

**Political Science 353**  
**Contemporary Race Relations**  
**Fall 2024<sup>1</sup>**

**Professor**

Prof. Engelhardt  
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**Class**

TR 11:00-12:20pm, Frey 309  
Office Hours: T/TR 2:00-3:30pm or by appointment

**Course Overview**

Introduces students to the dynamics of race/ethnicity in United States and specifically examines the role of race/ethnicity in American politics. To help students understand different perspectives on the topic, this course utilizes an interdisciplinary approach that incorporates theoretical frameworks, survey data, and commentary to understand concepts of race and identity.

**Course Objectives and Expectations**

At the end of the class students will be able to:

- Compare and contrast explanations for the influence racial identities and attitudes about race and racial hierarchy have on individuals' political thinking and behavior.
- Identify the ways social scientists, particularly political scientists, understand racial identities and their political origins and consequences.
- Demonstrate how racial group membership can shape political reactions to current issues facing the country.
- Understand how their own racial identities and attitudes may shape their beliefs and perspectives.

This is an upper-division course with attendant expectations. We will not only cover core ideas about race, ethnicity, and politics, but also engage with cutting-edge research in the area. To meet our objectives, I expect all students to come to class prepared, having completed the assigned readings and reviewed their notes from previous classes. While a specific hour mark for amount of preparation to meet satisfactorily these outcomes cannot be identified, students should expect to spend at least 1-2 hours outside of class working through material for every hour in class. In other words, I expect at least 3 hours of work each week outside of class as a foundation for achieving course requirements.

**Course Policies and Requirements**

Class consists mostly of weekly modules. The first part of the week features lecture building on the assigned readings. Each week concludes with a class discussion and debate over the material introduced.

The following rule offers information on the minimum letter grade earned from a course point total. You can determine your current grade by dividing the total points received by the total points available.

930 – 1000 = A

730 – 779 = C

900 – 929 = A-

700 – 729 = C-

880 – 899 = B+

689 – 699 = D+

830 – 879 = B

630 – 679 = D

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<sup>1</sup> Syllabus version August 13, 2024

800 – 829 = B-  
780 – 799 = C+

600 – 629 = D-  
Below 600 = F

*Class Attendance, Participation and Discussion Posts (100 points)*

Course quality depends on active class participation. This is what transforms our time together, and the long reading list, into an educational experience.

Participation begins with attendance. I expect everyone to attend class, and your participation grade includes this. I also expect your attention during class. Cell phones, headphones, and other distractions should be put away. While you may use laptops to take notes and reference assigned readings, please be mindful that technology use may distract your classmates. For more, see classroom policies.

Participation also requires active class contributions. This can include asking questions or sharing your thoughts on the readings and course material. Conversations should be informed by readings and lectures, not spontaneous reactions to material. Informed assessment includes critical evaluation of content. Spontaneous reaction is speculation. Classes focus on collectively grappling with, and mastering, course material which critical engagement facilitates. Gut-level responses do not. If you miss class, you should follow up with a classmate to collect notes and cover what you missed or plan to visit office hours.

To facilitate class discussion, starting the week of September 8 you will submit discussion questions and informed reactions on the readings and class content by 11:59pm eastern each Wednesday, using the Brightspace discussion page feature under the appropriate module. Each post must contain a question, a quote, and a connection drawn from the week's readings. More information on these three requirements is included on Brightspace. I will select a few students on a random basis each week to raise their questions or comments during Thursday's class, with this random selection weighted toward those without prior participation. If you happen to miss class and I call on you, you'll miss out on participation points unless you alert me to your absence due to a documented excuse, including illness. On weeks without Thursday classes, I will not incorporate discussion posts into class but they are still required. These posts will be evaluated on a pass/fail basis, with bonus points available for exceptional posts. Points will be determined in combination with class participation at the semester's end.

