Instructor Information

Please see the course information page on the course site for instructor name and contact information.

Course Information

Course Description

This course is offered as a special topic in literature and culture where the goal is to study selected problems, issues, trends and periods within literature and culture. The course emphasizes the study of literature in the English language composed by male writers who dwell upon masculinity, men’s experiences, and on gender issues.

Credit Hours: 3

Prerequisite(s): None

Required Materials


Selected readings, available to you on the Moodle course page.

Course Objectives

By the end of this course, students will be able to:

<table>
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<tr>
<th>Objectives</th>
<th>Outcomes and Assessments</th>
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<tbody>
<tr>
<td>Develop analytical reading, critical thinking, and logic skills.</td>
<td>Students will read selected texts and support their understanding and interpretation of the selections by citing textual evidence in oral and written activities and assignments.</td>
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<tr>
<td>Develop and understand multiple purposes for effective writing skills, to include basic research techniques and social inquiry.</td>
<td>Students will incorporate introductory research techniques by completing one research project using the theories of masculinity studied in this course.</td>
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</table>
Develop basic speechmaking techniques and presentation skills. Students will engage intellectually with texts and others by participating in small and large group classroom and Blackboard discussions. Each student will make an oral presentation.

Develop formal English, while acknowledging linguistic diversity. Students will demonstrate proficiency in the use of formal written English by writing three papers that demonstrate competency in the conventions of grammatical skills, mechanics, punctuation, and word use.

Develop a humanities-centered, interdisciplinary understanding of, and appreciation for, the diverse and unifying forces shaping American culture from its pre-colonial beginnings to the present. Students will demonstrate an understanding of universal meanings in selected mentor texts by making text to self, text to text, and text to society connections in oral and written activities, assignments, and examinations.

### Course Assessment

#### Assessment Overview

Objectives will be achieved and demonstrated through the following course assessments. *The number of assignments may be subject to change:*

<table>
<thead>
<tr>
<th>Assignments</th>
<th># of Assignments</th>
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<tbody>
<tr>
<td>Weekly Responses</td>
<td>10</td>
</tr>
<tr>
<td>Blogs/Discussion Board Posts</td>
<td>10 (1 original post and 1 peer response/blog)</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>4</td>
</tr>
<tr>
<td>Midterm Exam (format TBA)</td>
<td>1</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>30 (10 blogs, 10 peer responses, 10 weekly responses)</td>
</tr>
<tr>
<td>Ethnography Project</td>
<td>1</td>
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#### Grading System and Scale

Grades will be posted in the Moodle course site as soon as they are ready for distribution. The final grade is based on the computations listed below.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Number of Assignments</th>
<th>Points Per Assignment</th>
<th>Total Weight</th>
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<tbody>
<tr>
<td>Weekly Responses</td>
<td>10</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Blogs/Discussion Board Posts/Responses</td>
<td>20</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>4</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm Exam (format TBA)</td>
<td>1</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>30</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Ethnography Project</td>
<td>1</td>
<td>100</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>66</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
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Because I anticipate the size of the class to be rather small, curving grades may not be an option. Therefore, please note that your work is graded on its merit and you should not expect that a curve will end up inflating your grade, even if there is one. Each of you has the potential to achieve an "A", and, equally, each of you has the potential to earn an "F". Assignments are due at the beginning of the class indicated on the syllabus. Please keep copies of all assignments you turn in. I do my best to have all assignments graded (and returned with feedback) within 7 working days. A standard A-F grading scale (0-100% will be used for the course with each grade separated by 10 points – 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% < = F).

### Grading Scale

- **A** = 100–94
- **A-** = 90–93
- **B+** = 87–89
- **B** = 84–86
- **B-** = 80–83
- **C+** = 77–79
- **C** = 74–76
- **C-** = 70–73
- **D+** = 67–69
- **D** = 64–66
- **D-** = 60–63
- **F** = Below 60 Percent

### Assessment Descriptions

**Weekly Responses** – Every week there will be a question (or series of questions) posted to Moodle to which you will be required to respond. These responses will be uploaded as Microsoft Word Documents and will be graded and given feedback the following week. All assignments will be timestamped; therefore, late work will not be graded. *The Discussion Forum Rubric Is Available as a PDF file on Moodle.* You must be able to access the course
Blogs/Discussion Board Posts – At times, we may have a real-time discussion about a particular topic (this is part of “attendance” in an online course), and you will be expected to be present and involved in the session. There will also be blogging and discussion board posts, where you will be expected to post one original response and at least one response to a peer’s posting. The Discussion Forum Rubric Is Available as a PDF file on Moodle. You must be able to access the course Moodle page to participate in this course.

