

# HUM 4931-0001: KEY FIGURES IN HUMANITIES AND CULTURAL STUDIES

T&TH: 12:00 – 1:15PM

Location: PSY 0111

Fall 2018

Instructor: Dr. Christian Ravela

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## COURSE DESCRIPTION:

This course explores the work of Stuart Hall, a foundational figure in the field of Cultural Studies but whose impact has been felt across a number of scholarly fields including: Ethnic Studies, Sociology, Anthropology, Communication, and Literary Studies, to name a few. Pursing a non-reductionist and contingent mode of analysis, Hall's work has centered on questions about culture, politics, and theory that have shaped the debates around: identity and difference; race and capitalism; globalization, nationalism, and diaspora; and neoliberalism. To explore these theories and debates, the course is scaffolded into 6 units: Stuart Hall and the History of Cultural Studies, Stuart Hall and Key Concepts, Stuart Hall and Cultural Studies Analysis in Action, Stuart Hall and Diaspora, and Stuart Hall and Thinking the Present Conjuncture. Ultimately, this course hopes to provide a sense of both the breadth of Stuart Hall's intellectual project and the arch of its development.

## STUDENT LEARNING GOALS

- Understand and Clarify Stuart Hall's Political and Intellectual Project
- Understand and Clarify Stuart Hall's Central Theoretical Interventions
- Understand and Clarify Key Concepts of Stuart Hall
- Recognize a Cultural Studies Analysis and Identifying its Underlying Theories and Methodologies
- Communicate the Continuities and Shifts in the Writing and Thoughts of Stuart Hall
- Draw upon Stuart Hall's Key Concepts, Theories and Methods to Develop Student Research

## REQUIRED TEXTS

Stuart Hall – *Cultural Studies 1983*

Stuart Hall, Chas Critcher, Tony Jefferson, John Clarke, Brian Roberts – *Policing the Crisis: Mugging, the State, and Law and Order*

Stuart Hall – *The Fateful Triangle: Race, Ethnicity, Nation*

Electronic Readings:

- Stuart Hall – “Cultural Studies and its Theoretical Legacies”
- Charlotte Brunsdon – “A Thief in the Night: Stories of Feminism at CCCS”
- Louis Althusser – “Ideology and Ideological State Apparatuses (Notes towards an Investigation)”
- Stuart Hall – “Signification, Representation, Ideology: Althusser and the Post Structuralist Debates”
- Stuart Hall – “Encoding/Decoding”
- Stuart Hall & Tony Jefferson – Selections from *Resistance through Rituals: Youth Subcultures in Post-War Britain*
- Stuart Hall – “Race, Articulation, and Societies Structure in Dominance”

- John Clarke – “Conjunctures, Crises, and Cultures: Valuing Stuart Hall”
- Stuart Hall – “New Ethnicities”
- Stuart Hall – “The Neo-Liberal Revolution”
- Stuart Hall, with Doreen Massey – “Interpreting the Crisis”

## **REQUIRED WORK & GRADING**

### **University Required Work (0%)**

- **Syllabus Quiz:** In order to make sure that financial aid is distributed in a timely manner, UCF requires documentation of student engagement in the first week of class. This syllabus quiz serves as that documentation. This quiz will not be graded instead you will just need to complete the quiz on time to receive credit.

### **In-Class Participation (20%)**

At the most basic level, you should be present in class in order to participate. Not being present means that you cannot engage with the texts, lectures, discussions, group activities, free-writes, and workshops. But showing up every day is certainly not enough; you must be contributing to the overall productive dynamic of the classroom. This is especially true for a senior seminar where discussion is the core class activity. What this means then is:

- When we have class discussions, you must actively engage in the ensuing discussion. This means that you must bring the class readings, bring up topics to discuss, attentively listen to others, and thoughtfully respond to other people’s comments and questions.
- To facilitate daily discussion on the reading, students will circulate three types of questions to assist in shaping our discussion before every class:
  - A. a question that asks for elaboration of a concept (or concepts) internal to the text we’ve read for the week
  - B. a question that asks after relations between the readings for the week and/or one from a previous week
  - C. a question that asks after relations between the text and your own intellectual project(s)

These questions will be submitted to the “Daily Discussion Questions” google doc before every class. You will need to also write your name with your set of questions. These questions will assist the facilitator in organizing the discussion. These questions will be assessed by a +✓/✓/-✓/Incomplete system based on the thoroughness and thoughtfulness of the questions. See Handout on writing a discussion question.