To guide your in-class contributions, you can consider the following themes: building blocks; contributions; and critiques, improvements, and extensions.<sup>2</sup>

1. **BUILDING BLOCKS:** You can participate by helping to ensure we have a shared understanding of the building blocks of each article before we move to the next level of critical analysis. Based on your reflections on the readings, you can contribute by being prepared to consider questions like:
  - a. What is the research question the author is studying in this article?
  - b. What is the key hypothesis (and justification) the author is testing?
  - c. What data does the author use to test said hypothesis?
  - d. What are the key dependent and independent variables?
  - e. What are the basic findings?
2. **CONTRIBUTIONS:** You can participate by helping us see the “so what” in the readings. You might think about answers to questions like:

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<sup>2</sup> I am grateful to Dr. Cindy Kam for this framework.

- a. What is new here (theoretically or empirically)?
  - b. Why is it important for politics or for society for the author to have done this work?
  - c. What are the new insights that this work provides with respect to individual decision-making, mass and/or elite behavior, or democratic functioning?
3. CRITIQUES, IMPROVEMENTS, and EXTENSIONS: You can participate by offering insights into where the work can be made better and how. You might think about answers to questions like:
- a. Do you find the argument’s logic persuasive? What would better convince you?
  - b. Are you convinced by the evidence, or no? What would better convince you?
  - c. Are there limits to the findings? Where are there potential limitations in applicability, and how might you investigate them?
  - d. What are some exciting ideas that the readings do not test but suggest for future exploration?

*Reading Quizzes* (100 points)

I expect students to complete assigned readings for each module before each week. As part of this, you will complete in-class reading quizzes at the beginning of each module—typically every Tuesday. They will consist of 5 randomly selected questions based on the week’s readings. Quizzes will start within the first 5 minutes of class, so be sure to arrive promptly. Each quiz will last at most 10 minutes. There will be 12 quizzes and I will drop the two lowest quiz grades. There will thus be no makeups.

*Current Event Commentary* (100 points)

You will complete one commentary piece applying course content to current events. This assignment will allow you to practice bringing class insights on race, ethnicity, and politics to bear on current events and prevailing public debates. Writing in the style of a blog post or newspaper opinion piece, you will make an argument for how we can use insights from a single unit to understand a topic in the news related to the presidential election. You may pick any current topic. You will then use evidence from class, both readings and lecture, to write a piece with the goal to inform an interested non-specialist. For instance, how can we make sense of *The Economist* headline “Rural white voters in Wisconsin could decide America’s election” or this headline from CNN “When Trump attacks Harris’ racial identity, these Americans say it’s personal”? In completing the piece you should discuss what the current public controversy or topic is about, define the course concept(s) you find relevant for understanding it, and describe how the concept(s) helps us understand this news story by making specific reference to the concepts and relevant evidence from lecture and readings.

These commentaries should be about 1000 words (1” margins, double-spaced, 12pt standard font). I will grade them on how well they demonstrate understanding of the concept(s) used and how effectively they use the concept to make sense of the current event, as well as the clarity and precision of the writing. Include a word count alongside a standard header when uploading to Brightspace.

This assignment’s one restriction is that you must complete it within one (1) week of the end of the unit on which you are writing. For instance, if you want to write about when and why racial identities matter, this assignment is due by September 26.

For examples of this style of writing, consider the Bouie piece assigned the first week of class or see how the following websites write research-informed articles: <https://goodauthority.org/>, <https://www.vox.com/>, <https://abcnews.go.com/538>, <https://www.economist.com/graphic-detail>, and <https://www.ft.com/data-points>.

### *Short Papers* (200 points each)

You will write two short papers. These papers will allow you to demonstrate mastery of material across several course content areas and to develop professional skills. Clarity, precision, and analytical rigor epitomize good professional writing. These papers provide you with the opportunity to hone these skills. Papers should be 4-6 pages in length (1" margins, double-spaced, 12pt standard font). I will grade them according to the logic and persuasiveness of the analysis, use of course material, and their clarity and organization. These should not be summaries of the prompt or course material but rather a synthesis of lecture content and course readings across units to help explain a given phenomenon.

**First Paper (Due October 22):** We will watch *Gran Torino*, the 2008 Clint Eastwood movie. In light of the course material, is the protagonist Walt Kowalski a bigot? What concepts covered in class, both readings and lecture, best explain the source(s) of his attitudes and behaviors, and why are these the best explanations relative to others? Are there any limits to your argument in light of the concepts you use and evidence from the movie? Given your argument, how do we understand his behavior at the end of the movie?

