

SOCIAL INEQUALITY
(SYO4530, # 28277, Section G963)

Class: MWF, Period 4 (10:40-11:30 AM)

Location: AND 0013

Instructor: *Dr. Ravi Ghadge* (phonetically, ghaad gay)
Department of Sociology and Criminology & Law
Office: 3111 Turlington Hall
Office hours: MWF 9:30-10:30 AM in person or by appointment on Zoom
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 (E-mail is the preferred way to contact me. Please include your full name
 and the course title in your subject line)

COVID-19 guidance:

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.

Course Description

The three recent crises—economic (the Great Recession), racial (post-George Floyd), and public health (the COVID-19 pandemic)—have created an increased awareness of the systemic nature of inequalities in the United States. In this context, this course is designed to enable a deeper understanding of the causes, dimensions, and consequences of social inequality in the United States. The course is divided into two sections. The first section will examine various theoretical perspectives on social inequality. In the second section, we will explore multiple dimensions of social inequality, including wealth and income inequality, racial and gender inequality, educational inequality, health inequality, and the intersection of class, race/ethnicity, and gender in producing unequal outcomes.

Course Objectives:

By the end of the course, students will:

- Critically analyze inequality from a sociological perspective focusing on the structural contexts that create and reproduce it.
- Understand the specific dimensions of social inequality involving class, race/ethnicity, gender, and their intersections.
- Evaluate everyday lived experiences through insights provided by various theories of social inequality.

As we will be reading and producing social research, the class may be of particular interest to those considering a career in government, the non-for-profit community, consulting, academia, law, business, or education. People in these professions are frequently responsible for summarizing, analyzing, and conducting research. This is also undoubtedly useful for anyone considering an advanced degree in social science. But again, this is a course designed for anyone interested in improving their interpretation, analysis, and argumentation skills.

Course Format

This course is entirely in-person. I will use a combination of several methods of instruction. Class meetings will comprise lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials **before** class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials in the course's Canvas shell. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

****Masks are expected but not mandatory for all students attending in-person classes.**

Required Reading Material:

There are two required texts for this course. Readings marked GS can be found in *The Inequality Reader*. Readings marked with an asterisk will be posted on Canvas.

- Book: Szelenyi, David B. and Grusky Szonja. 2011. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. 2nd Edition. New York, London: Routledge (ISBN: 9780813344843).
- Book: Elliott, Andrea. 2022. *Invisible Child: Poverty, Survival, and Hope in an American City*. New York: Random House (ISBN: 9780812986952).
- *Additional readings are available on Canvas.

Course Policies

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving early as it disrupts the class.
- **Switch off your cell phones and other electronic devices** before coming to the class.

- **I do not allow computers** in the class since this often provides an opportunity for students to become distracted and disengaged. If you require a laptop to take notes, you must provide me with a letter from the Disability Resource Center.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when they are encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida's mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

The material in this course does not represent the instructor's personal views and opinions but represents a sociological perspective. The material may challenge some of your common-sense understanding of social inequalities and may lead you to reflect on your own (or your family's) experiences within the stratification system. For some students, this may be the first time they recognize the depth of their disadvantage or the extent of their privilege, which may cause discomfort. Sometimes, your personal experiences may not fit the sociological insights presented in class or the readings. Although this is an opportunity to learn and explore, some students may find this personally challenging and even threatening.

Occasionally, we will engage in a frank discussion of controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the diversity of our experiences, there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show some consideration for your audience, and our answers should show some knowledge and context for the topic being discussed.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.

- We will observe other common-sense courteous behavior in class and during online discussions.

According to legal and university guidelines, I reserve the right to act against consistently disruptive students.

Office Hours—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with but come prepared with specific questions.

E-mail Policy: Students can contact me via email on my university account (ravighadge@ufl.edu) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded to on the following business day.

Class participation and Excused Absences: Class participation is an essential component of the learning process for this course. Students must complete the assigned readings **prior to** class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade in the course.

Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician’s form). Consistent with university policies, make-up work will be allowed for excused absences, as defined by UF policy, which includes illness, religious holidays, university activities, and military obligations.

Classes will be conducted in a mixed format (lecture-discussion). The instructor will provide a context-setting lecture, and students should come prepared with questions from readings – the two will form the basis of structured discussions.

