

**EOL 590: Diversity in Higher Education**  
**Spring 2007**  
**Tuesdays, 4:00-6:50**  
**Room 22, College of Education Building**

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**Office Hours:** Tuesdays, 1:00-3:00 and by appointment  
**Course Web site:** [http://webboard.cites.uiuc.edu:8080/~EOL590DHE\\_Cain\\_sp07](http://webboard.cites.uiuc.edu:8080/~EOL590DHE_Cain_sp07)

### **Course Description**

This course explores issues of diversity in American higher education. In addition to meeting needs identified by students, the class will examine how we research and think about race, class, gender, sexuality, and other relevant issues. The course will introduce students to theory, research, and practice related to diversity topics and will encourage them to develop their own understandings of historical and contemporary issues. Attention will be paid to administrators, faculty members and students, as well as to larger institutional and system issues.

By the conclusion of the course, students should:

- Be able to recognize and discuss major issues involving diversity in American higher education
- Be able to identify and use research on relevant educational and societal issues
- Be able to view educational issues from a variety of perspectives
- Be able to articulate and defend their views on key issues related to diversity
- Develop their writing and research skills
- Identify critical areas and issues for future consideration

### **Resources**

The following book is required for this course:

Tatum, B. D. (2003). *“Why are all the Black kids sitting together in the cafeteria?” And other conversations about race*. New York: Basic Books.

One of the following two books is required:

Hollinger, D. A. (1996). *Postethnic America: Beyond multiculturalism*. New York: Basic Books.

Michaels, W. B. (2006). *The trouble with diversity: How we learned to love identity and ignore inequality*. New York: Metropolitan Books.

The following books are optional:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C.: Author.

Spindel, C. (2000). *Dancing at halftime: Sports and the controversy over American Indian mascots*. New York: New York University Press.

As will be discussed during the first class, the rest of the course readings are available on-line through the University of Illinois Library. These majority are can be easily accessed through the course website, either via a link or in .pdf form. Additional readings will be available through on-line course reserves.

### **Course Expectations**

#### **Attendance:**

Students are expected to attend each session and be prepared to begin each session on time. If a lateness or absence is anticipated, please inform the instructor as early as possible. Repeated absence or lateness will result in a reduction of your course grade.

#### **Participation:**

Students are expected to engage actively and thoughtfully in the weekly class sessions. In order to fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Additionally, students are expected to participate in on-going conversations on the course website. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

#### **Deadlines:**

Unless otherwise specified, all assignments should be turned in at the beginning of class on the day they are due. Work turned in after the beginning of the assigned class will receive minimal feedback and a lower grade. The penalty for late work increases by a letter grade each week.

#### **Format:**

Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one inch margins, and have twelve-point font.

#### **Academic Integrity:**

All students are expected to maintain high standards of academic integrity and adhere to both the letter and spirit of the Student Code of Conduct. All completed assignments must be original work for this course, must consist of original ideas and writing, and must include appropriate citations of others' ideas. All students at the University of Illinois should familiarize themselves with the Student Code of Conduct, available at: [http://www.admin.uiuc.edu/policy/code/article\\_1/a1\\_1-401.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-401.html)

#### **Human Subjects:**

Due to historic and modern concerns regarding the potential for the mistreatment of participants in research, all students are expected to familiarize themselves with the appropriate College of Education and University of Illinois policies designed to protect human subjects. **ALL** research involving human subjects **MUST** be approved by the appropriate college and university offices. This can be a time-consuming process so all students interested in research with human subjects are strongly encouraged to propose their projects within the first two weeks of class. Projects using human subjects which have not been approved through IRB will receive a failing grade and will be referred to university for further action. For more information, see: <http://www.ed.uiuc.edu/ber/webpages/HumanSubjects.html>

#### **Services:**

If you believe that you may need accommodations due to any sort of special circumstances, please contact the instructor within the first two weeks of the class so that appropriate arrangements can be made.

**Syllabus:**

While the main assignments, issues and topics will remain the same, slight alterations in readings may occur due to identified class needs and interests. Such changes will be made in consultation with all class members.