### **Pair Discussion Leadership (10% each = 20% total)**

In pairs, every student will act as facilitator twice during the semester. The goal of your presentation is to raise the most important issues and questions from the week’s readings, not to provide summaries. As a facilitator you will be responsible for:

- Making a brief (10 minutes) oral presentation about the week’s reading(s)
- Preparing a one-page handout that outlines your presentation, identifies key concepts, and key passages from the reading

This assignment will be assessed on the following criteria: 1) Depth, Succinctness, and Clarity of Explanation of Key Issues of the Reading, 2) Performance of the Presentation; 3) Comprehensiveness, Focus, Clarity, and Organization of Handout; and 4) the editing and proofreading of the Handout.

### **Research Proposal (5%)**

Midway into the semester, you will write a 500 word research proposal that addresses the following: describes your question or problem that you wish to research, name some potential primary sources and how they are relevant to answering your research question, and explanation of how your research will draw

upon Stuart Hall's concepts, theories, and methodology. This assignment will be assessed on the following criteria: 1) the thoroughness and thoughtfulness by which you fulfill the above and 2) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

### **Annotated Bibliography (15%)**

An annotated bibliography is a list of sources for your research project. Its purpose is to give you a bird's-eye view of who said what on your topic, and to keep your sources organized so that you can better understand the academic conversation that you will be entering through your research. This assignment will be assessed on the following criteria: 1) accuracy and nuance of citation and descriptive summary, 2) thoroughness and thoughtfulness of evaluative summary, and 3) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

### **Research Article (30%)**

This researched article will develop a claim that emerges from and is supported by substantive primary and secondary research. This article must meaningfully draw upon the key concepts, theories, and/or methodologies of Stuart Hall. The final article should be 2000-2500 words in length (not including a work cited page) and written in MLA style. You will also need to complete 2 different rough drafts as part of this assignment: a rough draft of the introduction and a rough draft of the entire paper. These drafts will allow me and your fellow classmates to provide you with comments to improve the paper. This assignment will be assessed on the following criteria: 1) rhetorical effectiveness of explaining and motivating a problem that instigates your research question in the introduction, 2) the specificity and comprehensive by which you lay out a claim in the introduction, 3) the quality and originality of your ideas, 4) rhetorical effectiveness of integrating secondary sources to develop your argument, 5) effectiveness of proving claims through analysis of primary sources, 6) thoughtfulness by which you conclude your argument, 7) effectiveness of the argument's organization and clarity, and 8) editing and proofreading of manuscript form. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

### **Final Research Presentation (10%)**

Besides presenting your research in article form, you will also need to present in a formal presentation setting. This provides you an opportunity to disseminate your insights more directly with an audience and engage in a more immediate dialogue. You will need to create a PPT presentation to go along with your presentation and be prepared to respond to questions. This assignment will be assessed on the following criteria: 1) Quality of the Research; 2) Performance of the Presentation; 3) Succinctness and Clarity of Abstract; 4) Comprehensiveness, Focus, Clarity, Organization, and Visual Appeal of the Poster; and 5) the editing and proofreading of the abstract and poster. You will be given a formal prompt that will elaborate the assignment and provide further guidance.

## **GRADING SCALE**

A	100-90%	C	76-70%
B+	89-87%	D+	69-67%
B	86-80%	D	66-60%
C+	79-77%	F	59-0%

**Disclaimer:** This grading scale does not apply if I round up your grade. In this circumstance, you will receive a minus grade rather than a non-minus grade. For example, if you receive a final grade of 79.6%, then, after rounding up the grade to 80%, you will be assigned a B- rather than a B.

## **ASSIGNMENT POLICIES**

### **Paper Format:**

All submitted papers, except for the final research paper, must be written in a .docx or .pdf format. The body of the papers must be double-spaced and in Times New Roman, Size 12 font. Place your name, my name, the date, and the assignment type in the upper right-hand corner of the first page (single spaced, please).

### **Late Work and Commenting Policy:**

Only formal assignments like the research proposal, annotated bibliography, and rough draft of introduction will receive formal comments. All other assignments cannot. All late assignments will be docked a full letter grade for every day it is late, which, after the fifth day (including weekends), the assignment will no longer be accepted. Also, I will not provide comments on any late assignments or incomplete assignments. However, you may come to my office hours for verbal feedback.

### **Revision Policy:**

For this class, you are given the option to revise the following assignments for a higher grade: Research Proposal, and the Annotated Bibliography. However, you lose the right to revise these papers if they were submitted late or if they were incomplete at time of submission. These revised papers may be submitted to me at any time until the final day of instruction (11/29). If you do not submit a revision at that point, you forfeit your right to do so.