Grading

Assessment Breakdown

Assessment	Due Date	Percentage of Final Grade
Attendance and Participation	Throughout semester	10%
Reading Responses	Throughout semester	10%
Take Home Exam	Feb 27	20%
<i>Invisible Child</i> Critical Book Review	Apr 14	20%
Social Inequality Research Paper	Paper Proposal & Rationale: Feb 6	2.5%

	Annotated bibliography: Feb 27 Extended draft: Apr 10 Final Paper: TBD	2.5% 5% 20%
Research Presentation	April 14, 17, 19, 21, 24, and 26.	10%
Total		100%

Attendance and Participation (10%): Students are expected to come to each class prepared to discuss the assigned reading(s). If you are uncomfortable speaking aloud in class, please let me know early in the semester. The following scale will be used to evaluate participation in each class session:

100	Excellent contribution, demonstrated knowledge and engaged reflection with the reading(s)
85	Good contribution, demonstrated knowledge of the reading(s)
75	Moderate contribution demonstrated superficial knowledge of the reading(s)
65	No contribution related to the reading(s)
0	Did not attend class

Reading Responses (10%): Students' responses must contain:

- 1) A short (max 500 words) reflection on the reading(s)
- 2) Two open-ended questions at the end of their response

The response is due by 7 pm on Canvas the day prior to our Monday and Friday meetings. Therefore, your reading response for Monday's reading will be due on Sunday at 7 pm and for Friday's reading on Thursday at 7 pm. For the Thursday reading response, you can either choose to respond to readings on Wednesday or Friday.

Your response must highlight your main takeaway from the reading(s) or some concepts discussed in the readings. The open-ended questions are intended to generate a good discussion in class the next day and to get a sense of what part of the reading requires more elaboration. Your response should demonstrate a thorough engagement with the reading.

Some readings may be conceptually difficult and seem dry or overly technical. Please give yourself enough time to read and digest the material. If you find some of the statistical portions in the quantitative readings difficult to comprehend, you may skim them and focus on the nontechnical part, including the key findings and conclusions.

You are allowed to miss two reading responses, after which any missing assignments will adversely affect your grade. Your responses will be graded according to the following rubric:

5	Engaged reflection upon the reading(s)
3	Basic familiarity of the reading(s)

1	Negligible knowledge or comprehension of the reading(s)
0	No response

Critical Book Review (20%): You will complete a 2–3-page Critical Book Review on one of the required books for this class (*Invisible Child: Poverty, Survival, and Hope in an American City*) guided by a set of specific discussion questions. More details on this assignment will be provided in class.

Take-Home Exam (20%): For the take-home exam, you will write 2-3 short reflective essays that synthesize and apply material and discussions covered in class along with the required readings. The take-home exam will be distributed on the date mentioned in the syllabus. The take-home exam will test your comprehension and application of class material. As this is a take-home exam, you can refer to your book, lecture slides, and class notes while answering them. However, this means that the bar is set much higher, and I expect your essays to be high quality. Please proofread your exam before submitting them on Canvas. I will consider grammatical and spelling errors while grading your exam. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university’s honesty policy regarding cheating and plagiarism as discussed in the [University’s Conduct Code](#). More information on this assignment will be provided in class.

Take Home Exam	Date Assigned	DUE @ 11:59 pm on Canvas
Take Home Exam	Feb 17	Feb 27

Social Inequality Research Paper (30%): Students will submit a 10-12 pages original research paper on a topic of their choice (the topic must relate to one of the dimensions of social inequality discussed in class). In researching the paper, students must consult at least 10 peer-reviewed academic journal articles. I will discuss the assignment early in the semester, and more information on the specific style requirements will be provided later.

Students will hand in components of the paper throughout the semester to maintain steady progress of the research paper. The schedule of assignments and due dates are as follows:

- 1-2 page Paper Proposal and Rationale due on Canvas: Sep 19 (2.5%)
- Annotated bibliography, minimum of 5 sources due on Canvas: Oct 10 (2.5%)
- A 4-5 page extended draft of the paper due on Canvas: 11/14 (5%)
- Final paper to be submitted on Canvas on TBD (20%)

Research Presentation (10%): You will do a short poster-style presentation (5 mins) summarizing your social inequality research paper findings. The presentations are scheduled during the last two weeks on April 14, 17, 19, 21, 24, and 26.

Grading Scale

A	94.0–100	C	74.0–76.9
A-	90.0–93.9	C-	70.0–73.9
B+	87.0–89.9	D+	67.0–69.9
B	84.0–86.9	D	64.0–66.9
B-	80.0–83.9	D-	60.0–63.9
C+	77.0–79.9	E	≤ 59.9

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your assignment and test scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

UF Policies

Academic Misconduct

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies the number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code.](#) Please consult with the instructor or TAs in this class if you have any questions or concerns.

