

**Race, Class, Gender & Crime\***  
Spring Semester 2015  
SOCY 3044/WGST 3044-002

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Ms. Grant's Office is in the **Armory Trailer**, which is "sort of" in the middle of the square made by 13<sup>th</sup> St. x 15<sup>th</sup> St. x University Ave. x Grandview Ave. (Another way to find it is that it is behind/north of the Kappa Alpha Theta house that's on University Ave.) Make sure you leave enough time to find it if you wish to meet with her.  
Ms. Grant's Office Hours: Thursdays 1:00-3:00 p.m. and by appointment

**REQUIRED READINGS AND EQUIPMENT**

Please keep in mind that I don't necessarily agree with everything in all of the readings I assign. I've tried to put together a range of readings that I hope will help you learn and to think critically. Also, the readings don't always necessarily match the lecture topics. In this upper-level course, the goal is to expose you to different readings as well as my spin on a broader span of research outside of the assigned readings.

Required Books:

Contreras, Randol. 2012. *The Stickup Kids: Race, Drugs, Violence, and the American Dream*. Berkeley, CA: University of California Press. ISBN: 978-0-5202-7338-2

Sered, Susan Starr, and Maureen Norton-Hawk. 2014. *Can't Catch a Break: Gender, Jail, Drugs, and the Limits of Personal Responsibility*. Oakland, CA: University of California Press. ISBN: 978-0-520-28279-7

Stevenson, Bryan. 2014. *Just Mercy: A Story of Justice and Redemption*. New York: Spiegel and Grau. ISBN: 978-0-8219-9452-0

Required Articles:

Articles required will be made available on D2L. It is the students' responsibilities to make sure they can access the assigned readings that are on D2L in a timely manner. I may be adding or replacing a few over the semester, so be sure to follow D2L and class emails for updates on this.

**COURSE PERSPECTIVE**

This course will address how racism, classism, and sexism operate and intersect in both criminological theories and in the criminal legal system. The course explores theories used to explain crime and covers victimization, offending, and work in terms of race, class, and gender. The offending section will address theories, types of offending, systemic responses to offending, and prisons. It also includes allegations of offending that may be false. The section on work includes professions in law, police, and working in prisons/jails. The course is designed to give the student a solid understanding of some of the flaws in the current system and the raced, sexed, and classed aspects of processing crime including punishing persons charged with offenses or protecting victims alleging reporting crimes. There is a great deal I try to cover in this class and it is impossible to do justice to all of the topics. Given that this is an upper-level course and the amount of material I want to cover, I won't always lecture on the readings, assuming that you are conducting them. I try to use the lectures to fill in the gaps from the readings and to provide overviews. But I also believe that class discussions are a significant part of students' (and my own) learning, thus I

have a strict attendance policy. The course is focused on race, class, gender and crime in the U.S. I hope you will experience a significant amount of learning during the semester, but also find it helps you later in life.

### TEACHING PERSPECTIVE

My goal as your professor is to produce an environment where we can learn the most, become better informed, question assumptions, and creatively develop ideas and strategies. I want the classroom to be an environment where dialogue can take place in an open and respectful manner. If you have something to ask or add, please do so in a manner for the whole class to hear. Kindly refrain from becoming involved in separate conversations or making comments under your breath during lecture and class discussions. Finally, while it is up to individual students as to whether they choose to discuss their own experiences in class, it is inappropriate for anyone to ask another person in the course a personal question.

### COURSE GROUND RULES

1. *Never ask another student in the course if s/he has been a victim or is a survivor.* (While it is up to individual students as to whether they choose to discuss their own victimization/survival experiences in class, it is inappropriate for anyone to ask another person if she or he has been raped, sexually exploited, battered, stalked, or violated/abused in any other manner.)
2. *Never request that another student in the class speak on behalf of a group* (e.g., African Americans, Jewish People, Latino/as, Asian Americans, men, women, lesbians/gays, rape survivors, etc.)
3. *Do not use your phones, iPods or other electronic gadgets during class (including for text messaging or checking the web for something).* If a student has a reason that s/he believes s/he must use a lap top during class, please talk to me privately about this. To use a lap top every day, I must receive a letter from campus letting me know that you need to use a lap top every day. However, if such a letter is provided and I approve it, using your laptop for anything other than taking notes may result in you not being able to use a laptop anymore, and it will damage your class attendance.
4. *Kindly refrain from becoming involved in separate conversations or making comments under your breath during lecture and class discussions.*
5. *On exam days, students*
  - a. are not allowed to wear caps or hats where I can't see where their eyes are looking,
  - b. cannot use ear phones of any kind (even MP3 music),
  - c. are responsible for ensuring that nothing from the class is visible,
  - d. must not have a cell phone turned on or visible from the second they enter the door to take the exam to when they leave the room after completing the exam,
  - e. are not allowed to leave the room for any reason until an exam has been turned into the professor or T.A., and once a student has left the room for any reason, the exam will not be returned. If you are sick during an exam and must leave the room, then you will have to forfeit that exam (take the optional final) or accept the grade as the number of points you got until you left the room.
6. Students are responsible for regularly checking their e-mails from me and Desire2Learn announcements, new PowerPoint slides, what to do about snow days, and so on. Do NOT "blow off" checking CU Learn and then come to me at the end of the semester to complain about a quiz, exam, or paper score.
7. In all emails to me, make sure that 3044 is in the subject line.