**Assignments**

**Class Participation (15%):** As noted above, the learning that will take place in this course will largely be determined by the effort and preparation of all class members. In addition to active weekly participation, class members will be expected to undertake the following assignments.

Current events: Students are expected to be aware of issues involving diversity in modern American education. Please pay attention to the concerns and experiences of the students, faculty and administrators with whom you interact and the issues raised in publications such as *The Chronicle of Higher Education*; on web-sites such as Insidehighered.com; and local, national and student newspapers. Bring your observations and ideas into class.

On-line Posting: Throughout the course of the term, class members are expected to participate in on-going on-line conversations, sharing resources, commenting on readings, and posting and responding to questions. Failure to participate in on-line conversations will result in a reduction in your class participation grade.

Short assignments: Additional short assignments will be required during the course.

**Co-Teaching (10%):** In graduate education, students should help determine the direction and content of their courses. Early in the term, small groups of 2-3 students will sign up for dates to co-teach sessions of the course. As will be described, at least one week prior to the relevant session, groups will provide electronic links or hard copies of additional relevant readings for the class to consider. No later than noon on the Friday prior to the specified sessions, groups will submit an outline of how they will structure and lead ½ of that session. Grading will be based on thoughtfulness and appropriateness of the design and execution.

**Short Paper Assignment (25%):** There are 3 options for short papers, each with its own requirements and due date. Regardless of the option chosen, papers will be based on appropriate *scholarly* literature and will address issues related to diversity in higher education. Papers will be 7-10 pages.

Short Paper 1: Students selecting option 1 will identify and address multiple perspectives of a key current issue related to diversity in higher education. Examples of appropriate issues include affirmative action in admissions, Native American mascots, ideological diversity of college faculty members, speech codes, and funding for student groups which are believed to discriminate against some populations. These papers will present and critique the perspectives based on relevant literature. **Due February 27.**

Short Paper 2: Students selecting option 2 will analyze the relationships between books that we are reading for this class (Tatum, Michaels, & Hollinger). The papers will not be reviews per se but will address how the works speak to related issues in similar and distinct ways, offering critiques of the approaches and their execution. **Due March 27.**

Short Paper 3: The third short paper option is open. Students will suggest an independent paper topic and pursue it with the approval of the instructor. This option is only available for students not completing a final project. **Due May 1.**

**Choose One of the Two Options Below:**

Recognizing that class members will enter class with different interests and goals, students will be provided the flexibility to choose between two options. At the third meeting, students will identify which of the two they will pursue, including providing details about the issues that they will pursue.

Independent Project (50%): Students can design their own final project, equivalent to a 17-20-page paper. This project could be a literature review on an issue related to diversity in higher education, a proposal for a larger research project, a plan for the practical application of diversity based research, or another project of the student's design. Regardless of the choice, the project will be based on relevant *research* literature. As a first step toward successful completion of this assignment, each student will submit a short statement indicating a potential topic or topics by the third session of the course. By the sixth session, students will submit a one page prospectus and a one page list of references. **Due May 8.**

-or-

Two additional short papers (25% each): In lieu of the large final project, students may elect to complete all three short paper options above.

### Course Schedule

#### Session 1, January 16: Course Introduction

- Introduction to course and class members
- Set class norms
- Begin discussion of diversity and its importance to educators and society

Readings: None

#### Session 2, January 23: Thinking About and Researching Diversity I

- Why is history important for our considerations of diversity; how can it be used?
- What are the historical backdrops for issues with which we are currently dealing?
- What is multiculturalism?
- What types of diversity matter?

\*Note: This Class will begin at 5:15pm.

Assignments Due: Be ready to sign-up for co-teaching; attend Don Heller's Hardie Forum Presentation at 2pm on January 24 in the Illini Union.

Readings:

Hill, P. (1991). Multiculturalism: The crucial philosophical and organizational issues. *Change*, 23(4), 38-47.

Vander Putten, J. (2001). Bringing social class to the diversity challenge. *About Campus*, 6(5), 14-20.

