:

Blau, Judith and Keri E. Iyall Smith. (2006). "Preface." In *Public Sociologies Reader*. New York, NY: Rowman & Littlefield Publishers Inc.

Buroway, Michael. (2006). "Introduction: A Public Sociology for Human Rights." In *Public Sociologies Reader*. New York, NY: Rowman & Littlefield Publishers Inc.

The Onion. (2004). "National Museum of the Middle Class Opens in Schaumburg, IL." Retrieved 8/30/15. (<http://www.theonion.com/article/national-museum-of-the-middle-class-opens-in-schau-1244>).

"About" (2015). *Significant Objects and how they got that way*. Retrieved 8/30/15. (<http://significantobjects.com/>).

Simon, Nina. (2015). "Meditations on Relevance, Part I Overview" *Museum 2.0*. Posted 7/18/15. Retrieved 8/30/15. (<http://museumtwo.blogspot.com/2015/07/meditations-on-relevance-part-1-overview.html>).

Service Learning

Although the topics covered in this course have significant real-world implications, it is far too easy to distance ourselves from the experiences of others. What does it mean for people to have such experiences, and how do communities strive to help or hinder individuals who struggle in an unequal social system?

Service-learning is an essential component of this course, through which you will have the opportunity to interact with community members. You are expected to provide **4 hours** of service during the semester. In fact, without your active participation in your service placement, you will not be able to successfully complete the course assignments. You will have to plan and schedule your time carefully throughout the semester to work this commitment into your schedule.

It is expected that these experiences will be mutually beneficial – whereas The Cumberland County Historical Society will benefit from your contributions, you will be able to apply information from the class materials to individual's true experiences, and thus think critically about the parallels between the theory and experiences of forms of inequality. Most importantly, your service-learning opportunities will allow you to better understand the human aspect.

The service-learning component has two purposes. First, the service-learning requirement provides you with the opportunity to contribute to and participate in the local community. Second, your service work will provide you with opportunities to gain new skills and also apply skills acquired through your formal education, learn more about yourself, and compare and contrast what you are learning in the classroom to the outside world. Additionally, these experiences will add perspective to the course readings and discussions. Through your service work, you will develop a deeper understanding of how nonprofit organizations are trying to address the needs of local people. These experiences will give you a more complex understanding of inequality in the United States and stimulate your thinking about how *you* can make a difference in your community throughout your life.

Your service-learning hours will be the newly opened History Workshop on High Street. During this time you will interact with the public and represent yourself, Dickinson, and the Cumberland County Historical Society. These hours are especially important because you will learn how interactive history works and be better equipped to propose the next semester's exhibits.

Professionalism - I expect all of you to act professionally and responsibly during your service-learning. Please remember that these agencies trust you to keep your commitments. This means that you must attend all of your scheduled service-learning sessions, and if you must cancel due to illness or another urgent reason, you must notify your on-site supervisor as soon as possible to reschedule (i.e., studying for an exam does not count as an "urgent" reason). Please **dress professionally and appropriately**, be on time for your sessions, maintain a positive attitude, and take measures to protect your safety (e.g., don't over-share information about yourself, don't give rides, lend money, etc).

Students will again visit the CCHS, this time to the History Workshop, to learn about the space they will be curating and working in. Students will also need to sign up for **2 two-hour shifts** during the semester. Before this visit, students should examine the following websites available on Moodle.

Museum Anarchist. (2015). *Twisted Perversion*. Retrieved 8/30/15.
(<http://twistedpreservation.com/2013/09/15/museum-anarchist-tags/>).

Norris, Linda. (2015). "I [heart] Maps" *The Uncatalogued Museum*. Retrieved 8/30/15. (<http://uncataloguedmuseum.blogspot.com/2015/08/i-maps.html>).

Students need to sign up for a two-hour shift here:
(<https://www.timetosignup.com/cchscarlislepa/>).

Community Based Service Learning Reflective Essays (10%)

During your time completing service you should write several short reflective essays 2-3 pages in length each based loosely on the following prompts:

1. First Impressions. Investigate the organization as much as possible before you go. What is their public image/visibility? What expectations or assumptions do you have about your placement? What expectations do you have about yourself?
2. Participant observation. After reading Warren and Karner (2015) "Writing Fieldnotes" examine the place, space, people, and interactions while you work. Make sure to take rich thick descriptions.
3. Evaluation/Final Reflection. Think about what you have learned about the Cumberland County Historical Society and its public. Do they provide an accurate depiction of Cumberland County and its people and history? What have you learned about yourself during this service? What could make a difference? How can you teach to change the world?
4. What has your exploration of the history of Carlisle taught you about how inequality affects the life experiences and outcomes of groups of people? How does the history of a place impact the present? How do past inequalities become perpetuated?

