JOHN JAY COLLEGE OF CRIMINAL JUSTICE
524 West 59th St.
NEW YORK, NEW YORK 10019

AFR 250- POLITICAL ECONOMY OF RACISM
CLASS SYLLABUS Spring 2014 REVISED 3-23-14
Monday-Wednesday 4:15 – 5:30 PM, Room ~~N/2506~~ 9.63.37 (Africana Conference Room)

Professor's Name: Jessica Gordon Nembhard, Ph.D.
Office Location: Department of Africana Studies, New Building room 9.63.07
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***** PLEASE READ THIS ENTIRE SYLLABUS CAREFULLY *****
YOU ARE RESPONSIBLE FOR KNOWING AND FOLLOWING EVERYTHING OUTLINED HERE. MAKE SURE TO ASK CLARIFYING QUESTIONS IN THE FIRST TWO WEEKS OF CLASS SO THERE ARE NO MISUNDERSTANDINGS.

I. Course Description:

This course provides a study of the roles of race and racism in the development of U.S. capitalism – with a focus on structural racism, and using theoretical analyses such as political economy, stratification economics, and institutional economics. Students examine the impact of racism on the distribution of income, wealth, and economic and educational opportunity. Students analyze the roles of race and racism in the economics of historical experiences such as enslavement, Reconstruction, migration and urbanization, as well as in their roles in the economics of contemporary business cycles and of on-going long term transformations of both the U.S. and global economies.

Learning Outcomes:

1. Students will demonstrate an understanding of theoretical propositions associated with explaining economic discrimination and structural racism, particularly political economy and stratification economics.
2. Students will be able to evaluate the effects and consequences of certain policies in creating and perpetuating overt racism and structural racism.
3. Students will formulate meaningful and purposeful questions, and solve problems through evidence-based inquiry, and marshal evidence to support their assertions.
4. Analyze statistical data from tables and reports and use the information in an essay.
5. Communicate effectively with the professor and fellow students: i) orally through class discussion and presentations, ii) in the writing of reflections, essays, exams, and papers; and iii) demonstrate the skills to operate effectively in small groups, and produce a joint product, through their work in teams.

II. Text and Materials:

Required Texts

- Conrad, Cecilia A., John Whitehead, Patrick Mason, and James Stewart (editors). 2005. *African Americans in the U.S. Economy***.** Lanham, MD: Rowman & Littlefield Publishers. ISBN-13: 978-0742543782). (AAUSE)

Recommended but optional:

- Collins, Chuck and Felice Yeskel (United for a Fair Economy). 2005. *Economic Apartheid in America*. New York: The New Press. ISBN- 13: 978-1-59558-015-3. (EAA)
- Williams, Linda Faye. 2004. *Constraint of Race: Legacies of White Skin Privilege In America.* University Park, PA: The Pennsylvania State University Press. ISBN-13: 978-0271025353 (CR)

Blackboard will be used. This course management website is free. All students are required to get to know the site immediately. Weekly assignments, supplemental articles, course updates, course documents and/or links, discussion boards, and other sources to help you and to keep the class in communication with each other are on this site. Many required assignments will be given on this site. A copy of this syllabus will also be on the site. Please take your time to learn and utilize the class website. DO NOT WAIT until the last minute to become familiar with this website. It will be impossible to get a high grade in the class if you do not participate on the site. Find the link from the John Jay website www.jjay.cuny.edu.

Students should also know how to access journal articles online from the John Jay library http://www.lib.jjay.cuny.edu/.

III. Grading and Assignments

Your final grade will reflect the degree to which you can think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought through arguments. Credit will also be given for consistent attempts to present ideas in class and for consistent participation in class discussions.

Regular attendance, promptness, evidence that you are prepared, good grades on your assignments and participation in classroom discussions will impact positively on your final grade. Frequent absences, arriving late for classes, failing to do the assigned readings, doing poorly on assignments and not participating in classroom discussions will result in a low grade or failure.