Midterm Exam - The midterm examination day is on the daily schedule. The format will be decided upon by a majority class vote. Most likely, it will be a multiple choice/short answer examination or essay-based response question about a particular aspect of the course.

Attendance/Participation – Participating in an online course means that you are doing the assignments and that you are engaged and involved in interactive chat sessions and discussion board posts. Missing either type of assignment will negatively impact your grade. You must be able to access the course Moodle page to participate in this course.

Ethnography Project – This assignment will comprise the final three weeks of the course and will be done in stages. The details of the assignment will be provided as the time draws nearer.

A Final Note/Disclaimer – Many of the readings and videos we will be watching in this class are intended for “mature audiences.” While nothing you read or view in the course is likely to be anything you have not seen or heard before, I do believe a disclaimer is necessary for those students who may be more sensitive to adult themes or, occasionally, vulgar language.

The Ethnography Project

Assignment Description
As the course proceeds, you should pay attention to various themes that are discussed and how these themes relate to your own lives, or something you find interesting enough to pursue with more of your own research. For instance, if you feel like black fraternities is a topic worth addressing further, then begin planning ahead and thinking about how you would conduct interviews with members of fraternities. What approach will you take? What would your argument or claim actually be? In other words, the concepts discussed in class and in the readings should begin to inform and shape your view of how to proceed with ethnographic research. Do attempt to keep in mind, though, that the IRB requires you to submit a form that details your research and explains how human subjects will be treated.

Format for Papers
Papers must be typed and uploaded digitally as MS Word documents. They should be in APA format and must be no fewer than 10 pages (not including your references page).

Plagiarism

Plagiarism 1

1 Please see assignment documents on Moodle for specific details.
Plagiarism is cheating and is taken very seriously by the university. Plagiarism is the undocumented use of another's ideas or words. This includes not only published works, such as books, newspapers, or magazines, and papers on the Internet, but also other students papers or papers written for you by someone else. Students who plagiarize will be penalized according to university policy: your actions will be reported to the dean, who has the option of expelling you from the university.

Writing Center
You are encouraged to use services offered by the Writing Center for assistance on writing assignments in this course. The Writing Center is in the Grace Thomas Kennedy Business and Communications Building room #228.

Moodle
Because the University (and specifically the English Department) likes to have a documented record of work submitted and graded for courses, you will be required to use Moodle when turning in papers unless otherwise instructed. Moodle is also where you will go to find your grades and feedback for papers submitted. In short you must be able to access Moodle for this class and to complete this project.

Communication
Because we all occupy an increasingly technologically-demanding world, keeping in touch via email (or Moodle) is a necessary component of every college class. That noted, I typically respond very quickly to emails as long as I receive them and they are clearly composed. If you do not include your name, a subject line, and a clear purpose, I reserve the right not to respond. Email etiquette is very important as you segue from high school to college to the working world and addressing me as “Hey” will not yield a response. Please also remember to exercise “netiquette” whenever appropriate. Just because you are behind a computer screen does not mean you are entitled to flame, belittle, insult, or attack fellow students or the instructor. Failure to abide by this request will result in participation points being deducted from your final grade.

Course Policies

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<th>Academic Success</th>
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Early Alert Statement

The Claflin University Early Alert Program is designed to assist you with your academic success. Should your instructor determine that you need additional help, you will be referred to the Academic Success Center. The Academic Success Center will assist you in successfully completing the course.

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<th>Students with Disabilities</th>
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Assurance Statement

Claflin University adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for individuals with disabilities.
Individuals with disabilities should register with Disability Services and contact their instructor(s) in a timely manner to arrange for appropriate accommodations.

## Academic Integrity

### Claflin Code of Honor Policy Statement

Claflin University prohibits all forms of academic or scholarly dishonesty, including written or oral examinations, term and research papers or theses, modes of creative expression, and computer-based work.