Due November 30

Mapping the Borough

After having read "African Americans in Cities," "Social Class and Neighborhood," and "Women in Cities" students will divide into 5 groups and engage in community-based learning. Students will be given a map of the Borough of Carlisle. Each group will be responsible for exploring a section of the residential areas of Carlisle. Try not to be invasive. Imagine talking a casual Sunday drive or an evening walk. Think about times you can expect to see the most people in the streets. You are only making observations so you don't need to talk to anyone. Photos should be taken of material artifacts that represent physical aspects of race, class, and gender. Are there spaces of race, class, and gender differences? **No photographs should be taken of people!!**

First, students will identify the racial mix of various neighborhoods and seek to identify racial segregation in the form of racial and ethnic enclaves. Students will then compare this to the Census data provided on the racial make-up of Carlisle and compare this to their own results.

Then, students will identify the class background of various neighborhoods and seek to identify which residential neighborhoods belong to which socio-economic classes. Care should be taken to identify material markers of social class. Students will then compare this to the Census data provided on income and wealth of Carlisle and compare this to their own results.

Students will each write an individual reflective 3-5 page essay exploring this process from their own perspective. (5%) **Due October 5**

Student groups will then present to the class the racialized, gendered, and classist spaces of their section of Carlisle. (10%) **Due October 5**

In part three of this project, Students should visit and make use of the photo archives of the Cumberland County Historical Society and locate photos off their particular neighborhoods through time.

Students will then lead a class discussion on how representative Carlisle is on the indicators of race, ethnicity, class, and gender as compared to other places in the U.S.

Interactive History Workshop Proposals

Students will be placed in groups of 5. Each group will consist of one member of the mapping groups so that a group will consist of 5 different perspectives of Carlisle. Students will individually write a one page concept proposal of how they would teach about the history of inequalities in Carlisle. Themes may address issues of race, ethnicity, class, gender, etc. Each group will then decide which of the five proposals they like the best. As a group they will then prepare multi-media poster exhibits examining inequality through time in Carlisle. Students are expected to make the presentation an interactive learning experience. Materials should be created for display at the CCHS for staff and possibly the public. The CCHS is excited about the possibility of using these interactive projects in the space beginning in January 2016 (20%) **Due December TBD**

State Project and Presentation (10%) Students will be assigned 3 U.S. states and collect data on several indicators of inequality as a means to perform a state-level case study. Students will collect the same data at the national level, for their home state, and Pennsylvania (note if they are a native of Pennsylvania they must choose one other state). Various indicators of inequality will be addressed. Students will present their state case study to their fellow students. Statistics should be taken from the U.S. Census Bureau State and County Quickfacts.

Group led Presentations (10%) Students will work in groups to present the last two books we will read for the semester.

Class Rules

Students will not be allowed to make negative or mean comments about other students in any emails or discussions. Derogatory comments pertaining to any religious, ethnic, sexual, racial, or gender group will not be tolerated. Students exhibiting such behavior will be reminded to police themselves. A second offense will result in a student being asked to leave class. You are strongly encouraged to respond to ideas presented in class and in readings and to responsibly express your opinions concerning the topics at hand.

Cell phones should be turned **OFF** upon arrival to class, thanks for your cooperation.

Use of any other electronic device in this class is **prohibited** unless you make an appointment to meet with me and explain your rationale for requesting to use an electronic device during class.

All required work must be completed in order for the student to be considered for a passing grade for the course. If any assignments are not submitted, the student risks receiving a failing grade for the entire course at the professor’s discretion.

Please be sure to complete reading assignments before class. It will be taken for granted that everyone has completed the readings and class discussions and lectures will proceed as such.

Course Schedule	
Week 1	
Monday August 31	Syllabus, Introduction, “The Act of Study”, Group Project Assignments,
Freire (1985). “The Act of Study” Moodle (3pgs) Santiago (2015). “Fifty Years Later: From a War on Poverty to a War on the Poor” Moodle (13pgs)	
Wednesday September 2	What is Inequality?
Schiller (2008). “Views of Inequality and Poverty” Moodle (17pgs)	
Friday September 4	Visit to Cumberland County Historical Society and Museum with Jason Illari
Blau and Iyall Smith. (2006). “Preface.” Moodle (9pgs) Boroway (2006). “Introduction: A Public Sociology for Human Rights.” Moodle (17pgs) <i>The Onion</i> . (2004). “National Museum of the Middle Class Opens in Schaumburg, IL.” Moodle (3pgs) <i>Significant Objects and how they got that way</i> . (2015). “About” Moodle (1pg) Simon (2015). “Meditations on Relevance, Part I Overview” Moodle (1pg)	
Week 2	
Poverty Inc. (Film)	Sunday September 6 ATS @7p.m.