**Topic 2 (Due November 21):** Analysts will want to understand why racial groups voted the way they did in November, with this in no small part encouraged by Vice President Harris's candidacy. You will offer your own considered assessment. How do we understand the breakdowns in voting behavior that we observed this year in exit polls and other public opinion data? Where do theories we've discussed help and where do they fall short in complementing, or correcting, the soon-to-develop conventional wisdom around race and this fall's election outcome? Your essay should build an argument around concepts from lecture and the readings, as well as evidence from journalistic interpretations of 2024 exit polls, to help us understand the political participation and voting behavior of racialized groups in the 2024 presidential election. You do not need to conduct any original data analysis, but should explicitly discuss exit poll results.

### *Final Exam* (300 points)

The final addresses your ability to teach a specific class concept or idea to an interested person who was not enrolled in our course this semester. Teaching moves us beyond recognition of concepts and synthesis of their interconnections, skills honed via the quizzes, short papers and current event commentaries, to demonstration of understanding nuances required to convey this knowledge. To this end, you have the opportunity to select whatever medium you find uses. You could write an op-ed or long-form magazine article, record a podcast or create video, design a game, produce art, whatever moves you. Just no essays. But regardless of selection the requirement is the same: *teach* the concept. This may require providing additional background information to set up what you want to convey. In addition to whatever you produce, you will also submit a short memo elaborating on how you see this product teaching your peer. Your submissions will be evaluated based on command of material and creativity, as well as the extent to which they would be comprehensible to someone outside of the class.

### *Extra Credit*

There is one extra credit opportunity this semester. You can earn 10 points by participating in a social science research study (or completing an alternative activity). More information on when this will occur and how to participate will be forthcoming.

### *Late Work*

I expect all work to be submitted on time. But it is better to turn in work late than not at all. If you submit work late, I will deduct 10% off of the final grade for each 24-hour period it is late. Late work associated with a properly documented excuse will not receive this deduction. The late work acceptance applies only to the short paper assignments. Reading quizzes and discussion posts are not accepted late.

### *Re-grades*

I am happy to discuss grades you receive on your assignments to highlight areas of strength and places to improve. If you believe your work merits better marks than what it received, I will reevaluate it according to the following conditions. Re-grade requests will only be accepted after 48 hours have passed from assignment return. In this period you should go through the comments I provide on the work and review your notes and course material to consider points of improvement. If you still believe the grade does not accurately reflect your work, I require a detailed writeup addressing 1) which aspect(s) of the grade you feel are incorrect and 2) your reasoning for why this is incorrect directly referencing class notes and course material. Email this writeup to me and return your graded assignment if returned physically. I will then review your proposal and re-grade your entire assignment. This means that a re-graded assignment may result in a final grade that is either higher or lower than your original grade.

### **Academic Honesty**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at:

[http://www.stonybrook.edu/commcms/academic\\_integrity/index.html](http://www.stonybrook.edu/commcms/academic_integrity/index.html)

For any questions on what appropriate citation requires, please see me or talk with a librarian. Please use a parenthetical citation style, not footnotes or endnotes. The library has examples:

<https://guides.library.stonybrook.edu/citations>

Academic integrity also includes the use of AI-related text. This includes, but is not limited to, the use of predictive text and other services that suggest word(s) to follow one's typing or construction of full assignments (e.g., Grammarly). This latter part includes not just submitting an AI-generated paper as your own, but using an AI-generated text as a foundation and then editing it prior to submission. The entirety of your work must be your own. At my discretion I will submit work to various detection programs.

### **Reading Scientific Articles**

You might find reading scientific articles a bit daunting. But don't worry. It just takes a bit of practice. I've assigned one guide for reading scientific articles and chapters for unit 1. You might also find Amanda Green's "[How to Read Political Science: A Guide in Four Steps](#)" or Greta Krippner's "[How to Read a \(Quantitative\) Journal Article](#)" helpful.

Being able to answer the following questions can offer a helpful check on your understanding.