### UNIVERSITY POLICIES

**Disability Accommodations:** If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in the first two weeks so that your needs be addressed. If you need any special accommodations for exams you must let me know by the third week of class, so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492- or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me as soon as possible.

**Religious Observances:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *In this class, it is important that if the date of an exam is during a*

*religious holiday you observe that you let me know immediately at the beginning of the semester so that we can decide what to do. In fact, it is helpful if you let me know in writing, by email, at the beginning of the semester any days you will miss due to religious observances. Also, at the end of the semester I will drop three of the in-class/homework assignments. Classes missed for any reason will be dropped. Remember that if you need to miss for religious holidays that those “count” as any of the three missed, just like ones missed due to a flat tire, an illness, being a student athlete who is away from CU for a game/meet, and so on will also “count.” More specifically, you don’t get 3 missed and then additional day(s) for religious observance. The same is true for student athletes who miss an assignment due to a game/meet. See full details at [http://www.colorado.edu/policies/fac\\_relig.html](http://www.colorado.edu/policies/fac_relig.html)*

**Learning Environment and Salutations:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student\\_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

**Discrimination and Harassment:** The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

**Academic Integrity:** All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://honorcode.colorado.edu>

**Student-Athletes:** It is the students’ responsibility to notify each instructor—in the first week of the semester and in writing (preferably in email)--about any known conflicts between academic requirements and intercollegiate varsity athletic events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations. Intercollegiate varsity athletics events during final exams, which are normally forbidden by university policy, must be approved in writing by the BFA Intercollegiate Athletics Committee well in advance of the event. Students involved in these events must then work with their instructors in regard to any missed work, as required above. Please see “religious observances” section above which also refers to student athletes.

**Club Sports:** It is the student’s responsibility to notify each instructor—in the first several weeks of the semester and in writing--about any known conflicts between academic requirements and sport club events. For conflicts that arise during the regular term, instructors have full authority to decide whether and/or how to

accommodate those conflicts. While an instructor has the right to refuse to allow make-ups or other accommodations, he or she is permitted to provide such accommodations.

### **THE SENSITIVE NATURE OF THIS COURSE**

I have been teaching college courses on violence and crime for over two decades. *It is important that students understand that many if not most students who've taken this course in the past find some aspects of it emotionally difficult.* Reading and hearing about racism, sexism, classism and crimes can be very hard. In short, it has been my experience that few students who take this course experience the material as purely academic. Should you decide during the semester that information about options for your individual or another person's circumstances and/or psychological counseling would be appropriate, there are many services available on and off campus. You can start by contacting CAPS (Counseling and Psychological Services) and/or OVA (Office of Victim Assistance) CU resources listed below.

Furthermore, sometimes students who've taken this course in the past report wanting to ask questions that they fear are "stupid" or "offensive." I don't want this concern to limit learning. Therefore, if you have a question you are uncomfortable bringing up during class, or want to check with me about before you bring it up during class, please feel free to ask me on e-mail, after class, or during my office hours. If I think it is inappropriate, I will tell you, but chances are it is not inappropriate and other students may have the same question or benefit from a discussion of it. Sometimes students tell me "I don't want to ask this question during class or make this point, but could you?" If I agree that it would be useful for the class, I am happy to bring the issue or question up myself (without giving the student's name). At the same time, I expect every effort to be made to be considerate and respectful of me, the other students, and any guest speakers. This includes taking responsibility for what kind of spoken and body language is used.