In order to submit a revised paper, you will also need to perform two other tasks on top of revisions. First, your revised draft must highlight all parts of the paper that have been changed from the previous one. You will also need to include the unrevised paper as well. Second, and most important, you will also need to draft a letter addressed to me that both identifies the revisions that you have made and explains how these revisions addresses the issues that I raise in my comments to your original paper. Without accomplishing these other tasks, I will not accept any revised submissions.

### **Academic Integrity:**

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct (<http://osc.sdes.ucf.edu>) for further action. See the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu>) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own."

### **Turnitin:**

In this course we will utilize [turnitin.com](http://turnitin.com), an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report

from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit [www.turnitin.com](http://www.turnitin.com).

## **COURSE POLICIES AND EXPECTATIONS**

### **Communication:**

In this class, our official mode of communication is through email. Please include the course and section number in the subject line of all email communications. All communication between student and instructor and between student and student should be respectful and professional. At minimum, this means that you need some sort of salutation with my name (e.g. Dear Dr. Ravela) and a valediction with your name (e.g. Sincerely, Dr. Ravela). As of 2009, Knightsmail is the only official student email at UCF. Class rosters list Knightsmail addresses rather than external email addresses, and all official class communications will be sent only to the Knightsmail addresses. Students are responsible for checking their Knightsmail accounts regularly

### **Email:**

I check my email only once a day and I do not check my email on the weekend. Thus, depending on when you email me, I may take up to two to four days to respond. If you have a question that needs to be addressed immediately, I recommend that you speak to me during office hours or right before or after class.

### **Being Prepared for Class:**

As a senior seminar, this class expects students to be far more proactive than in prior course. Class relies almost exclusively on class discussion while professor lectures will be significantly minimized. Thus, it is especially important for you have the assigned readings done before class so that you are prepared to participate in discussions. This means you must bring printed copies of the reading and other materials to class. I will make sure to provide reminders of what and when you will need these other materials.

### **Attendance and Punctuality:**

I do take attendance every day of class. This attendance record will indirectly determine your participation grade. More specifically, it establishes the maximum level of my assessment of the quality of your participation in class discussion. Hence, if you attend every class, then you have the potential but no guarantee to receive 100% in my assessment of the quality of your participation. However, if you miss classes without proper paperwork, your maximum score on my assessment of your quality of participation declines. Also I understand that arriving on time can be difficult with such a large campus and short break in-between each session. Therefore, I provide a 15 minute grace period after the class has begun. However, if you arrive after this grace period, I will politely ask you to leave the class for that day.

### **Cell Phones and the Use of Other Technologies:**

You **MUST** turn off your cell phone **BEFORE** you enter the classroom. Failing to turn off your cell phone is a sign of disrespect to your fellow students and myself. Other signs of disrespect include: text-messaging, wearing headphones, or using any type of disruptive electronic devices during class time. This policy is enforced at all times unless I instruct otherwise. If you continually text or sleep or talk inappropriately, etc. it will negatively impact your participation in the class.

### **Classroom Culture:**

I want all of you to feel welcomed *and* challenged in this class – by me and by each other. This necessitates that you enter the classroom with an understanding that all of us bring something different to discussion (backgrounds, viewpoints, experiences and identities) and that those “somethings” can potentially rub other people the wrong way. While I encourage academic debate, it can only occur productively in an environment that not only puts respect for all viewpoints first and foremost rather than relying on

rudeness or antagonism. We are here to learn from each other. As I have iterated elsewhere in this syllabus, open communication will be an important part of this class and if at any time you feel uncomfortable, I encourage you to speak to me about it so that the issue can be addressed appropriately.

## **ACCOMMODATIONS, RESOURCES, AND OPPORTUNITIES**

### **Accessibility Accommodations**, Ferrell Commons 185, 407-823-2371

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

### **University Writing Center**, Trevor Colbourn Hall 109, (407) 823-2197

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through <http://uwc.cah.ucf.edu/>.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

### **Student Academic Resource Center**, Howard Phillips Hall 113, 407-823-5130

Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

We offer free programs and services to UCF students such as peer tutoring, Supplemental Instruction (SI), workshops and seminars, learning skills consultations, and first-year transition programs. Many of our services are offered across campus, and peer tutoring is conveniently located at three facilities, including Howard Phillips Hall, the College of Engineering and Computer Science, and the Veterans Academic Resource Center. Our services are delivered in a variety of formats, including peer-led group tutoring and study sessions, workshops, and individual consultations. Additionally, SARC Online is available on demand to offer a variety of tools, resources, and materials designed to help students be successful, whether they are taking online classes or simply seeking online academic support.