Grade Distribution

- Essay exams (3): 40 points (10,15,15)
- Research Paper: 20 points
- Team Paper and final presentation: 15 points
- Class Participation, small group in-class assignments, worksheets, quizzes: 15 points
- Oral presentations: 10 points
- Total points: 100

Assignments

In-Class Essays with Critical Analysis (10, 15, 15 points = 40 points total):
Three essay exams **written during class** will be assigned throughout the semester: February 26, ~~March 31~~ April 2, May 12, 2014. These exams will be about an assigned topic based on assigned readings and class discussions. Essay exams will be 45 minutes long, and will be in the form of short and long essays, and sometimes short answer questions. Notes can be used with the first exam. Study guides will be given out 10 days before each exam, along with more details about each exam.

Research Paper (20 points total): Paper One is a research paper (8-10 pages, worth 20 points) exploring Black Political Economy and how different scholars explain structural or institutional racism. Students will be required to hand in a preliminary outline and annotated bibliography (4 new, must be from outside sources you have found yourself) by March 17, 2014 (worth 5 points of the 20 points). A draft of the introduction and first 2 sections of the paper (with bibliography) will be due April 7, 2014(required but not given separate points, but reduces final points by 3-5 points if not handed in before the final draft). The full paper (final draft) is due after spring break on April 30, 2014. More details will be provided.

Team Paper and final presentation (15 points) : Paper 2 is a group policy analysis paper, analyzing a relevant policy (or policies) related to contemporary racism in the US (must be approved by the professor); due on the day the final exam is scheduled May 19, 2014 at 4 PM (8 pages, 10 academic references, 10 points). Students will form teams to produce this paper, and from 4 to 6 PM on May 19, 2014 teams will give an oral presentation to the class summarizing and discussing their paper, using power point (additional 5 Points). Every team member must be present and must participate in the oral presentation. More details will be provided.

Class Participation, Small group discussion, quizzes, in-class assignments and worksheets (15 points total): Students are expected to come to class regularly and participate in class discussions and activities. A brief written quiz, reflection or other exercise on the assigned readings and/or previous class discussions will take place at the beginning of each class. Be punctual and attend all classes. Note that over 60% of your final grade is based on in-class activities.

Oral Presentations (10 points total): Each student is required to give at least 2 oral presentations to the class and/or lead a class discussion (separate from the final team oral presentation). Students can earn up to 10 points for these presentations.

IV. Class Schedule and Reading Assignments

JANUARY 27 – Course Overview & Introduction
Readings: Syllabus

- Miller, Brian. 2014. Tables, "State of the Dream 2104." Boston, MA: United for a Fair Economy. Retrieve from: http://faireconomy.org/sites/default/files/pdf/State_of_the_Dream_2014.pdf.

JANUARY 29 - Introduction to Political Economy and Black Political Economy
Readings:

- Timimi, Keith. 2010. "Political Economy Definition." EconomyWatch.com March 10. http://www.economywatch.com/political-economy/political-economy-definition.html.
- *AAUSE* Introduction ("Black Political Economy") pp. 1-6; and Chapter 13 (Stewart and Coleman) pp. 118-130.
- Berik, G., van der Meulen Rodgers, Y., & Seguino, S. (2009). Feminist Economics of Inequality, Development, and Growth. *Feminist Economics*, *15*(3), pp.1-33. doi:10.1080/13545700903093524

Optional:

-*EAA* Chapter 3 ("The Causes of Inequality") pp. 65-125.[Blackboard]

- Political Economy. (2010). In R. A. Couto (Ed.), *Political and Civic Leadership* (Vol. 2, pp. 592-601). Thousand Oaks, CA: SAGE Reference. Retrieved from http://go.galegroup.com/ps/i.do?id=GALE%7CCX1700900085&v=2.1&u=cuny_johnjay&it=r&p=GVRL&sw=w&

asid=bd9e39bfdf6fad44875fc55f3959617a

FEBRUARY 3 – Post-Racial, Color-Blind Society?
Readings:

- Williams, Rhonda M. 1999. "Unfinished Business: African-American Political Economy During the Age of 'Color-blind' Politics." In *The State of Black America 1999* (ed. William Spriggs), pp. 137-151. The National Urban League. [Blackboard]
- Darity, William, Jr. 1999. "History, Discrimination and Racial Inequality." In *The State of Black America 1999* (ed. William Spriggs), pp. 153- 166. The National Urban League. [Blackboard]
- Miha, Malik. 2010. "From Civil Rights to Barak Obama." Green Left. May 3. http://www.greenleft.org.au/node/43937
- Ford, Glenn. 2010. "Black Realities and Black Delusion in the Age of Obama." PanAfrican Newswire 5-05-2010. www.faireconomy.org/news/black_realities_and_black_delusion_in_the_age_of_obama

Optional:

-Burton, Nsenga. 2011. "It's a Great Time to be Racist." *The Root* online http://www.theroot.com/articles/politics/2011/08/obama_and_racism_how_else_to_explain_the_insults.html (August 12).

FEBRUARY 5 - Social Construction of Race - Worksheet
Film: "Race: The Power of an Illusion" Part 2
Readings:

- Natalie Angier.(August 22, 2000)."Do Races Differ? Not Really, Genes Show" Science Desk, *The New York Times* http://www.jpanafrican.com/edocs/e-DocCabral3.5.pdf www.nyt.com [Blackboard]
- Ten things everybody should know about race. Available at http://www.pbs.org/race/000_About/002_04-background-01-x.htm
- Has race always been the same? Available at http://www.pbs.org/race/003_RaceTimeline/003_00-home.htm
- Go to http://www.pbs.org/race/004_HumanDiversity/004_00-home.htm and take the quiz. – bring your quiz results to class.

FEBRUARY 10 - Defining Institutional and Structural Racism
Readings:

- *CR* "Introduction," pp. 1-24.[Blackboard]
- Lawrence, Keith and Terry Keleher. 2004. "Structural Racism." Chronic Disparity. http://www.ywca.org/atf/cf/%7BAC4038C4-BCCA-4F24-B55C-F41063EDF6FE%7D/Definitions%20of%20Racism.pdf
- Grant-Thomas, Andrew, and john a. powell. 2006. "Toward a Structural Racism Framework." *Poverty and Race* November/December, Poverty and Race Research Action Council. http://www.prrac.org/full_text.php?text_id=1095&item_id=10188&newsletter_id=90&header=Symposium:+Structural+Racism .
- McIntosh, Peggy. 1988. "White Privilege: Unpacking the Invisible Knapsack" http://www.nymbp.org/reference/WhitePrivilege.pdf

NO CLASS FEBRUARY 12 OR FEBRUARY 17 (but class on Feb 19 and 20!)

FEBRUARY 19 – Theories of Political Economy and Race/Racism

Readings:

- *AAUSE* Chapter 9 (Whitehead) pp. 83-93;
  Chapter 10 (Bohmer) pp. 94-100.
- Stewart, James B. (2008). Africana Studies and Economics. *Journal of Black Studies* Vol. 38, No. 5 (May 2008), pp.793-804.
- Williams, Rhonda M. 2002. "Getting Paid: Black Women Economists Reflect on Women and Work." In *Sister Circle: Black Women and Work* (ed. Sharon Harley), pp. 84-100. New Brunswick, NJ: Rutgers University Press. [blackboard]

****FEBRUARY 20 (MONDAY SCHEDULE)** -Theories cont'd -Stratification Economics**

Readings:

- Darity, William, Jr. 2005. Stratification economics: the role of intergroup inequality. *Journal of Economics and Finance* Volume 29, Number 2(Summer 2005), pp. 144-153.
- Darity, William, Jr. 2003. Will the poor always be with us? *Review of Social Economy* Vol. 61 Issue 4 (December), pp. 471-477.
- Stewart, J. (2010). Racial identity production dynamics and persisting wealth differentials: integrating neo-Institutionalist perspectives into stratification economics. *The Review of Black Political Economy*, (3-4), pp. 217-222. doi:10.1007/s12114-010-9064-0
- Dáávila, A., Mora, M., & Stockly, S. (2011). Does Mestizaje Matter in the US? Economic Stratification of Mexican Immigrants. *American Economic Review*, *101*(3), pp.593-597. doi:10.1257/aer.101.3.593

FEBRUARY 24 - Challenging Theories and theory review

Readings:

- Stewart, J. B. (2006). Thomas Sowell's Quixotic Quest To Denigrate African American Culture: A Critique. *Journal Of African American History*, *91*(4), pp.459-466.
- Williams, Rhonda M. 2002. " 'If it Ain't Broke Don't Fix it': Thomas Sowell on Black Women, Affirmative Action, and the Death of Discrimination." In Dimensions of Black Conservativism in the U.S. (eds Gale T. Tate and Lewis A. Randolph), pp. 85-100. New York: Palgrave. [Blackboard]
- *AAUSE* Chapter 9 (Whitehead) pp. 83-93

FEBRUARY 26 -Theory Applications

Readings:

- *AAUSE* Chapter 13 (Stewart and Coleman) pp. 118-131;
  Chapter 12 (King), pp. 110-117;
  Chapter 15 (Mason) pp. 141-150;
  Chapter 23 (Gordon Nembhard, Pitts and Mason) pp. 208-222.
- Darity, W., Dietrich, J., & Guilkey, D. K. (2001). Persistent advantage or disadvantage? Evidence in support of the intergenerational drag hypothesis. *American Journal Of Economics & Sociology*, *60*(2), pp.435-470.

MARCH 3 – Review - Essay Exam 1

MARCH 5 – Enslavement and review exam
Readings:

- Hotchkiss, William A. 1848. "Slave Codes of the State of Georgia." University of Dayton Law School ("Race, Racism and the Law") at http://academic.udayton.edu/race/02rights/slavelaw.htm .
- Du Bois, W.E.B. 1896. Preface (p.2) and Chapter 1, pp. 9-14, in *Suppression of the African Slave-Trade to the United States of America 1638-1870*. New York: Longmans, Green and Co. Retrieve at http://www.gutenberg.org/catalog/world/readfile?fk_files=1509242&pageno=2.
- Rodney, Walter. 1973. *How Europe Underdeveloped Africa*. Chapter 4 "Europe and the Roots of African Underdevelopment – to 1885." Dar-Es-Salaam, Tanzania: Bogle-L'Ouverture Publications, London and Tanzanian Publishing House [Transcript from 6th reprint, 1983; Transcribed by Joaquin Arriola]. [Blackboard] and http://www.marxists.org/subject/africa/rodney-walter/how-europe/ .

Optional:
-Willie Lynch Letter 1712 - http://www.itsabouttimebpp.com/BPP_Books/pdf/The_Willie_Lynch_Letter_The_Making_Of_A_Slave!.pdf
-Douglass, Frederick, "What to the Slave is the Fourth of July?" Independence Day Speech at Rochester, NY, 1852 http://www.freemaninstitute.com/douglass.htm.

MARCH 10 – Enslavement cont'd
Readings:

- Anstey, R. T. (1968). Capitalism and Slavery: a Critique. *Economic History Review*, *21*(2), pp. 307-320. [Blackboard]
- *AAUSE* Chapter 1 (Foner) pp. 9-13;
  Chapter 2 (Darity) pp. 14-19
- Jalata, A. (2013). Colonial Terrorism, Global Capitalism and African Underdevelopment: 500 Years of Crimes Against African Peoples. *Journal of Pan African Studies*, *5*(9), pp. 1-42.[Blackboard]

March 12 - Enslavement cont'd
Readings:

- U.S. Constitution excerpts [Blackboard]
- Anstey, R. T. (1968). Capitalism and Slavery: a Critique. *Economic History Review*, *21*(2), pp. 307-320.
- Jalata, A. (2013). Colonial Terrorism, Global Capitalism and African Underdevelopment: 500 Years of Crimes Against African Peoples. *Journal of Pan African Studies*, *5*(9), pp. 1-42.