In-class Recording

Per UF policies, students are permitted to record video or audio of class lectures, although the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium,

to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Evaluation Policy

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the [GatorEvals page](#). Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Results page](#).

Classroom Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

Helpful Campus Resources

Health and Wellness

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis and non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Visit the [UF Police Department website](#) or call (352) 392-1111 (or 911 for emergencies).

- For immediate medical care, call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the [UF Health Emergency Room and Trauma Center website](#) for more information.

Academic Resources

- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
- For career assistance and counseling services, visit the [Career Connections Center](#): Reitz Union Suite 1300, (352) 392-1601.
- [Library Support](#): Various ways to receive assistance with using the libraries or finding resources.
- For general study skills and tutoring, visit the [Teaching Center](#): Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers, visit the [Writing Studio](#): 2215 Turlington Hall, 352-846-1138.
- [Student Complaint Campus](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Course Calendar

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change in the event of extenuating circumstances, including the tentative calendar presented below.

Readings marked GS can be found in *The Inequality Reader*. Readings marked with an *asterisk will be posted on Canvas.

**RR refers to Reading Response due on Canvas at 7 pm on the due date.

Week	Topic	Reading(s) (complete prior to class) & Class Work Due
<u>Wk 1</u>		
Mon, Jan 9	Introduction	No Readings
Wed, Jan 11	Setting the Stage of Inequality	Stiglitz, “America’s 1 Percent Problem”
Fri, Jan 13	Understanding Inequality	G&S, Ch. 1 (Grusky) “The Stories About Inequality That We Love to Tell” **RR due Jan 12
<u>Wk 2</u>		
Mon, Jan 16	University Holiday—No Class	
Wed, Jan 18	The Structure of Social Inequality-I	G&S, Ch. 5 (Marx) “Classes in Capitalism and Pre-Capitalism G&S, Ch. 7 (Weber) “Class, Status, Party

Fri, Jan 20	The Structure of Social Inequality-II	G&S, Ch. 6 (Wright) "Class Counts" G&S, Ch. 11 (Mills) "The Power Elite" **RR due Jan 19
Wk 3		
Mon, Jan 23	The Iron Cage of Inequality	G&S, Ch. 56 (Blau and Duncan) "The Process of Stratification" G&S, Ch. 59 (MacLeod) "Ain't No Makin' It" *RR due Jan 22
Wed, Jan 25	Why does inequality matter?	G&S, Ch. 2 (Davis and Moore) "Some Principles of Stratification" G&S, Ch. 3 (Fischer et al.) "Inequality by Design" G&S, Ch. 4 (Krueger) "Inequality, Too Much of a Good Thing"
Fri, Jan 27	Film: Inequality for All	
Dimensions of Inequality: Class		
Wk 4		
Mon, Jan 30	Income Inequality	*Keister, "The One Percent" *RR due Jan 29
Wed, Feb 1	Wealth Inequality and How is wealth produced?	G&S, Ch 12 (Domhoff) "Who Rules America?" *Killewald, Pfeffer, and Schachner, "Wealth Inequality and Accumulation"
Fri, Feb 3	Understanding Poverty	*Desmond and Western, "Poverty in America: New Directions and Debates" **RR due Feb 2
Wk 5		
Mon, Feb 6	The Working Poor	G&S, Ch 15 (Ehrenreich) "Nickel and Dime" G&S, Ch 21 (Hays) "Flat Broke with Children" G&S Ch 16 (Newman and Chen) "The Missing Class" **RR due Feb 5 DUE: Paper Proposal & Rationale: Feb 6
Wed, Feb 8	Housing and Employment	*Desmond and Gershenson, "Housing and Employment Insecurity Among the Working Poor"
Fri, Feb 10	Educational Inequality	G&S, Ch 68 (Laureau) "Unequal Childhood" *Domina, Penner, and Penner, "Schools as Sorting Machines" *RR due Feb 9
Dimensions of Inequality: Race		
Wk 6		
Mon, Feb 13	Social Construction of Race	G&S, Ch 24 (Omi and Winant) "Racial Formation in the United States" G&S, Ch 25 (Farley) "Racial Identities in 2000" *RR due Feb 12