### **STUDENT RESOURCES**

As noted above, this course involves being repeatedly and intensely exposed to especially troubling subject matter, and, with this, may result in mental exhaustion and heightened awareness of harmful, illegal, risky, or unhealthy behaviors in which students (or their family and friends) have endured or been involved. Students should be mindful of this and it is beneficial to be open to seeking out help in order to manage the emotions, issues, dilemmas, or problems that may arise during the semester and beyond. Students can reach out to the professor for assistance, and here are some of the campus and local resources that may be useful:

#### *Center for Multicultural Affairs (C4C N320)*

CMA provides innovative programs and services that foster learning, community, development, leadership, and a commitment to social justice; these programs include dialogue groups, peer mentoring programs, and support for first generation students.

303-492-5667

[www.colorado.edu/studentaffairs/cma](http://www.colorado.edu/studentaffairs/cma)

#### *Counseling and Psychological Services (C4C S440)*

CAPs provides free short-term counseling for students, staff, and faculty, as well as a variety of support groups, consultation, and education.

303-492-6766

[www.colorado.edu/sacs/counseling](http://www.colorado.edu/sacs/counseling)

#### *Community Health (UMC 411)*

Community Health is the public health division of Wardenburg and provides free HIV testing, presentations on sexual health and equity, cold care kits, safer sex supplies, and tobacco quit kits.

303-492-2937

<http://healthcenter.colorado.edu/communityhealth>

#### *Disability Services (C4C N200)*

Disability Services provides students with disabilities with tools, reasonable accommodations, and support services to participate fully in the academic environment.

303-492-8671

[www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)

*GLBTQ Resource Center (C4C N450)*

The GLBTQ Resource Center provides education, advocacy, community, and leadership development for gay, lesbian, bisexual, transgender, and queer students.

303-492-1377

[www.colorado.edu/glbqrc](http://www.colorado.edu/glbqrc)

*International Student and Scholar Services (ISSS)*

ISSS helps answer questions concerning non-U.S. students' legal status or other issues pertinent to their stay at CU.  
303-492-8057

*Office of Victim Assistance (OVA)*

*Center for Community (C4C) S440*

OVA offers free confidential information, support, advocacy, and short-term counseling to students, faculty and staff at CU, including their significant others. OVA is a separate office, not connected to the police department.

Our office primarily focuses on situations involving traumatic events, including, but not limited to physical assault and hazing, bias motivated incidents, death, discrimination and harassment including sexual harassment, intimate partner violence, serious accidents, sexual assault, and stalking. We can help people learn about resources and assess their options in these situations.

<http://cuvictimassistance.com/>

303-492-8855

Email: [assist@colorado.edu](mailto:assist@colorado.edu)

## **OFF-CAMPUS AND AFTER BUSINESS HOURS RESOURCES**

Check this website: <http://cuvictimassistance.com/after-hours/>

In an emergency, of course, call 911. If you're not sure if it's an emergency, call 911 and they'll tell you.

## **GRADING**

D2L: The D2L website for this course will offer optional materials to help with the class (e.g., PowerPoint slides to assist with lectures and studying, study guides, a course calendar, etc.). The grades will also be posted on D2L. I will likely *not* use e-mail to make class announcements so students are expected to check D2L regularly for any announcements. These might include "last minute" advice about an upcoming exam, what to do if an exam is on a snow day, etc. It is students' responsibility to check D2L regularly for announcements, PowerPoint slides, study guides, old exams, what to do if CU has a snow day the day of an exam, grades, and so on. However, I will use D2L to notify students individually of individual issues.

Exams: The three exams for this course will be equally weighted. Each of the regularly scheduled exams will be 70% multiple-choice/true-false and 30% essays. I reserve the right not to give exams to persons more than 15 minutes late for an exam, or who have arrived after any students who have completed the exam have left the room. *Please keep all returned exams (and other returned work) in the event that you have a grade dispute at the end of the semester.* If a student misses an exam *for any reason*, s/he must take the comprehensive final during the time scheduled for the final exam. Students who miss exams 1, 2, or 3 for any reason *must take the final*. A student who misses more than one exam is expected to drop the class. Students who have taken all 3 of the first exams can also take the final exam and I will drop the lowest of the 4 exam grades. The final will be comprehensive and the same format as the first 3 exams. Be sure to arrive on time to the exams. Be sure to re-read the course ground rules regarding expectations on the day of exams (e.g., NO visible cell phones).