Additionally, SARC is proud to be part of the Knights Academic Resource Services (KARS) coalition. KARS provides a virtual one-stop shop to connect students with up-to-date information about resources and helpful academic services available at the University of Central Florida.

## **CALENDAR**

This calendar is subject to revisions, additions, and removal at my discretion, which is based on my assessment of the class throughout the semester.

<b>Date</b>	<b>Reading &amp; Work Due</b>
Tuesday –	Introduction to the Course & Professor

08/21	
<b>Stuart Hall and History of Cultural Studies</b>	
Thursday – 08/23	<b>Read and Discuss:</b> <ul style="list-style-type: none"> <li>• Stuart Hall - “Cultural Studies and its Theoretical Legacies”</li> <li>• Charlotte Brunsdon - “A Thief in the Night: Stories of Feminism in the 1970s at CCCS</li> </ul>
Tuesday – 08/28	<b>Continue Discussion:</b> <ul style="list-style-type: none"> <li>• Stuart Hall - “Cultural Studies and its Theoretical Legacies”</li> <li>• Charlotte Brunsdon - “A Thief in the Night: Stories of Feminism in the 1970s at CCCS</li> </ul>
<b>Stuart Hall: Theoretical Interventions</b>	
Thursday – 08/30	<b>Read and Discuss:</b> Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> <li>• Lecture 1: The Formation of Cultural Studies</li> <li>• Lecture 2: Culturalism</li> </ul>
Tuesday – 09/04	<b>Read and Discuss:</b> Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> <li>• Lecture 3: Structuralism</li> <li>• Lecture 4: Rethinking the Base and Superstructure</li> </ul>
Thursday – 09/06	<b>Read and Discuss:</b> Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> <li>• Lecture 5: Marxist Structuralism</li> <li>• Lecture 6: Ideology and Ideological Struggle</li> </ul>
Tuesday – 09/11	<b>Read and Discuss:</b> Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i> <ul style="list-style-type: none"> <li>• Lecture 7: Domination and Hegemony</li> <li>• Lecture 8: Culture, Resistance, and Struggle</li> </ul>
Thursday – 09/13	<b>Continue Discussion:</b> Stuart Hall – <i>Cultural Studies 1983: A Theoretical History</i>
<b>Stuart Hall and Key Concepts</b>	
Ideology	
Tuesday – 09/18	<b>Read and Discuss:</b> <ul style="list-style-type: none"> <li>• Louis Althusser - “Ideology and Ideological State Apparatuses (Notes towards an Investigation)”</li> <li>• Stuart Hall - “Signification, Representation, Ideology: Althusser and the Post Structuralist Debates”</li> </ul>
Thursday – 09/20	<b>Continue Discussion:</b> <ul style="list-style-type: none"> <li>• Louis Althusser - “Ideology and Ideological State Apparatuses (Notes towards an Investigation)”</li> <li>• Stuart Hall - “Signification, Representation, Ideology: Althusser and the Post Structuralist Debates”</li> </ul>
Culture and Encoding/Decoding	
Tuesday – 09/25	<b>Read and Discuss:</b> <ul style="list-style-type: none"> <li>• Stuart Hall - “Encoding/Decoding”</li> <li>• Selections from Hall and Jefferson, eds., <i>Resistance through Rituals: Youth subcultures in post-war Britain</i></li> </ul>
Thursday –	<b>Continue Discussion:</b>