Laurence, P. (1999). Can religion and spirituality find a place in higher education? *About Campus* 4(5), 11-16.

Baez, B. (2000). Diversity and its contradictions. *Academe* 86 (5) Available:  
<http://www.aaup.org/publications/Academe/2000/00so/SO00Baez.htm>

Read at least one of the following:

Synnott, M. G. (1979). The admission and assimilation of minority students at Harvard, Yale, and Princeton, 1900-1970. *History of Education Quarterly* 19(3), 285-304.

Howoritz, H. L. (1986). The 1960s and the transformation of campus cultures. *History of Education Quarterly* 26(1), 1-38.

Karen, D. (1991). The politics of class, race, & gender: Access to higher education in the United States, 1960-1986. *American Journal of Education*, 99(2), 208-237.

MacDonald, V.M. & Garcia, T. (2004). Historical perspectives on Latino access to higher education, 1848-1990. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education* (pp.15-43). Sterling, VA: Stylus.

Wright, B. (1991). The 'untameable savage spirit': American Indians in colonial colleges. *The Review of Higher Education* 14(4), 429-452.

Lewis, E. (2004). In P. Gurin, J. S. Lehman, and E. Lewis (Eds.) *Defending Diversity: Affirmative Action at the University of Michigan* (pp. 17-59). Ann Arbor: University of Michigan Press.

**Session 3, January 30: Thinking About and Researching Diversity II**

- What is the meaning of diversity; what are its dimensions; what is the underlying philosophy of its importance?
- Which frameworks or theories are advanced in the readings?
- How do they apply to the real world or to your experiences?
- How do they help us to better understand the dynamics of race, class, and gender in the higher education environment?

Assignment Due: Project Decision/ Statement

Readings:

Banks, J. (2002). Multicultural education: Historical development, dimensions, and practice. In C. Turner, A.L. Antonio, M. Garcia, B.V. Laden, A. Nora, & C.L. Presley (Eds.), *Racial and ethnic diversity in higher education* (2<sup>nd</sup> edition, pp. 427-457). Boston: Pearson Custom Publishing.

Bond, M. (1999) Gender, race, and class in organizational context. *American Journal of Community Psychology*, 27(3), 327 – 355.

Chang, M. J., Altbach, P. G. & Momotey, K. (2005). Race in higher education. In P. G. Altbach, R. O. Berdahl, & P. J. Gumpert *American higher education in the Twenty-first century: Social, political, and economic challenges*. (2<sup>nd</sup> edition, 517-536). Baltimore: The Johns Hopkins University Press.

Solorzana, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. *Qualitative Inquiry*, 8(1), 23-44.

McIntosh, P. "White Privilege: Unpacking the invisible knapsack." Available: <http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>

#### **Session 4, February 6: Climate**

- What factors contribute to fostering an inclusive campus environment?
- What type of leadership is needed to improve the campus climate for women and racial/ethnic minorities?
- What programmatic and policy efforts are needed to improve campus climates?

#### Readings:

Chang, M. J. (2000). Improving campus racial dynamics: A balancing act among competing interests. *The Review of Higher Education*, 23(2), 153-175.

Wolf-Wendel, L.E. (2000). Women-friendly campuses: What five institutions are doing right. *The Review of Higher Education*, 23(3), 319-345.

Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1998) Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *The Review of Higher Education*, 21(3), 153-175.

Evans, N. (2000). Creating a positive learning environment for gay, lesbian, and bisexual students. In M. B. Baxter Magolda (ed.) *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, No. 82. San Francisco: Jossey-Bass.

Garcia, M. & Smith, D. (2002). Reflecting inclusiveness in the college curriculum. In C. Turner, A.L. Antonio, M. Garcia, B.V. Loden, A. Nora, & C.L. Presley (Eds.), *Racial and ethnic diversity in higher education* (2<sup>nd</sup> edition, pp. 501-512). Boston: Pearson Custom Publishing.

Castellenos, J., Jones, L. (2003). Latina/o undergraduate experiences in American higher education. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education* (pp.1-9). Sterling, VA: Stylus.