Panel Discussion	Monday September 7 Dana 110 @7p.m. Tuesday September 8 Dana 110 @7p.m. Thursday September 10 Stern @noon
Monday September 7	Social Stratification
Schiller (2008). "Inequality" Moodle (17pgs) Kerbo (2009). "Perspectives & Concepts in the Study of Social Strat" Moodle (17pgs)	
Wednesday September 9	Dimensions of Inequality
Kerbo (2009). "Dimensions of Inequality in the United States" Moodle (31pgs)	
Friday September 11	
Wright & Rogers (2015). "Thinking About Fairness and Inequality" Moodle (12pgs) Kleniewski & Thomas (2011). "African Americans in Cities" Moodle (22pgs) on your own	
Week 3	
Monday September 14	
Wright & Rogers (2015). "Class" Moodle (10pgs) Kleniewski & Thomas (2011). "Social Class and Neighborhoods" Moodle (21pgs) on your own	
Wednesday September 16	
Wright & Rogers (2015). "Persistent Poverty and Rising Inequality" Moodle (30pgs) Kleniewski & Thomas (2011). "Women in Cities" Moodle (20pgs) on your own	
Friday September 18	Visit to Cumberland Historical Society History Workshop with Jason Illari
Wright & Rogers (2015). "Ending Poverty in America" Moodle (15pgs) Museum Anarchist. (2015). Moodle (1pg) Norris. (2015). "I [heart] Maps" Moodle (1pg)	
Week 4	
Monday September 21	
Wright & Rogers (2015). "Racial Inequality" Moodle (18pgs) 312-330 Sunstein & Chiseri-Strater (2002). "Researching Place" (13pgs) 230-231;241-244; 265-267	
Wednesday September 23	
Wright & Rogers (2015). "Racial Inequality" Moodle (34pgs) 331-363	
Friday September 25	
Williams (2003). "Introduction" (24pgs)	
Week 5	
Monday September 28	
Williams (2003). "America's First Undeserving and Deserving Poor" (15pgs) 25-40	
Monday, September 28, 2015 Anita Tuvin Schlechter Auditorium, 7 p.m. Marx in Soho by Howard Zinn	Bob Weick, actor and monologist featured as Karl Marx Karl Marx launches into a passionate, funny and moving defense of his life and political

	ideas in Howard Zinn’s brilliant and timely play, Marx in Soho.
Wednesday September 30	
Williams (2003). “America’s First Undeserving and Deserving Poor” (28pgs) 40-68	
Thursday, October 1, 2015 ♦ * Anita Tuvin Schlechter Auditorium, 7 p.m. The Morgan Lecture Intersectionality, Black Youth and Political Activism Patricia Hill Collins, University of Maryland	This talk examines how intersectional frameworks shed light on new directions for anti-racist activism, especially among African American youth.
Friday October 2	
Williams (2003). “White Security” (38pgs)	
Week 6	
Monday October 5	Race & Class Mapping Presentations and Essays Due
Williams (2003). “An Assault on Privilege” (17pgs) 107-124	
Tuesday, October 6, 2015 ♦ Stern Center, Great Room, 7 p.m. Family Life in an Era of Mass Incarceration Christopher Wildeman ’02, Cornell University with comments by Lauren Porter ’06, University of Maryland	This lecture will consider the implications of mass incarceration for American families, focusing especially on the consequences of men’s incarceration for their parents, partner, and progeny.
Wednesday October 7	
Williams (2003). “An Assault on Privilege” (43pgs) 124-166	
Friday October 9	
Williams (2003). “The Path Bends” (25pgs) 167-192	
Week 7	
Monday October 12	
Williams (2003). “The Path Bends” (26pgs) 192-218	
Wednesday October 14	The Corporate Class
Williams (2003). “Racially Charged Policy Making” (29pgs) 219-248	
Friday October 16	
Williams (2003). “Racially Charged Policy Making” (30pgs) 248-278	
Week 8	
Monday October 19	Trout Gallery Art Analysis Class will meet in Lobby of Weiss Center for the Arts
Williams (2003). “Addressing America’s Constant Curse” (33pgs) 279-312	
Wednesday October 21	Visit to the Weiss Gallery with Heather Flaherty
Williams (2003). “Addressing America’s Constant Curse” (29pgs) 312-341 Sunstein & Chiseri-Strater (2002). “Reading an Object” (13pgs)	