Wed, Feb 15	Racial Discrimination	G&S, Ch 32 (Wilson) “The Declining Significance of Race” G&S, Ch 30 (Feagin) “The Continuing Significance of Race” G&S, Ch 28 (Bertrand and Mullainathan) “Are Emily and Greg More Employable than Lakisha and Jamal?”
Fri, Feb 17	Race and Wealth	G&S, Ch 33 (Oliver and Shapiro) “Black Wealth / White Wealth” *Conley, “Wealth Matters” **RR due Feb 16 +Assign: Take Home Exam
Wk 7 Mon, Feb 20	Residential Segregation	*Hwang and McDaniel, “Racialized Reshuffling: Urban Change and the Persistence of Segregation in the Twenty-First Century” **RR due Feb 19
Wed, Feb 22	Assimilation and Racial Inequality	Zhou, Min, “Are Asians Becoming White?” *Zhou and Gonzales, “Divergent Destinies: Children of Immigrants Growing Up in the United States”
Fri, Feb 24	Race, Environment and Health	*Bullard and Johnson, “Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making” *Muller, Sampson, and Winter, “Environmental Inequality: The Social Causes and Consequences of Lead Exposure” **RR due Feb 23
Dimensions of Inequality: Gender and Sexuality		
Wk 8 Mon, Feb 27	Social Construction of Gender	G&S, Ch 36 (Lorber) “The Social Construction of Gender” **RR due Feb 26 DUE: Annotated bibliography: Feb 27 DUE: Take Home Exam Due: Feb 27
Wed, Mar 1	Gender and Work	G&S, Ch. 37 (Hochschild) “The Time Bind: When Work Becomes Home and Home Becomes Work”
Fri, Mar 3	Gender and Health	*Short and Zacher, “Women’s Health: Population Patterns and Social Determinants” **RR due Mar 2
Dimensions of Inequality: Intersectionality		
Wk 9 Mon, Mar 6	Gender and Sexual Minority Health	Kattari, Brittain, Markus, and Hall, “Expanding women’s health practitioners and researchers’ understanding of transgender/nonbinary health issues” **RR due Mar 5

Wed, Mar 8	Intersecting Inequalities	*Collins, “Intersectionality’s Definitional Dilemma”
Fri, Mar 10	Intersecting Inequalities: Race and Gender	*Wingfield, “The (Un)Managed Heart: Racial Contours of Emotion Work in Gendered Occupations” **RR due Mar 9
Spring Break (March 13-17)		
Poverty, Policy, and Everyday Life		
Wk 10		
Mon, Mar 20	Poverty, Policy, and Everyday Survival	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 1)
Wed, Mar 22	Poverty, Policy, and Everyday Survival	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 2)
Fri, Mar 24	Poverty, Policy, and Everyday Survival	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 3)
Wk 11		
Mon, Mar 27	Poverty, Policy, and Everyday Survival	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 4)
Wed, Mar 29	Poverty, Policy, and Everyday Survival	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 5)
Fri, Mar 31	Poverty, Policy, and Everyday Survival	Elliot, <i>Invisible Child: Poverty, Survival, and Hope in an American City</i> (Part 6)
Globalization and Inequality		
Wk 12		
Mon, Apr 3	Globalization & Inequality	G&S, Ch 70 (Stiglitz) “Globalism’s Discontent” **RR due Apr 2
Wed, Apr 5	Globalization & Inequality	Markets Everywhere: The Washington Consensus and the Sociology of Global Institutional Change
Fri, Apr 7	Globalization and Inequality	G&S, Ch 71 (Firebaugh) “The New Geography of Global Income Inequality” **RR due Apr 6
Wk 13		
Mon, Apr 10	Film: Nero’s Guests: The Age of Inequality	*Kamdar, “Planet India” **RR due Apr 9 DUE: Extended draft: Apr 10
Wed, Apr 12	Strategies to reduce inequality?	G&S, Ch 78 (Frank) “The Pragmatic Case for Reducing Income Inequality” G&S, Ch 79 (Bebchuk and Fried) “Tackling the Managerial Power Problem”
Fri, Apr 14	Research Presentations	DUE: <i>Invisible Child</i> Critical Book Review: Apr 14
Wk 14		
Mon, Apr 17	Research Presentations	

Wed, Apr 19	Research Presentations	
Fri, Apr 21	Research Presentations	
<u>Wk 15</u> Mon, Apr 24	Research Presentations	
Wed, Apr 26	Research Presentations	DUE: Research Paper: TBD