Scholarly dishonesty includes lying, cheating, plagiarism, collusion, and the falsification or misrepresentation of experimental data. (See Claflin University Student Handbook: Code of Conduct and Code of Ethics.)

All students are required to take the following code of honor pledge:

“In my enrollment at Claflin University, I do hereby solemnly pledge that I will adhere to the Code of Honor. As a Claflin University Student, I do solemnly pledge to uphold the integrity of Claflin University. I will not participate in nor tolerate dishonesty in any academic endeavor.”

### Code of Honor Definition of Violations

1. **Academic Dishonesty**: Includes any other act (not specifically covered in previous provisions) that compromises the integrity of a student or intrudes on, violates, or disturbs the academic environment of the university community. Examples include attempting or agreeing to commit, or assisting or facilitating the commission of, any scholastic dishonesty; failing to appear or testify without good cause when requested by the Council for the Code of Honor; failing to keep information about cases confidential; supplying false information to the Council for the Code of Honor; and accusing a student of a violation of this code in bad faith.

2. **Cheating**: Act that implies the intent to deceive. It includes all actions, electronics or other devices, and deceptions used in the attempt to commit this act. Examples include, but are not limited to, copying answers from another student’s exam and using a cheat sheet or crib notes in an exam.

3. **Collusion**: The act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing information in labs that are to be done individually.

4. **Plagiarism**: Representing the words or ideas of someone else as one’s own. Examples include, but are not limited to, failing to properly cite direct quotes, the false utilization of copyrighted material, and the failure to give credit for someone else’s ideas.

### Code of Honor Sanctions
All proven cases of academic dishonesty shall be penalized as appropriate under the circumstances. The imposition of any sanction will include a statement of reasons supporting its severity. Recommendation of sanctions for cases of proven dishonesty will be forwarded by the Council for the Code of Honor to the Vice President for Academic Affairs. All proven cases of academic dishonesty will result in a grade of “XF” which shall remain on the student’s transcript for a minimum of two years. After two years, the student may petition the Vice President for Academic Affairs to have the “X” removed; however, the “F” will remain.

Other sanctions may include, but are not limited to:

- A defined period of probation or suspension with or without the attachment of conditions.
- The withdrawal of university funding.
- Expulsion from the university.

For more information, see the “Student Regulations” section of the Academic Catalog.

Netiquette

Although it is not expected to be a problem, students are asked to behave in the discussions and other class interactions in a professional and civil manner. If you are in doubt, do not post it! Instructors reserve the right to remove any posts deemed inappropriate, unprofessional, or otherwise distracting from the course.

Course Schedule

Please remember that the course schedule is a TENTATIVE PLAN for the course and deviations may be required as the semester progresses. Beware that some of the material we will be reading and/or viewing deals with adult themes and may have coarse or sexist language. Please adjust your sensibilities accordingly.

Module 1

TRANSGRESSIVE ACTS AND GENDERED PERFORMANCE: In this unit we will attempt to better understand how transgressive acts (behavior that breaks established rules or prescribed norms) are related to gender, and subsequently how men “act out” their gender through such behaviors.

Learning Objectives

Students should be able to:

- Define, and differentiate, between biological models, anthropological models, and sociological models.
- Explain whether or not race and socioeconomic status factor into the concept of masculinity.
- Identify “transgressive behavior” and determine if it is universally negative or if it serves a social function.

Learning Resources
Readings:
- Introduction and Chapter 10 (104-116) of *Men’s Lives*.

Supplemental Resources
- [https://www.youtube.com/watch?v=PEg8TFxVLF4](https://www.youtube.com/watch?v=PEg8TFxVLF4). Salesman scene from *Glengarry Glen Ross* that was not in the original play. Why is it in the film?
- [https://www.youtube.com/watch?v=TcmgQSo6iGE](https://www.youtube.com/watch?v=TcmgQSo6iGE). An interview with Jack Lemmon, who played Levene in the film GGR. Listen to his take on the character and how he felt like he needed to play the role.