March 17 – Reconstruction
- Paper 1 draft outline and annotated bibliography due
Readings:

- Du Bois, W.E.B. 1903. "Of the Dawn of Freedom." *The Souls of Black Folk* online at: http://www.pagebypagebooks.com/W_E_B_DuBois/The_Souls_of_Black_Folk/Of_the_Dawn_of_Freedom_p1.html

- Farmer-Kaiser, Mary. 2013. "Freedmen's Bureau." *Encyclopedia of Race and Racism*. Ed. Patrick L. Mason. 2nd ed. Vol. 2, 185-189 (especially pps 187-189). Detroit: Macmillan Reference USA. *Gale Virtual Reference Library*.[Blackboard or John Jay Library]
- Hine, Darlene Clark, William Hine, and Stanley Harrold. 2010. "The Freedmen's Bureau." In *The African American Oddessey* combined volume, pp. 301-303. Upper Saddle River, NJ: Pearson. [Blackboard]

March 19 – Race and the Southern Economy (pre- and post-Civil War)
Readings:

- *AAUSE* Chapter 3 (Stewart) pp. 20-31;
  Chapter 4 (Fusfeld and Bates) pp. 32-37.
- Wright, Gavin. 2013. Chapter 2 "The Political Economy of the Jim Crow South" (pp. 32-73), in *Sharing the Prize: The Economics of the Civil Rights Revolution in the American South*. Cambridge, MA: Belknap Press. [Blackboard]
- DeFina, R., & Hannon, L. (2011). The Legacy of Black Lynching and Contemporary Segregation in the South. *Review Of Black Political Economy*, *38*(2), pp.165-181. doi:10.1007/s12114-011-9089-z [Blackboard]

March 24 – The Great Migration
Readings:

- *AAUSE* Chapter 5 (Foner) pp. 38-45.
- Eichenlaub, S. C., Tolnay, S. E., & Trent Alexander, J. J. 2010. "Moving Out but Not Up: Economic Outcomes in the Great Migration." *American Sociological Review*, *75*(1), 101-125. doi:10.1177/0003122409357047 [Blackboard]
- Hine, Darlene Clark, William Hine, and Stanley Harrold. 2010. "The Great Migration." In *The African American Oddessey* combined volume, pp. 435-437. Upper Saddle River, NJ: Pearson. [Blackboard]

March 26 – Blacks and Labor
Readings:

- *AAUSE* Chapter 6 (Harris), pp. 47-57; Chapter 7 (Foner), pp. 58-65; Chapter 8 (Stewart), pp. 66-81.

March 31 – Race and Gender
Readings:

- *AAUSE* Chapter 14 (McElroy), pp. 133-140; Chapter 17 (Conrad), pp. 157-162; Chapter 18 (Conrad and King), pp. 163-174; Chapter 35 (Burnham), pp. 309-317.

April 2 – Race and Gender Continued – Welfare Reform(?) and Assault on Black Women and Children
In-Class Essay 2
Michael Moore. 2002. *"Bowling for Columbine"* excerpt on "Kayla"

April 7 – Wealth Inequality
First draft (draft introduction and first 2 sections of paper with bibliography) of Research Paper due.
Readings:

- *AAUSE* Chapter 19 (Shapiro and Kent-Drane), pp. 175-183; Chapter 23 (Gordon Nembhard, Pitts, Mason), pp. 208-222.
- Kochhar, Rakesh, Richard Fry, and Paul Taylor. 2011. "Wealth Gaps Rise to Record Highs between White, Blacks and Hispanics." Pew Social and Demographic Trends (July 26). Retrieved from http://pewsocialtrends.org/files/2011/07/SDT-Wealth-Report_7-26-11_FINAL.pdf
- Chang, Mariko. 2010. "Lifting as we Climb: Women of Color, Wealth, and America's Future." Insight Center. Retrieved from http://www.insightcced.org/uploads/CRWG/LiftingAsWeClimb-WomenWealth-Report-InsightCenter-Spring2010.pdf

April 9 – Wealth Inequality continued
"Race: the Power of an Illusion" Part 3 Film and Worksheet
Class Poster on Black Political Economy for Research Week

April 12 to April 22 – Spring Break

April 23– Black Capitalism
Form groups for policy brief teams
Readings – Divide up:
- *AAUSE* Chapter 25 (Marable), pp. 231-236; Chapter 26 (Conrad), pp. 237-245; Chapter 30 (Hutchinson), pp. 271-279; Chapter 42 (Boston), pp. 373-377.