#### **Session 5, February 13: Socio-Economic Class**

- How does social class affect student outcomes?
- In what ways does higher education respond to and reinforce class?
- How does student aid influence the college choices of students of different economic backgrounds?

Readings:

- Howard A. & Levine, A. (2004). Where are the poor students? A conversation about social class and college attendance. *About Campus* 9(4), 19-24.
- Karabel, J. (1977). Community colleges and social stratification: Submerged class conflict in American higher education. In J. Karabel & A. Halsey (Eds.), *In power and ideology in education* (pp. 232-254). New York: Oxford University Press.
- Paulsen, M. & St. John, E. P. (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *The Journal of Higher Education*, 73(2), 189-236.
- Walpole, M. (2004). Socioeconomic status and college: How SES affects college experiences and outcomes. *The Review of Higher Education*, 27(1), 45-73.
- Nora, A., Attinasi, L., & Matonak, A. (1996). Testing qualitative indicators of precollege factors in Tinto's attrition model: A community college student population. In F. Stage, G. Anaya, J. Bean, D. Hossler, & G. Kuh (Eds.), *College students: The evolving nature of research* (pp. 174-185). Needham Heights, MA: Simon and Schuster Custom Publishing.

**Session 6, February 20: Students and Diversity**

- What are the challenges in conducting research on minority students?
- What factors influence the undergraduate experiences of minority students?
- How do issues of religion, race, sexuality and gender interact?

Assignment Due: Final Paper prospectusReadings:

- Freeman, K. (2002). African Americans and college choice: Cultural considerations and policy implications. In C. Turner, A.L. Antonio, M. Garcia, B.V.Laden, A. Nora, & C.L. Presley (Eds.), *Racial and ethnic diversity in higher education* (2<sup>nd</sup> edition, pp. 623-632). Boston: Pearson Custom Publishing.
- Jackson, A. P., Smith, S. A., Hill, C. L. (2003) Academic persistence among Native American college Students. *Journal of College Student Development* 44(4), 548-565.
- Rodriguez, A., Guido-DiBrito, F., Torres, V. & Talbot, D. (2000). Latina college students: Issues and challenges for the 21<sup>st</sup> century. *NASPA Journal*, 37(3), 511-527.
- Chang, M. & Kiang, P. (2002). New challenges of representing Asian American students in U.S. higher education. In C. Turner, A.L. Antonio, M. Garcia, B.V.Laden, A. Nora, & C.L. Presley (Eds.), *Racial and ethnic diversity in higher education* (2<sup>nd</sup> edition, pp. 273-286). Boston: Pearson Custom Publishing.
- Krueger, A. B. Rothstein, J. & Turner, S. (2006 ). Was Justice O'Connor right? Race and highly selective college admissions in 25 years. In M. S. McPherson & M. O. Shapiro (Eds.) *College Access: Opportunity or Privilege* (pp.35-46). New York: The College Board.

Perna, L. W. (2000). Differences in the decision to attend college among African Americans, Hispanics, and Whites. *Journal of Higher Education*, 71 (2). 117-141.

**Session 7, February 27: Students and Diversity II**

- What are the challenges in conducting research on minority students?
- What factors influence the undergraduate experiences of minority students?
- How do issues of religion, race, sexuality and gender interact?

Assignment Due: Paper Option 1

Readings:

Rhoads, R. A. (1997). A subcultural study of gay and bisexual college males. *Journal of Higher Education*, 68 (4), 46-482.

National Coalition for Women and Girls in Education. (June 2002). "Title IX at 30: Report on Gender Equity." Washington, DC: Author.

Clinchy, B. M. (2000). Toward a more connected vision of higher education. In M. B. Baxter Magolda (ed.) *Teaching to promote intellectual and personal maturity: Incorporating students' worldviews and identities into the learning process*. New Directions for Teaching and Learning, No. 82. San Francisco: Jossey-Bass

Martinez-Aleman, A. M. (2000). Race talks: Undergraduate women of color and female friendships. *The Review of Higher Education*, 23(2), 133-152.