09/27	<ul style="list-style-type: none"> <li>• Stuart Hall - “Encoding/Decoding”</li> <li>• Selections from Hall and Jefferson, eds., <i>Resistance through Rituals: Youth subcultures in post-war Britain</i></li> </ul>
	Articulation and Conjunctionure
Tuesday – 10/02	<p><b>Read and Discuss:</b></p> <ul style="list-style-type: none"> <li>• Stuart Hall - “Race, Articulation, and Societies Structured in Dominance”</li> <li>• John Clarke – “Conjunctionures, Crises and Cultures: valuing Stuart Hall”</li> </ul>
Thursday – 10/04	<p><b>Continue Discussion:</b></p> <ul style="list-style-type: none"> <li>• Stuart Hall - “Race, Articulation, and Societies Structured in Dominance”</li> <li>• John Clarke – “Conjunctionures, Crises and Cultures: Valuing Stuart Hall”</li> </ul>
<b>Stuart Hall and Cultural Studies Analysis in Action: A Case Study</b>	
Tuesday – 10/09	<p><b>Read and Discuss:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Social History of a Moral Panic</li> <li>• The Origins of Social Control</li> <li>• The Social Production of News</li> <li>• Balancing Accounts: Cashing in on Handsworth</li> </ul>
Thursday – 10/11	<p><b>Continue Discussion:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• The Social History of a Moral Panic</li> <li>• The Origins of Social Control</li> <li>• The Social Production of News</li> <li>• Balancing Accounts: Cashing in on Handsworth</li> </ul>
Friday – 10/12	<b>Submit:</b> Research Proposal
Tuesday – 10/16	<p><b>Read and Discuss:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i></p> <ul style="list-style-type: none"> <li>• Orchestrating Public Opinion</li> <li>• Explanations and Ideologies of Crime</li> <li>• Crime, Law and the State</li> </ul>
Thursday – 10/18	<p><b>Continue Discussion:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i></p> <ul style="list-style-type: none"> <li>• Orchestrating Public Opinion</li> <li>• Explanations and Ideologies of Crime</li> <li>• Crime, Law and the State</li> </ul>
Tuesday – 10/23	<p><b>Read and Discuss:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i></p> <ul style="list-style-type: none"> <li>• The Law-and-Order Society: The Exhaustion of ‘Consent’</li> <li>• The Law-and-Order Society: Towards the ‘Exceptional State’</li> </ul>
Thursday –	<b>Continue Discussion:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State,</i>

10/25	<i>and Law &amp; Order</i> <ul style="list-style-type: none"> <li>• The Law-and-Order Society: The Exhaustion of ‘Consent’</li> <li>• The Law-and-Order Society: Towards the ‘Exceptional State’</li> </ul>
Tuesday – 10/30	<b>Read and Discuss:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i> <ul style="list-style-type: none"> <li>• The Politics of ‘Mugging’</li> <li>• Afterwords</li> </ul>
Thursday – 11/01	<b>Continue Discussion:</b> Stuart Hall et al. – <i>Policing the Crisis: Mugging, the State, and Law &amp; Order</i> <ul style="list-style-type: none"> <li>• The Politics of ‘Mugging’</li> <li>• Afterwords</li> </ul>
Friday – 11/02	<b>Submit:</b> Annotated Bibliography
<b>Stuart Hall and Diaspora</b>	
Tuesday – 11/06	<b>Read and Discuss:</b> <ul style="list-style-type: none"> <li>• Stuart Hall – New Ethnicities</li> </ul>
Thursday – 11/08	<b>NO CLASS – @ Conference</b>
Tuesday – 11/13	<b>Read and Discuss:</b> Stuart Hall – <i>The Fateful Triangle: Race, Ethnicity, Nation</i> <ul style="list-style-type: none"> <li>• Race-The Sliding Signifier</li> </ul>
Thursday – 11/15	<b>Read and Discuss:</b> Stuart Hall – <i>The Fateful Triangle: Race, Ethnicity, Nation</i> <ul style="list-style-type: none"> <li>• Ethnicity and Difference</li> </ul>
Friday – 11/16	<b>Submit:</b> Submit Draft of Introduction to Final Paper
Tuesday – 11/20	<b>Read and Discuss:</b> Stuart Hall – <i>The Fateful Triangle: Race, Ethnicity, Nation</i> <ul style="list-style-type: none"> <li>• Nations and Diaspora</li> </ul>
Thursday – 11/22	<b>NO CLASS – Thanksgiving Break</b>
<b>Stuart Hall and Thinking the Present Conjuncture</b>	
Tuesday – 11/27	<b>Read and Discuss:</b> <ul style="list-style-type: none"> <li>• Stuart Hall - “The Neo-liberal Revolution”</li> <li>• Stuart Hall with Doreen Massey - “Interpreting the Crisis”</li> </ul>
Thursday – 11/29	<b>Read and Discuss:</b> <ul style="list-style-type: none"> <li>• Stuart Hall - “The Neo-liberal Revolution”</li> <li>• Stuart Hall with Doreen Massey - “Interpreting the Crisis”</li> </ul>
Friday – 11/30	<b>Submit:</b> Submit Complete Rough Draft of Final Paper
<b>Finals Week</b>	
Thursday – 12/06	<b>Submit:</b> Submit Final Draft of Final Paper 10:00-12:50pm – Student Presentations