Inequality in Capital and Credit Markets
- *AAUSE* Chapter 16 (Dymski and Mason), pp. 151-156; Chapter 27 (Dymski and Weems), pp. 246-251;

April 28 – Globalization
Research Week
Readings:
- *AAUSE* Chapter 20 (Dorman), pp. 185-192; Chapter 21 (King), pp. 193-198; Chapter 22 (Shulman and Smith), pp. 199-207.

April 30 – PE of Hip Hop
Research Week
Research Paper Due
Readings:
- *AAUSE* Chapter 29 (Basu), pp. 258-270; Chapter 28 (Weems), pp. 252-257; Chapter 43 (Whitehead and Stewart), pp. 278-291.

May 5 – Prison Industrial Complex
Readings:
- *AAUSE* Chapter 24 (Barlow), pp. 223-229.
- Schlossen, Eric. 1998. "The Prison-Industrial Complex." *The Atlantic* (December). http://www.theatlantic.com/doc/199812/prisons.
- AFSC. n.d. "Prison Industrial Complex" and "Economic Impacts" and "Prison Labor," In "Corrupting Justice: A Primer for LGBT Communities on Racism, Violence, Human

Degredation and the Prison Industrial Complex," pp. 3-4, 11. American Friends Service Committee. http://prisonpolicy.org/scans/corrupting-justice.pdf.

- Mumia Abu-Jamal. 1996. "The Prison-Industrial Complex," Death Row Interview. http://www.youtube.com/watch?v=hP3yLDPYCkc

May 7 – Economic Justice
View Presentation "In Pursuit of Economic Justice" by Professors Michael Meeropol and Jessica Gordon Nembhard for Legacy of Brown Case Course Spring 2014
url: https://drive.google.com/file/d/0B4hnNpDamOgvZXJCRWNlZHVNcDQ/edit

Worksheet
Readings:

- Gordon Nembhard, Jessica. 2000. "Democratic Economic Participation and Humane Urban Redevelopment." *Trotter Review*, pp. 26-31. [Blackboard]
- Forstater, Mathew. 2011. "The Freedom Budget at 45: Functional Finance and Full Employment." Levy Economics Institute of Bard College, Working Paper #668, May. http://www.levyinstitute.org [Blackboard]

May 12 – Community Economic Development
In-Class Essay Exam 3
Readings:

- *AAUSE* Chapter 39 (Whitehead et al), pp. 341-356; Chapter 40 (Rose), pp. 357-362; Chapter 41 (Nash and Herring), pp. 363-372.
- Gordon Nembhard, Jessica. 2004. "Cooperative Ownership and the Struggle for African American Economic Empowerment." *Humanity & Society* Vol. 28, No. 3 (August), 298-321. [Blackboard]

May 14 – CED continued and Wrap Up

May 19 - 4 PM – 6PM final exam day – oral presentations of team policy brief
Team Policy Brief due

V. Important Additional Information

Classroom behavior:
Student participation is required. Students are expected to arrive to class prepared to work. While we will engage in spirited debate, we will always endeavor to address each other in a respectful manner. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, addressing issues and scholarship rather than people or personalities, and referring to class readings and scholarship to support their statements. The professor encourages students to think critically and use scholarly analysis in their oral and written assessments. Students should come to class prepared, having read the readings and completed assignments on time. Students should be punctual, and responsible. Students are expected to stay awake in class. Please no use of cell phones during class, and all cell phones must be turned off during examinations. Other electronic devices should be switched off during class, unless a specific exception is made by the professor. The professor does not expect students to leave class to answer their cell phones or to play with these devices while in class. No bathroom breaks will be given during quizzes or exams.

Statement of College Policy on Plagiarism:

Plagiarism is the presentation of someone else‘s ideas, words, or artistic, scientific, or technical work as one‘s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student‘s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. *(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)*

Students should study the APA style at http://www.apaguide.net/ or from any other source on APA style; and see professor's factsheet: "Guidelines to Using and Quoting from Sources" (Hand-out and on Blackboard), which also describes how to use it.
Turnitin.com may be used for at least one of the paper submissions to help students understand the proper use of sources and prevent academic dishonesty. In addition, students should visit the Writing Center before completing the first writing assignment
**** Please note that Wikipedia is not an acceptable academic source for any information used, discussed or written about in this class.**

Statement Regarding Students with Disabilities: The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week. of class.