Learning Activities

Exercises:
- Examining a list of behaviors and identifying the degree to which they are transgressive.
- Reading Quizzes: “The Pugilist at Rest” and *Glengarry Glen Ross* (To be posted to Moodle).
- **BLOG:**
  - Look at the list of transgressive behaviors that you completed and explain your rationale for defining these acts as transgressive or not transgressive; or, rationalizing the degree to which you feel they qualify as an either/or act.
- **Weekly Responses:**
  - #1: On pg. 107 in *Men’s Lives* the idea of students misbehaving is made to seem like something teachers should just “grin and deal with.” Considering your reading, and in particular the example of Reggie, what would you do if you were a teacher who dealt with students constantly misbehaving? Be realistic. **Due by Friday of Week 1.**
  - #2: What values are espoused heavily in *Glengarry Glen Ross* about what makes a man “a man?” How does a “man” speak? How does he think? What defines him? Explain your answer thoroughly. **Due by Friday of Week 1.**

Module 2

**BEING A MACHO, MACHO MAN. DO YOU WANT TO BE A MACHO MAN?:** In this section, we’ll discuss the concept of being “macho” and how such behavior is supposed to be emblematic of what it is to be man; however, we will also address some of the problems or inconsistencies that accompany this paradigm.

Learning Objectives

Students should be able to:
- Discuss, meaningfully, masculinity and “machismo” across the cultural spectrum.
- Provide examples of the “Warrior Narrative” and explain how these influence prepubescent boys and, subsequently, are enacted by boys.
- Define the concept of bricolage and how it applies to genderized behavior.
- Describe the social contract and its impact on socializing children/fostering masculinity.

Learning Resources
Readings:
- *Glengarry Glen Ross* (scene 3)

Supplemental Resources
- Vignettes of wrestler Scott Hall from the early 1990’s as “Razor Ramon” (simply go to Youtube and type in “Razor Ramon Vignettes.” There will be between 8-12 of them; please look at as many as you can (they are not long).
- Watch E:60’s special on Scott Hall [https://www.youtube.com/watch?v=LrkwtaNkiQ](https://www.youtube.com/watch?v=LrkwtaNkiQ)
- The final scene of *Glengarry Glen Ross*: [https://www.youtube.com/watch?v=4wRLWM_m5wQ](https://www.youtube.com/watch?v=4wRLWM_m5wQ).

Learning Activities
Exercises:
- Reading quizzes.
- BLOG:
  - *One of the earliest stories recorded in the English language is Beowulf, the story of the great Swedish warrior who travels to Denmark to save the people from the beast Grendel. Many of the themes contained in the story are attributed to what is called “The Warrior Culture” (chivalry, physical strength, loyalty, one’s word as a bond, skill in battle, etc.). So, I ask, are these “values” still embedded in our culture today? If so, how? Why? Due by Friday of week 2.*
  - *Weekly Responses:*
    - #1: What did being “macho” seemingly do to Scott Hall’s life? In other words, did the line between fiction and reality become blurred? *Due by Friday of Week 2.*
    - #2: How does a man’s career define him? How is his ability to make a living intertwined with his identity as a man? Think of the movie and the readings. *Due by Friday of Week 2.*

Module 3

**YOUNG MEN AND “HOMOPHOBIA”: IS IT REALLY THAT SIMPLE?:** Are heterosexual men – particularly young men – prone to being homophobic? Or, does the use of homophobic slurs or speech serve an entirely different function? With this section of readings, we’ll try to better understand how and why homosexuals are largely “othered” by the straight male community.

Learning Objectives
Students should be able to:
- Differentiate between homophobic slurs and *homophobia*. Are they mutually exclusive?
- Identify the differences between qualitative and quantitative research and why/how each is used.
• Argue or confound Romaine’s idea that men’s historical controlling of language has marginalized women’s language.

Learning Resources
Readings:
• Men’s Lives (70-85) (Lecture notes provided)
• Suzanne Romaine’s Gendered Talk (PDF provided)

Supplemental Resources:
• Beef Part 2 (first half, week one) https://www.youtube.com/watch?v=3jVxBPHUpH8
• Beef Part 2 (second half, week two) https://www.youtube.com/watch?v=3jVxBPHUpH8

Learning Activities
Exercises:
• Reading quiz
• Blog: Romaine’s article addresses what are supposed to be deficiencies in “women’s language” that have prevented them from succeeding in a “man’s world” (particularly industries that have been predominantly male). My question to you is, are some of these speech traits (i.e. being overly polite or quiet) necessarily negative?