Reflection Paper: A 4-6 page, double-spaced, typed paper will be due in class (paper copy) and on D2L by 3:30 January 29<sup>th</sup>. These must be typed, double-spaced, with 1" margins and 10-12 point font. Do NOT exceed the page

limit. Put your name, "Reflection Paper," and the date in the top right corner (only part of paper that is single-spaced). This is a reflection paper– not a scholarly paper (no references are needed), but still use appropriate grammar, spell check, and make sure you address all of these questions

- When you were growing up, *how did you learn about your own and other races/ethnicities?*
- When you were growing up, what *messages* did you receive/learn about *your own and other races/ethnicities?*
- How did these messages affect you *then?*
- How do they affect you *now?*

Formal Paper: On April 2<sup>nd</sup> a formal, typed paper on *reparation* is due on D2L by 3:30 p.m. and students must bring a hard copy to class as well. The directions for the paper will be posted on D2L and discussed in class. You will not be required to do any outside readings for the class--- you will use course readings to write the paper. All of the readings for Week 12 are on reparation and should be included in your final paper, as well as the Tatz (1985) reading from Week 2. It is likely that you will want to draw on other course readings for your paper as well. You should be thinking about and working on this paper all semester, and not wait until the week it is due to read the reparation readings for Week 12. Please feel free to come to my office hours or ask me during class any questions you have about the paper.

Attendance & Class Participation Students are expected to regularly attend lecture, arrive on time, and leave once class is over. Being disrespectful to the professor, other students, the teaching assistant, guest speakers, or anyone else could result in your permanent removal from the course. *In-class quizzes and other in-class assignments cannot be made up: Students must be present to take part.*

In-Class and Homework Written Assignments: Approximately once a week (may be slightly more or less) students will be asked to do an in-class or homework assignment. Most of these assignments (other than the one in the first week) cannot be made up. I will definitely drop the lowest 3 of these grades (and perhaps the lowest 5, but don't count on it) at the end of the semester. *If you are late for class or leave early or simply miss class for any reason, you cannot make up the missed assignment.* Be sure to write your names legibly on these assignments. Be sure to hand these in when they're requested to be passed forward. (If you hand in a quiz or other in-class assignment later in the class, it will not be counted.) Most of these will be based on that week's assigned readings.

Extra Credit Journals/Logs: At two points during the semester you can hand in a journal/log for extra credit. These optional logs/journals are due on D2L *and* a paper copy to the professor, by the start of class on February 26<sup>th</sup> and April 16<sup>th</sup>. Each of these is worth a total of 10 points. They must be handed in on time in order to receive credit. You are not required to do both logs to get credit. You can do both, or you can only do the first or only do the second log. Be sure to follow directions: **To receive the full ten points on these logs, they must include weekly information on what you learned in the readings. The logs must be typed, on time, and submitted on D2L and in class.** Logs can be viewed as a journal or reaction paper to the material you are learning in this course, but be sure to include the readings. If you want, you can keep a log of your feelings and insights on the topic covered in readings and lectures, perhaps typing in it after each class or after conducting the readings. Alternatively, you can simply type up what the class has caused you to think about, or things you are noticing around you due to the class material. You can write about your personal experiences past or present. **I do not see the logs/journals as a summary of the facts learned in the lectures or your lecture notes**, but rather how you see the material applying to your life and/or what you think is accurate or inaccurate, unique, etc. about the readings, lecture, videos, guest speakers, etc. Thus, you may use these papers to critique the readings, discussing what you do and/or do not like about them. I imagine these logs/journals to be approximately ½ to 1 single-spaced typed page per week that is covered. Please date your journals throughout so that I know to which week you are responding (i.e., what day you are typing each entry).

Office Hours: My office hours are available to you to come in and discuss any aspect of the course. I hope you will feel welcome to come and discuss interests or course problems with me. If you can't meet during my scheduled office hours but would like to meet in person, please make an appointment. I am frequently in my IBS (the old church next to Starbucks on Broadway) if you want to drop in and see if I can talk. If I'm too busy we can schedule something later.

Cheating: There is no excuse for cheating. Any student caught cheating on an exam or paper will **fail the course!** (This includes looking at or copying another student's exam, plagiarizing, using a "crib" sheet, etc.) No exceptions will be made. Cheating also includes looking at a reading when an in-class closed-book assignment is being conducted, looking at another student's in-class assignment, and so on. It is each student's responsibility to ensure that nothing related to the class, such as notes, is in view during an exam! Signing someone else's name or having someone sign your name on the attendance sheet for someone not present counts as cheating.

Pass/Fail Students: Students taking the course pass/fail have no different obligations in terms of passing the course than students not taking the course pass/fail! Both types of students must make the same grade (60.0%+) to pass the course.