1. What is the piece's research question? What puzzle or relationship is it interested in?
2. What argument(s) does it make? This is usually associated with specific hypotheses or claims investigated.
3. What are the focal concepts that make up these arguments? Concepts can be broken down into understanding what phenomenon the paper is trying to explain and what thing(s) it uses as explanations. How does the piece define and measure each concept?
4. What approach(es) does the piece use to test its hypotheses? That is, how does it collect and analyze data? Is it an experiment, public opinion survey, something else?
5. What conclusion(s) does the piece make regarding the research question(s)? What hypothesis(es) receive support and what implications does that have for how we understand the target phenomenon?
6. How are the piece's argument and evidence similar to, or different from, other work we've covered?

## Course Material and Unit Schedule

There are no required texts for this course. All readings will be available on Brightspace or can be located through the library. If an assigned reading is not on Brightspace that you believe should be, it is your responsibility to locate the reading or contact me to upload it with sufficient time before class.

### Course Introduction and Logistics

Dates	Topics	Readings
Aug 27	Course introduction and logistics	Syllabus
Aug 29	Why study race? Who gets what, when, and how.	Jardina and Mickey 2022 Bouie 2023
Sep 3	Reading social science	Tokeshi 2023 "How to Read" articles
<i>No Class Sept 5, Prof. E Away for a Conference</i>		

### Race as Social Identity

Dates	Topics	Readings
Sep 10-12	What are racial identities? What tools and approaches do we use to study them?	Davenport 2020 Deaux 2018 Pollock 2020 Ch 4
Sep 17-19	When, why, and among whom do racial identities matter?	Brewer 2007 Dawson 1994 Ch 3

### Intergroup Attitudes

Dates	Topics	Readings
Sep 24-26	Explicit vs. Implicit attitudes In-group vs. out-group bias	Chudy 2021 Banks and Hicks 2016  <i>Complete the <a href="#">Black-White faces (Race)</a> LAT</i>

Oct 1-3	Social conformity Group hierarchy and social stratification	Feldman 2003 Sidanius et al 1997
Oct 8-10	Watch <i>Gran Torino</i>	
Oct 15	<i>No Class, Enjoy Fall Break!</i>	

### The Identity-to-politics Link

Dates	Topics	Readings
Oct 17-22	How do political elites link race with politics? Electoral competition; social movements; political decision-making	Pérez 2015 White 2007
<i>Short Paper 1 due by start of class October 22</i>		
Oct 24	How does the mass public make race politically relevant? Party identification	Huddy, Mason, & Horwitz 2016 Raychaudhuri 2018

### Race and Political Phenomena: Five Cases

Dates	Topics	Readings
Oct 29-31	How does race matter for public opinion and policy attitudes?	Jefferson et al 2021 Kam and Burge 2019
Nov 5	<i>No class, Election Day</i>	
Nov 7	How does race matter for vote choice?	McConaughy et al 2010 Fraga, Velez, & West 2024
Nov 12-14	How does race matter for participation?	Anoll 2022 Ch 4 Fraga 2016
Nov 19-21	How does race matter for national boundaries? <i>Short paper 2 due Nov. 21</i>	Bracic et al 2021 Pérez et al 2019
Nov 26	How does race matter for representation?	Hajnal 2020 Ch 4 Lemi 2022

### Challenges to Multi-Racial Democracy

Dates	Topics	Readings
Dec 3-5	What does politics look like in light of diversity?	Bartels 2020 Jones-Correa et al 2015

*Final Project Due:* December 12 1:45PM

## Readings List

Anoll, Allison P. 2022. *The Obligation Mosaic: Race and Social Norms in US Political Participation*. Chicago, IL: University of Chicago Press.

Banks, Antoine J, and Heather M Hicks. 2015. “Fear and Implicit Racism: Whites’ Support for Voter ID Laws.” *Political Psychology* 37(5): 641–58.

Bartels, Larry M. 2020. “Ethnic Antagonism Erodes Republicans’ Commitment to Democracy.” *Proceedings of the National Academy of Sciences*.

Bouie, Jamelle. 2023. “Opinion | How We Construct and Reconstruct Race.” *The New York Times*. <https://www.nytimes.com/2023/02/04/opinion/police-abuse-race.html> (August 13, 2024).

