

University of Florida // Agricultural Education and Communication  
**AEC 3073 Intercultural Communication (3 credits)**  
**Fall 2020**  
**Mondays 4:05pm – 4:55pm and Wednesdays 3:00pm-4:55pm**  
**Online**

**Professor:**

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**\*\*\*\*Office Hours: Via Zoom Tues & Thurs 1pm\*\*\*\***

<https://ufl.zoom.us/j/98830448847?pwd=NzIiMT1Yrd3hMeWlZK21QWHQyVW1VUT09>

**Password: UF3073**

**Overview**

The purpose of this course is to increase knowledge of the social, political, anthropological, psychological and linguistic perspectives of intercultural communication and to enhance cultural competence in communication through practical application of intercultural communication principles and concepts. Past and present society illustrates the continuous need to understand and improve the ways in which we lead and function within a multicultural world. This course will examine and take a complex look at the underpinnings of multiculturalism, identity development, and leadership practices. Learners will examine values and beliefs, perceptions and practices, attitudes, and verbal and nonverbal behavior to identify and understand and learn about historical and present occurrences and individuals of diverse cultural backgrounds. The course will also explore issues of power, oppression, privilege and the responsibilities of leadership and communication.

**Statement on Equity, Inclusion and Antiracism**

We begin this semester with the acknowledgement that individuals are experiencing multiple layers of harm, threats, stress, uncertainty, and overall emotion. In the midst of a pandemic that has caused the entire world to pause and restructure daily life while also disproportionately impacting People of Color, we must also name the senseless and systematic murders of Black women, men and trans\* people, most recently: Ahmaud Arbery, Rayshard Brooks, George Floyd, Tony McDade, and Breonna Taylor. We hold onto the hope that classrooms are sites of social transformation. Our course content requires a *“willing[ness] to cross the border from what we know to what we need to know...and to open ourselves to the limitations of our own perspectives and the need for those of others”* (Ginsberg & Raymond Wlodkowski, 2009, p. 330).

It is our intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students

bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official school records, please let us know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with us. We want to be a resource for you.
- It is critical that each class member show respect for all worldviews expressed in class.
- Please be respectful of others' emotions and be mindful of your own.
- Please let us know if something said or done in the classroom, by anyone in the class community, is harmful. While our intention may not be to offend or harm, the impact of what happens throughout the course is not to be ignored and is something that we consider to be very important and deserving of attention.

### **Virtual Class Platform**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

\* Should you need assistance resolving a technical issues visit the [helpdesk website](#) or call 352-392-4357

### **Course Objectives**

Upon completion of the course learners should be able to:

1. Recognize the broad range of theoretical, philosophical, linguistic, anthropological and practical issues involved in intercultural communication and cultural competence
2. Develop appropriate and effective skills in the field of intercultural communication, particularly in the areas of cultural knowledge and sensitivity
3. Describe the essential role that culture plays on people's perceptions, beliefs, communication patterns and behavior
4. Recognize and interpret underlying cultural values, messages, and implicit cultural meanings expressed in intercultural communication
5. Understand and discuss the relationship of ethics with both communication and culture
6. Analyze and evaluate their own cultural patterns and preferred communication style in relation to other cultures, domestic and international
7. Develop a cross-cultural understanding of the United States and a global society
8. Enhance their intercultural communication proficiency

### **Requirements**

1. **Attendance:** Attendance to all class lectures is required. We cannot emphasize the importance of this requirement. Students will be expected to be active participants in class discussions. Your

overall grade will be deducted for each missed lecture. The points deducted for leaving class early (without an appropriate excuse) are the same as those deducted for failure to attend. Punctuality is highly encouraged. If you are more than 15 minutes late to class, you will be considered absent. This does not include excused absences (i.e. absences excused by appropriate university officials and medical staff.). **Any more than three unexcused absences from class will be grounds for failure in the course.**