• Weekly Responses:
  o #1: Think about Romaine’s article in conjunction with the first half of Beef 2. Roxanne Shante entered a “man’s game” in rap and excelled. Does her story prove or disprove Romaine’s assertion about men’s language making women’s language subservient? Or, is there really such a thing as “men’s language” and “women’s language?” Due by Friday of Week 3.

  o #2: When taking into account all the readings and the film, do you think that it is necessarily “harmful” or “hateful” to use supposedly homophobic words (“homo,” “fag,” “queer,” etc.)? Or is it once again something where the situation dictates if it is appropriate or acceptable? Give examples. Due by Friday of Week 3.

Module 4

REEXAMINING TRANSGRESSIVE BEHAVIOR: IS IT JUST A “GUY” THING?:
We’ll be looking at transgressive behavior again and trying to see how it transcends gender, culture, and geography (even if the behaviors may be different). Further, why are sayings like “boys will be boys” almost always intended to excuse pejorative behavior by men? Is there a female equivalent? Why/Why not?

Learning Objectives
Students should be able to:
• Recall and, in this instance, redefine the idea of transgressive behavior as it concerns women.
• Explain how “acting out” is pivotal to displaying masculinity and why it is considered to be culturally influenced.
• Make connections between physical and verbal manifestations of masculinity. Are these also mutually exclusive?
• Rationalize how gender stereotyping in advertising influences our purchasing decisions/how we present ourselves.

Learning Resources
Readings:
• Suzanne Romaine, Advertising Gender (PDF provided)
• Sarah Worth: “Elaine Benes: Feminist Icon or Just one of the Boys?” (PDF provided)
• Men’s Lives 104-116 (Lecture notes provided)

Supplemental Resources
• Watch episodes 8.1, 8.4, and 8.8 of Seinfeld on Hulu (go to Hulu.com and start a free trial with no obligation).

Learning Activities
Exercises:
• Reading quizzes
• Blog:
  o In our world, it’s very easy to call a woman who is sexually promiscuous, or has a healthy sex drive, a slut. Conversely, men who do the same thing are called “players.” Can you make an argument that a woman who exercises control over her own sexuality is actually the highest example of a feminist? Or, do you buy into the double standard? Why? Why not?
• Weekly Responses:
  o #1: What really makes a woman a feminist? Is Elaine Benes an example of a feminist, or, is her feminism always limited by male authorities? I’d like you to think of this assignment as a role-reversal; is what we think about making a woman a “feminist” in this circumstance actually similar to what we think makes a man “masculine?” Due by Friday of Week 4.
  o #2: Think about your purchasing habits for products of any kind. How many of your buying decisions are influenced by the way a product or brand appeals to your sense of gendered identity. For instance, if you are a woman, do you buy pants that will show off your figure or do you buy ones for comfort? If you are a man, would buying pants that show off your figure even be a consideration? Due by Friday of Week 4.

Module 5

MIDTERM TIME and INTRODUCING THE ETHNOGRAPHY PROJECT: The midterm examination will be administered during this week and you will be introduced to the ethnography project.
Learning Objectives
Students should be able to:

- Differentiate between anthropological and sociological ethnographies.
- Identify, and differentiate, between the three types of audiences for ethnography (collegial, social science, general).
- Recognize the traits of realist, confessional, and impressionist tales.
- Be able to define and implement the elements included in ethnographic research.

Learning Resources
Readings:
- Van Maanen, Tales from the Field (Chaps. 1-5).
- Du Bois, The Philadelphia Negro (Chap. 2).
  - Both sources are provided as PDF’s on Moodle. Du Bois’s Chapter 2 is attached to the end of the Van Maanen reading.

Supplemental Resources
- PDF outlines from Tales from the Field (remember these are supplements; they are not intended to replace entire readings).
- Watch Popcorn Sutton’s Last Dam Run of Likker (https://www.youtube.com/watch?v=LlpeA-2luBw)

Learning Activities
Exercises:
- Weekly Responses:
  - #1: What type of ethnography is Last Dam Run of Likker and what features does it possess to make it that type? Who do you think the intended audience is for this ethnography and why? Due by Friday of week 5.
  - #2: Write a tentative proposal about what community (communities) you would like to investigate for your ethnographic research and why. Please try to be as specific (and realistic) as possible; for example, telling me that you want to examine the Carolina Panthers football team to get an example of true “locker room banter” is probably not feasible. The idea of examining “locker room banter” might be, but your community would have to change. This posting will help ME help YOU develop the best possible research approach. Due by Friday of week 5.