Graduating Seniors: Graduating seniors have the same requirements for grades in this course as other students. No special treatment is available for graduating seniors. They must make 60.0% or higher to pass the course.

Grade Disputes: *Please keep all returned work in the event that you have a grade dispute at the end of the semester.*  
Grade Breakdown:

Grade Breakdown:

First Exam	100 points*
Second Exam	100 points*
Third Exam	100 points*
Personal Identity/Reflection Paper	50 points
Formal Reparation Paper	75 points
Class Quizzes, Essays, and Assignments	100 points
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Total	525 points
Extra Credit: Journal 1	10 points
Journal 2	10 points

\*Any missed exams must be replaced with the final. If a student takes all 4 exams, s/he can drop the lowest grade.

Grade Chart for End of Semester Course Grade (You are responsible for adding your grades in your decision whether to take the optional final):

A	=	488.0 or more points	C	=	388.0-398 points
A-	=	472.0 -487 points	C-	=	367.0-387 points
B+	=	456.0-471 points	D+	=	351.0-366 points
B	=	441.0-455 points	D	=	336.0-350 points
B-	=	420.0-440 points	D-	=	315.0-335 points
C+	=	404.0-419 points	F	=	fewer than 315.0 points

## COURSE SCHEDULE

\***Starred** items are on D2L. The remainder are from the required books.

Week	Topic	Readings Due
Week 1 (Jan 13-15)	Conceptualizing Race, Class, & Gender	*Wilkerson (2015) *Hannah-Jones (2014)
Week 2 (Jan 20-22)	Conceptualizing Crime	*Tatz (1985) *Ford (2014)
Week 3 (Jan 27-29)	Labeling Crimes	Stevenson (2014) pp. 3-114

**Reflection Personal Identity Paper: Due January 29th 3:30 p.m. (on D2L & in class)**

Week 4 (Feb 3-5) Theories on Causes of Crime Stevenson (2014) pp. 115-202

Week 5 (Feb 10-12) Social Construction of Crime Stevenson (2014) pp. 203-317

Week 6 (Feb 17-19) Laws, Courts, & Politics I Contreras (2012) pp. xi-86

**\*\*\*\*\*EXAM #1: February 19<sup>th</sup> \*\*\*\*\***

Week 7 (Feb 24-26) Laws, Courts, & Politics II Contreras (2012) pp. 86-175

**\*\*\*Optional Log 1 (extra credit): Due Feb. 26<sup>th</sup> 3:30 p.m. on D2L and in Class \*\*\***

Week 8 (Mar 3-5) Laws, Courts, & Politics III Contreras (2012) pp. 176-242

Week 9 (Mar 10-12) Policing & Law Enforcement  
\*Hartney 2008  
\*Andersson 2005  
\*Archambeault 2003

Week 10 (Mar 17-19) Prisons, Punishment, & Treatment I  
\*Nat'l Prison Proj. ACLU 2007  
\*Nagata & Tsuru 2007

**\*\*\*\*\*EXAM #2: March 17<sup>th</sup>\*\*\*\*\***

Week 11 (Mar 24-26) **SPRING BREAK**

Week 12 (Mar 31-Apr 2) Prisons, Punishment, & Treatment II  
\*Borer 2009  
\*Coates 2014  
\*Nagy 2006  
\*Simcock 2011  
\*Waterhouse 2009

**\*\*\*\*\*Formal Paper on Reparation due April 2<sup>nd</sup> 3:30 p.m. on D2L and Paper Copy in Class\*\*\*\*\***

Week 13 (Apr 7-9) Prisons, Punishment, & Treatment III Sered & Norton-Hawk (2014) pp. xi-56

Week 14 (Apr 14-16) Working in the Criminal Legal System I  
Serred & Norton-Hawk (2014) pp. 57-106  
\*Foley et al. 2002

**\*\*\*Optional Log 2 (extra credit): Due April 16<sup>th</sup> 3:30 p.m.\* on D2L and in Class\*\***

Week 15 (Apr 21-23) Working in the Criminal Legal System II Serred & Norton-Hawk (2014) pp. 107-166

**\*\*\*\*\*EXAM #3: April 23<sup>rd</sup> \*\*\*\*\***

Week 16 (Apr 28-30) Making Changes \*TBA

**\*\*\*\*\*FINAL EXAM: Thursday, May 7<sup>th</sup>, 7:30pm - 10:00pm\*\*\*\*\***