2. **Class engagement:** Students should take ownership of their own learning. It is expected that you are both physically present and mentally engaged during every class session. This means that you should come to class with questions and ideas you want to offer, absorb and challenge ideas offered by others, and always come willing and anxious to learn. Accordingly, participation is about more than a one-to-one dialogue with instructor and student; it is also about talking to and sharing ideas with your peers. Please be advised that as part of this engagement grade, students are expected to complete all reading assignments according to schedule. **If you are sleeping in class, you are considered absent.**
3. **Assignments:** All assignments must be typed and double-spaced; include page numbers and 1-inch margins; font should be “Times” or “Times New Roman” with a font size of 12, in APA Formatting. All assignments will be submitted electronically by the day that they are due at the time stated in Canvas. If you have questions about how to cite utilizing APA formatting, please utilize the following website: <https://owl.english.purdue.edu/owl/section/2/10/>

**\*\*To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to inform the instructor as soon as possible.**

### **Services for Students with Disabilities**

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation (0001 Reid Hall, 352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/))

### **Late Paper Policy**

Adherence to deadlines is extremely important. Barring a serious emergency (for which you must have an official documented excuse), there are no acceptable excuses for late papers. Therefore, **SIGNIFICANT POINTS WILL BE DEDUCTED FROM LATE PAPERS.** To that end, papers will be graded ten points lower for the first day that they are late and two points lower for each day thereafter.

### **\*\*PLAGIARISM\*\***

Plagiarism includes turning in writing that is not your own, copying sections of someone else’s work into your own, cutting and pasting material from websites, and failing to cite your sources. It is YOUR responsibility to understand the full definition of what constitutes plagiarism and ensure that you do not turn in any work that even remotely suggests such a practice. Evidence of plagiarism on any assignment may result in a zero for that assignment, a failing grade for the course, and the possibility of disciplinary action by the university. If you have questions about citing sources or what constitutes plagiarism, consult the following website: [http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html).

### **Academic Honesty**

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: “*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*”

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

### **Software Use**

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

### **Course Evaluations**

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

### **Campus Helping Resources**

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

*University Police Department:* Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

### **Academic Resources**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* Visit the Student Honor Code and Student Conduct Code webpage for more information.

### **Student Complaints**

- Residential Course: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)
- *On-Line Students Complaints:* View the Distance Learning Student Complaint Process

### **Required Texts and Readings**

- Alexie, Sherman (2009). *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers. ISBN: 978-0316013697
- Other readings posted through Canvas and Course Reserves.

### **Assignments**

Papers, presentations, projects, and quizzes will be assigned throughout the semester. All assignments will be

turned in through the course Canvas website, except for quizzes. Should you have questions regarding assignments, it is **your responsibility** to contact your TA for clarification. **Please ensure that you check the grading rubrics on Canvas for each of the assignments (excluding quizzes) to ensure that you are completing them in a way to receive maximum credit/points.**

### **Critical Reading Analysis Posts**

Each week, you will be assigned intentional readings that will be illustrative of the assigned topic. We expect that you have read the material, digested it, and have thought critically about the material before coming to class. To that end, you will be assigned Critical Reading & Analysis Discussion Posts (C.R.A.P.). Create one original post (due **Monday at 12pm**) and two responses (due **Wednesday 11:59pm**) to peers by interacting with at least two of the weekly discussion posts. Your posts should be reflective of all readings for the entire week. Discussion prompts will be different each week.

### **Weekly Reading Quizzes**

Weekly quizzes will be given online each week unless otherwise noted by the professor. They will be focused on the assigned reading for the week. On assigned quiz weeks, quizzes will open in the "quizzes" section of Canvas on **Sunday at 8:00am**. The **quiz will close online at 11:59pm on Tuesday**. You will be allotted 30 minutes to complete each quiz. Make-up quizzes will only be given at the discretion of the instructors for University Approved Absences or serious illness. Documentation will be required.

### **Papers**

#### Cultural Self Reflection Essay:

The purpose of this autobiographical essay is to increase self-awareness of the cultures and beliefs you represent and that shape your life experiences as a leader and community member. This paper will be **3 pages in length** and does not require citation of sources.