Bracic, Ana, Mackenzie Israel-Trummel, and Allyson F. Shortle. 2022. “Ethnocultural or Generalized? Nationalism and Support for Punitive Immigration Policy.” *Politics, Groups, and Identities*.

Brewer, Marilyn B. 2007. “The Importance of Being We: Human Nature and Intergroup Relations.” *American Psychologist*: 728–38.

Chudy, Jennifer. 2021. “Racial Sympathy and Its Political Consequences.” *The Journal of Politics* 83(1): 122–36.

Davenport, Lauren. 2020. “The Fluidity of Racial Classifications.” *Annual Review of Political Science* 23(1):221-240.

Dawson, Michael C. 1994. *Behind the Mule*. Princeton: Princeton University Press.

Deaux, Kay. 2018. “Ethnic/Racial Identity: Fuzzy Categories and Shifting Positions.” *The ANNALS of the American Academy of Political and Social Science* 677(1): 39–47.

Feldman, Stanley. 2003. *Enforcing Social Conformity: A Theory of Authoritarianism*. *Political Psychology* 24(1): 41-74.

Fraga, Bernard L. 2016. “Candidates or Districts? Reevaluating the Role of Race in Voter Turnout.” *American Journal of Political Science* 60(1): 97–122.

Fraga, Bernard L., Yamil R. Velez, and Emily A. West. 2024. “Reversion to the Mean, or Their Version of the Dream? Latino Voting in an Age of Populism.” *American Political Science Review*: 1–9.

Hajnal, Zoltan L. 2020. *Dangerously Divided: How Race and Class Shape Winning and Losing in American Politics*. Cambridge: Cambridge University Press.

Huddy, Leonie, Lilliana Mason, and S. Nechama Horwitz. 2016. “Political Identity Convergence: On Being Latino, Becoming a Democrat, and Getting Active.” *RSF: The Russell Sage Foundation Journal of the Social Sciences* 2(3): 205–28.



- Jardina, Ashley, and Robert Mickey. 2022. "White Racial Solidarity and Opposition to American Democracy." *The ANNALS of the American Academy of Political and Social Science* 699(1): 79–89.
- Jefferson, Hakeem, Fabian G Neuner, and Josh Pasek. 2021. "Seeing Blue in Black and White: Race and Perceptions of Officer-Involved Shootings." *Perspectives on Politics* 19(4): 1165–83.
- Jones-Correa, Michael, Sophia J Wallace, and Chris Zepeda-Millán. 2015. "The Impact of Large-Scale Collective Action on Latino Perceptions of Commonality and Competition with African Americans." *Social Science Quarterly* 97(2): 458–75.
- Kam, Cindy D, and Camille D Burge. 2019. "Racial Resentment and Public Opinion across the Racial Divide." *Political Research Quarterly* 72(4): 767–84.
- Lemi, Danielle Casarez. 2022. "Do Voters Prefer Just Any Descriptive Representative? The Case of Multiracial Candidates." *Perspectives on Politics* 19(4): 1061–81.
- McConaughy, Corrine M, Ismail K White, David L Leal, and Jason P Casellas. 2010. "A Latino on the Ballot: Explaining Coethnic Voting Among Latinos and the Response of White Americans." *The Journal of Politics* 72(04): 1199–1211.
- Pérez, Efrén O. 2015. "Ricochet: How Elite Discourse Politicizes Racial and Ethnic Identities." *Political Behavior* 37(1): 155–80.
- Pérez, Efrén O, Maggie Deichert, and Andrew M Engelhardt. 2019. "E Pluribus Unum? How Ethnic and National Identity Motivate Individual Reactions to a Political Ideal." *The Journal of Politics* 81(4): 1420–33.
- Raychaudhuri, Tanika. 2018. "The Social Roots of Asian American Partisan Attitudes." *Politics, Groups, and Identities* 6(3): 389–410.
- Sidanius, Jim, Seymour Feshbach, Shana Levin, and Felicia Pratto. 1997. "The Interface Between Ethnic and National Attachment: Ethnic Pluralism or Ethnic Dominance?" *Public Opinion Quarterly* 61(1): 102-133.
- Tokeshi, Matthew. 2023. "Anti-Black Prejudice in Asian American Public Opinion." *Politics, Groups and Identities* 11(2): 366–89.
- White, Ismail K. 2007. "When Race Matters and When It Doesn't: Racial Group Differences in Response to Racial Cues." *American Political Science Review* 101(2): 339–54.