Gurin, P. "Expert Report." <http://www.umich.edu/~urel/admissions/legal/expert/gurintoc.html>.

Smith, D. G. & Schonfeld, N. B. (2000) The benefits of diversity: What the research tells us. *About Campus*, 5(5), 16-23.

**Session 8, March 6: Faculty & Administrators**

- Are faculty of underrepresented racial/ethnic backgrounds relegated to "otherness"? Why or why not?
- Which factors influence the type of experiences that faculty have on college campuses?
- What issues face women faculty in the sciences and elsewhere?
- Are religious perspectives treated equitably on college campuses?
- How are women leaders viewed in the academy and what issues do they face? How do these relate to issues of race and ethnicity?
- How might sexuality influence the roles and experiences of student affairs officers?
- How might institutions and individuals promote success for various administrators?

Readings:

Johnsrud, L. & Sadao, K. (1998). The common experience of "otherness": Ethnic and racial minority faculty. *The Review of Higher Education*, 21(4), 315-342.

- Stein, W. (1996). The survival of American Indian faculty. In C.S.Turner, M. Garcia, A. Nora, & L.I. Rendon (Eds.), *Racial and ethnic diversity in higher education* (1<sup>st</sup> ed., pp. 390-397). Needham Heights, MA: Simon and Schuster Custom Publishing.
- Hanna, C. (1988). The organizational context for affirmative action for women faculty. *The Journal of Higher Education*, 59(4), 390-411.
- Tierney W. G. (1993). Public roles, private lives: Gay faculty in academe. In *Building Communities of Difference: Higher Education in the Twenty-first Century* (pp. 49-65). Westport, CT: Bergin & Harvey.
- Ward, K. & Wolf-Wendel, L. (2004). Academic motherhood: Managing complex roles in research universities. *The Review of Higher Education*, 27(2), 233-257.
- Turner, C. S. V. (2002). Women of color in academe: Living with multiple marginality. *The Journal of Higher Education* 73, no. 1, 74-93.
- Blackhurst (2000). Effects of mentoring on the employment experiences and career satisfaction of women student affairs administrators. *NASPA Journal*. 37(4) 573-586.
- Danowitz Sagaria, M. A. (November/December 2002). An exploratory model of filtering in administrative searches: Toward counter-hegemonic discourses. *The Journal of Higher Education* 73 (6), 677-710.
- Jones, S. R. & Komives (2001) Contemporary issues of women as senior student affairs officers. In J. Nidiffer & C. T. Bashaw (Eds.) *Women administrators in higher education: Historical and contemporary perspectives*. Albany: State University of New York Press, 231-248.
- Cullen, M., & Smart, J. (1991). Issues of gay, lesbian, and bisexual student affairs professionals. In N. J. Evans & V. A. Wall (Eds.), *Beyond tolerance: Gays, lesbians and bisexuals on campus*. Alexandria, VA: American College Personnel Association, 179-194.

### **Session 9, March 13: Identity**

- What roles does identity play in the experiences of racial/ethnic college students?
- Should students on college campuses be expected to interact with each other within and outside of the classroom? Why?
- What can administrators do to facilitate more interactions between the students of different backgrounds?

Assignments Due: None

Readings:

- Tatum, B. D. (2003) *“Why are all the Black kids sitting together in the cafeteria?” And other conversations about race*. New York: Basic Books.
- Jones, S. R. (Summer 1996). Toward inclusive theory: Disability as social construction. *NASPA Journal*, 33, 347-354.

Jones, S. R. & McEwen, M. K (2000). A conceptual model of multiple dimensions of identity. *Journal of College Student Development* 41(4), 405-414.

Recommended:

Kodama, C.M., McEwen, M.K., Liang, C.T.H., & Lee, S. (2001). A theoretical examination of psychosocial issues for Asian Pacific American students. *NASPA Journal*, 38 (4), 411-437.

**\*\*\*March 20: NO CLASS – Spring Break**

**Session 10, March 27: Is it Identity?**

- Does the emphasis on identity obscure other issues?
- How do equality, inequality, equity, and inequity relate to multiple forms of diversity?
- What types of diversity matter? Why?
- What does the future hold?