Module 6

MORE ON ETHNOGRAPHY: During this module you will begin the “hands on” part of the ethnographic research project, but keeping me apprised of what you are doing along the way so that I can ensure you are following protocol and progressing as you should.

Learning Objectives
Students should:
• Have selected a community upon whom they will be performing their ethnographic research.
• Identify which style of ethnographic research they wish to pursue and why.
• Know what type of audience they are writing for and why.
• Begin strategizing about how they will arrange times and places to meet with their chosen “community” in order to observe and/or interview them accordingly.

Learning Resources:
• Van Mannen, *Tales from the Field*

Supplemental Resources
• Ethnography and managing the role of researcher: [https://www.youtube.com/watch?v=V8doV3P0us4](https://www.youtube.com/watch?v=V8doV3P0us4)

Learning Activities
Exercises:
• Provide the instructor with a written abstract and annotated bibliography outlining research plans/argument for ethnographic research. (*Instructions provided at the end of the syllabus*).
• Complete the IRB form required to do subject-based research (*will be posted to Moodle*).
• Effectively gather information and distribute surveys/conduct interviews as needed. (*Requires instructor’s prior approval*).
• Meet with the instructor online to discuss abstract and bibliography.

Module 7

CONTINUING WITH THE ETHOGRAPHY PROJECT: THE NITTY-GRITTY: We will be nearing the end of the drafting stage of the ethnography at this point in time. You will be expected to submit a rough draft to me and have a follow-up meeting to discuss any loose ends.

Learning Objectives
Students should be able to:
• Transform their research notes and observations into a fluid and streamlined draft that incorporates primary and secondary sources.
• Explain how and why their original hypothesis about their observed communities either proved to be correct or incorrect.
• Discuss their findings with the instructor in a meaningful way and be open to input and suggestions about how to transform the paper from the draft stage to a clean and polished finalized draft.

Learning Resources:
• Whatever your primary and secondary sources are.
• Meeting with the instructor.

Supplemental Resources:
• Sample prior student ethnographies (posted to Moodle as PDFs)
• Morgan Spurlock’s *Super Size Me* ([https://www.youtube.com/watch?v=0h_alJysz4Y](https://www.youtube.com/watch?v=0h_alJysz4Y)) as an example of a documentary/ethnography that incorporates outside research and
source integration of experts and members of the community he seeks to expose to viewers.

Learning Activities
Exercises:
- Provide the instructor with a 4-5 page rough-draft of ethnographic research, including source material (primary and secondary).
- Meet with the instructor online to discuss the rough-draft.
- Ask questions of the instructor as necessary
- Answer questions from the instructor.

Module 8

THE ETHNOGRAPHY PROJECT CULMINATED: It’s the end of the course and you will submit your written ethnography (abiding to the standards laid forth in the syllabus) to me on Moodle. Further, in a synchronous format, you will present your findings to me and the rest of the class as a presentation, again adhering to the requirements of the assignment.

Learning Objectives
Students should be able to:
- Present their subject matter within the time frame allotted in a clear, concise, and well-articulated manner that exhibits their findings and illustrates them with visual enhancements.
- Explain how and why their original hypothesis was either accurate or inaccurate by explaining how their findings either supported or disavowed their initial thoughts? Further, was this a result of stereotyping or bias, and how important of a role do these things play in research and, by extension, in our everyday lives???

Learning Resources:
- The ethnographic presentations themselves
- Feedback from the instructor and students to each presentation

Supplemental Resources:
- Student evaluation sheets (students will “grade” their peers)
- Professor’s overall assessment and question/answer period after presentation.

Learning Activities
- Finalize, and submit, ethnographic research projects for evaluation.
- Performing actual presentation of ethnographic research to the classroom community
- Fielding questions from the audience
- Making any concluding statements they feel are necessary.