## **Other Course Information and Classroom Policies**

### *Classroom*

Please silence and put away cell phones, remove headphones and earbuds, and place other devices off your desk for the duration of the class. Each class is only 80 minutes. Your conversations, podcasts, and other stimuli can wait. If you are expecting a call that cannot be scheduled outside of class, please keep your phone on silent or vibrate to minimize disruptions while exiting. With these same considerations in mind, I ask that those wanting to use computers to take notes and reference readings only use electronics for class-related purposes. Not doing so is a distraction to not only yourself but your classmates as well. I reserve the right to deduct participation points from individuals using cell phones or other such devices in class.

Unless you have explicit permission from a university entity that I am aware of, audio and/or visual recording of lecture. This includes taking photos of slides. Doing so is a distraction to not only myself and your peers, but also to you. Focusing attention on the slides distracts from what I am saying, which is just as, if not more, important than the slide-based material. If you would like clarification on lecture content, please raise those questions in class or come to office hours. Similarly, as this class will often deal with sensitive topics, I want us to be respectful of each other's efforts to work through course material collectively. Our class discussions remain in this class.

These policies fall under the university's [minimal expectations of student responsibilities](#) in the classroom.

### *Civility*

In this course we will discuss sensitive topics including racism, discrimination, and the relevance of individuals' core beliefs and identities. Course readings and discussions will give you the chance to learn how to talk about these topics in the classroom in a respectful and articulate way. Our goal in this course is a critical understanding of race and politics. I do not expect students to reveal their own political views or personal experiences. But you will be expected to participate in a way that is respectful to others. If you do not feel comfortable with this, you may reconsider your desire to take this course.

### *Communication*

Office Hours: I will always be available 2:00-3:30p on Tuesdays and Thursdays unless otherwise noted. If you cannot find a time during these times, please send me an email to schedule an appointment. Office hours are a time I have set aside to answer any questions you have about course material, the major, or anything else on your mind. Come say hi. I would like to get to know you.

Email Etiquette: I try to respond to emails within 24 hours (excluding weekends and holidays). When emailing me to ask a question or schedule an office hours appointment please include "PSC353" in the subject line so I don't miss it. I have automatic filtering in place and it will otherwise get lost. Alongside the course title in the subject, please also include a descriptive label related to your email ("Appointment for PSC353", "Question on PSC353 short paper 1"). To make my response to you as helpful as possible, please be as complete and thorough as possible in your email in describing how I can help you. For instance, if you are requesting an appointment, in the body of your email please include days and times you are available. To show you have read this, before the first day of class please send me an email to something you have read recently that you have enjoyed. This can be fiction, non-fiction, journalism, poetry, anything. I'd like to get to know you beyond the class and doing so will earn you some extra credit for participation.

### *Critical Incident Management*

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.

### *Deus ex machina*

A popular tension-resolving device in theatre or literature involves unexpected, sometimes divine, intervention to address improbably decisions made by a protagonist up to this climactic moment. While such a deus ex machina may be the saving grace of many a fictional hero or heroine, no such devices exist in this class. I have the same expectations for everyone in this course, expectations laid out in this syllabus and reiterated each class day. Everyone earns course credit by meeting and surpassing these expectations, meaning I am not responsible for addressing improbable events that have befallen you with last-minute assistance available only to you. This is not fair to everyone else in the course who has put in the requisite effort. There are no exceptions.

### *Student Accessibility Support Center*

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at [sasc@stonybrook.edu](mailto:sasc@stonybrook.edu). They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

### *Syllabus Modifications*

As a final note, this syllabus is intended to give you guidance in what may be covered during the semester and will be followed as closely as possible. However, I reserve the right to modify, supplement and make changes as course needs arise.