Friday October 23	
Williams (2003). "Whose Welfare System Is It Anyway?" (26pgs)	
Week 9	
Monday October 26	
Williams (2003). "The Problem of Race" (26pgs) & "Conclusion" (16pgs)	
Wednesday October 28	
Wednesday, October 28, 2015 ♦ * Anita Tuviv Schlechter Auditorium, 7 p.m. Topic: Gender, Policing, and Violence in Urban African American Communities Nikki Jones, University of California, Berkeley	
Wright & Rogers (2015). "Gender Inequality" Moodle (38pgs)	
Friday October 30	
Hays (2003). "Money & Morality" (30pgs)	
Week 10	
Monday November 2	
Hays (2003). "Enforcing the Work Ethic" (30pgs)	
Wednesday November 4	
Hays (2003). "Promoting Family Values" (32pgs)	
Thursday, November 5, 2015 ♦ Stern Center, Great Room, 7 p.m. The New Asylums: Mentally Ill and Behind Bars Doris Fuller, Treatment Advocacy Center, Arlington,	VA In the 1930s, barely one in 100 jail inmates had a serious mental illness. Today, the most conservative estimates are one in five jail inmates and even more of the prison population. With video, personal story and professional insight, Fuller will discuss the role of mental illness in turning the U.S. into the world leader in incarceration and discuss practical measures to curb this trend.
Friday November 6	
Hays (2003). "Fear, Hope, and Resignation in the Welfare Office" (26pgs)	
Week 11	
Monday November 9	
Hays (2003). "Pyramids off Inequality" (18pgs)	
Wednesday November 11	
Hays (2003). "Invisibility and Inclusion" (40pgs)	
Friday November 13	
Hays (2003). "Cultures of Poverty" (36pgs)	
Week 12	
Monday November 16	
Hays (2003). "The "Success" of Welfare Reform" (26pgs)	
Wednesday November 18	

Noah (2012). “Introduction” “Paradise Lost” “Going Up” “Usual Suspects”	
Thursday, November 19, 2015 ♦ Stern Center, Great Room, 7 p.m. Federal Policy, Urban Policing, and the Roots of Mass Incarceration Elizabeth Hinton, Harvard University	Shedding light on the devastating outcomes and the deep racial disparities within American law enforcement and penal institutions, Hinton traces the development of the War on Crime from its origins in the War on Poverty through the rise of mass incarceration and the War on Drugs in the 1980s. Hinton’s historical account situates the punitive policies of Ronald Reagan not as a sharp policy departure but rather as the full realization of the shift towards surveillance and confinement implemented by previous administrations.
Friday November 20	
Noah (2012). “Teeming Shores” “Kudoka and the College Premium” “Offshore”	
Week 13	
Monday November 23	
Noah (2012). “Unequal Government” “The Fall of Detroit” “Rise of the Stinking Rich”	
Week 14	
Monday November 30	Community Based Service Learning Reflective Essays and 6 hours Due
Noah (2012). “Why It Matters” “What to Do” “Afterword” Stiglitz (2012). “America’s 1 Percent Problem”	
Wednesday December 2	
Stiglitz (2012). “Rent Seeking and the Making of an Unequal Society” “Markets and Inequality” “Why It Matters”	
Friday December 4	
Stiglitz (2012). “A Democracy in Peril” “1984 is Upon Us”	

"Justice for All? How Inequality is Eroding the Rule of Law"	
Week 15	
Monday December 7	
Stiglitz (2012). "The Battle of the Budget" "A Macroeconomic Policy and a Central Bank by and for the 1 Percent" "The Way Forward: Another World Is Possible"	
Wednesday December 9	
Standing (2011). "The Precariat" Moodle (24pgs)	
Friday December 11	Cumberland County Historical Society Presentations and Media Exhibits Due

Accommodating Students with Disabilities

Dickinson College makes reasonable academic accommodations for students with documented disabilities. Students requesting accommodations must make their request and provide appropriate documentation to Disability Services in Biddle House. Because classes change every semester, eligible students must obtain a new accommodation letter from Director Marni Jones every semester and review this letter with their professors so the accommodations can be implemented. The Director of Disability Services is available by appointment to answer questions and discuss any implementation issues you may have.

Disability Services proctoring is managed by Susan Frommer at 717-254-8107 or proctoring@dickinson.edu. Address general inquiries to Stephanie Anderberg at 717-245-1734 or e-mail disabilityservices@dickinson.edu.

Academic Violations of the Community Standards

Normally, a student found responsible for an academic violation of the Community Standards will receive a failing grade for the course, and be placed on stayed suspension from the College for one semester.

The College's definition of cheating: Cheating involves deception or the provision or receipt of unauthorized assistance. Students are expected neither to receive nor to provide unauthorized assistance with academic work. Cheating may take many forms including plagiarism.

The College's definition of plagiarism: Plagiarism may take a number of forms but to plagiarize is to use without proper citation or acknowledgement the words, ideas, or work of another.

Please familiarize yourself with The Community Standards:

http://www.dickinson.edu/download/downloads/id/963/community_standards

Disclaimer: *This syllabus represents a “best” plan for the course, but, as with most plans, it is subject to changes made necessary by time, space, and personal constraints. The course outline, as well as exam and assignment dates, may change as the course progresses. Students should attend all class meetings to learn of any schedule changes.*

Syllabus Revision Date—August 2015