Assignment Due: Short Paper 2

Readings:

All students will read one of the following two books and the introduction to the other book.

Hollinger, D. (1996). *Postethnic America: Beyond multiculturalism*. New York: Basic Books.

Michaels, W. B. (2006) *The trouble with diversity: How we learned to love identity and ignore inequality*. New York: Metropolitan Books.

**\*\*\*April 10: NO CLASS- AERA**

**Session 11, April 3: Diversity and Response**

- Does diversity make a difference? How?
- What can individuals and institutions do to improve campus climates and experiences for campus constituencies? What *should* individuals and institutions do?

Readings:

Rhoads, R. A.(1998). Student protest and multicultural reform: Making sense of campus unrest in the 1990s. *The Journal of Higher Education*, 69(6), 621-646

Thompson, M. C., Brett, T., & Behling, C. (2001). Educating for social justice: The Program on

Intergroup Relations, Conflict, and Community at the University of Michigan. In D. Schoem & S. Hurtado (Eds.), *Intergroup dialogue: Deliberative democracy in school, college, community, and workplace* (pp. 99-114). Ann Arbor: University of Michigan Press.

*Does diversity make a difference.? Three research studies on diversity in college classrooms.* (2000). Washington, DC: American Council on Education and American Association of University Professors.

Milem, J. (2001). Increasing diversity benefits: How campus climate and teaching affect student outcomes. In G. Orfield & M. Kurlander (Eds.) *Diversity challenged: Evidence on the impact of affirmative action.* (pp. 233-249). Cambridge, MA: Harvard Education Publishing Group.

Torres, V. (2003). Mi casa is not like your house. *About Campus*, 7 (3), 2-7.

Getz, C. & Kirkley, E. A. (2002). Rainbow visibility. *About Campus*, 6 (4), 23-26.

### **Session 12, April 17: “Playing Indian”**

- How and why did institutions adopt Native American mascots?
- What are the consequences for students at institutions with Native American mascots?
- How have Native Americans been treated in American educational institutions both historically and in modern times?
- How and have Native images been appropriated by non-Native cultures? What are the results?

Spindel, C. (2000). *Dancing at halftime: Sports and the controversy over American Indian mascots.* New York: New York University Press.

or

Davis, L. R. & Rau, M. T. (2001) Escaping the tyranny of the majority: A case study of mascot change. In C. R. King & C. F. Springwood (Eds). *Team Spirits: The Native American Mascot Controversy* (pp. 221-238). Lincoln: University of Nebraska Press.

King, C. F. (2004). “This is not an Indian: Situating claims about Indianness in Sporting Worlds.” *Journal of Sport and Social Issues*, 28 (1), 3-10.

Pewewardy, C. D. (2001). Educators and Mascots: Challenging contradictions. In C. R. King & C. F. Springwood (Eds). *Team Spirits: The Native American Mascot Controversy* (pp. 257- 278). Lincoln: University of Nebraska Press.

Springwood, C. F. (2004) “I’m Indian Too: Claiming Native American Identity, Crafting Authority in Mascot Debates.” *Journal of Sport and Social Issues*, 28 (1), 56-70.

### Recommended:

Deloria, P. J. (1998). *Playing Indian.* New Haven: Yale University Press.

**Session 13, April 24: TBA/Current Events**

- This session is being left open to allow for flexibility in addressing issues relevant to student interests and needs. During the opening weeks of the course, we will identify issues and topics for further consideration and will make decisions on the appropriate readings. Potential topics include but are not limited to the role of religion in a public university, diversity in institutional mission and type (including explicit attention to Minority Serving Institutions), Affirmative Action and related issues, struggles over curricula and diversity, free speech and inclusive climates, and ideological diversity. While these and other potential topics will appear throughout the course, this session allows for more explicit concentrated consideration of one or two of them.

Readings: TBA

**Session 14, May 1: Presentations and Course Wrap-Up**

Assignment Due: Presentations of Independent Project; Final Short Paper

Readings: None