#### "Danger of a Single Story" Reflection Paper:

There is often little time in our day-to-day lives to stop and reflect on our thoughts, values, and actions. As such, the purpose of this assignment is to write a reflection paper, utilizing the prompts given by the professor, on the TED talk "Danger of a Single Story". This paper must be in APA format and be a minimum of 2 pages. This assignment should not be longer than 3 pages. A minimum of 2 direct quotes/examples from the TED video must be used in this reflection paper, along with your own personal experiences.

#### Film Analysis

Instructors will choose and announce the name of the specific film as the assignment deadline approaches.

Your analysis should be at least **4 pages in length** and incorporate your thoughts on the following questions:

- a. Identify and explain 2 intercultural communication issues within the film, as well as discuss the cultures involved in the issues selected.
- b. What are your own beliefs with regards to this issue?
- c. Utilizing what you have learned in this class, how do you suggest society solves these issues?
- d. Why are understanding these issues important to increasing intercultural communication?

#### Book Review – The Absolutely True Story of a Part-Time Indian

One way that we learn about culture is through the stories we hear and read. This semester you will have a chance to read **The Absolutely True Story of a Part-Time Indian by Alexie Sherman** to explore one such story. After reading the book and discussing the themes in class, you should write a paper that both connects the book to the course themes as well as provide your own reflection. The paper should be 3-pages (minimum) and should address the following questions/topics. The due date is noted in the course schedule.

## **Presentations**

### **“Keeping it Current” Presentation**

This assignment is focused on staying connected to current issues within society. Often times we are so consumed with theory or historical context that we fail to pay attention to things happening NOW around us. Group composition and presentation date will be assigned by the professor within the first few weeks of the semester. Your group will be responsible for informing the class about a current event that applies to current course topics. **Students must get current event approved by the Instructor NO LATER than 1 class period before presentation due date.**

The format for this presentation will be a pre-recorded presentation with a time limit of **20 minutes**. You may use any platform to record, however, you must be able to submit a link to the recording for your peers to view. All participants must speak and be viewed on recording. You may show a news clip, video, or website and give a brief overview of the event followed by three discussion questions. Video clips must take up no more than 3 minutes of your presentation. A presentation visual aid is required (e.g. PowerPoint, Prezi, etc.). Every group member will receive the **same score** for this portion of the grading of this project. Please see additional requirements for this assignment on Canvas.

### **“Heavy History” Group Presentation**

As the saying goes, “You can't know where you're going until you know where you've been”. While it is important to pay attention to current events and occurrences in society, it is important to understand and recall history, because history is one of the most essential tools to help guide and nurture society to a more fruitful and just space. For this assignment, you will be placed in groups. Topics will focus on historical court cases or occurrences in history that have changed, shaped, or altered society and will be assigned by the professor. You may show a news clip, video, or website and give a brief overview of the event. A presentation visual aid is required (e.g. PowerPoint, Prezi, etc.). The format for this presentation will be a hybrid of a live & pre-recorded presentation with a time limit of **30 minutes**. You may use any platform to record, however, you must be able to submit a link to the recording for your peers to view. All participants must speak and be viewed on this live presentation & recording.

### **“Keeping it Current” and “Heavy History” Presentation Peer Evaluations**

For group presentations, you will evaluate your group members anonymously through the link posted on Canvas. We will see your name to give you credit for this activity, but your name will not be connected to your feedback of specific group members. You must complete this evaluation no later than **48-hours** after your presentation to the class.

Your grade for this assignment will be based on two criteria:

- 1) Did you complete the evaluation within 48 hours of your in-class presentation and were responses of substance
- 2) The collected feedback your group members gave about your performance on the group presentation.

Instructors will use their discretionary judgement to filter the anonymous results and award points fairly to each individual group member.

## **Final Exam**

Your final exam will be a reflective short answer online exam that asks you to personally reflect on and synthesize the topics covered during the course of the semester. You will need to support your answers with citations from readings within the course. It will ask you to apply topics covered in the course to your future professional and personal life experiences. You will be given **two hours** to complete this online exam on Canvas. Specifics about requirement can be found on the Canvas assignment.

**\*Extra Credit Opportunities\***

*Below are the **only** anticipated extra credit opportunities for the semester. Please take advantage of them, because it is extremely unlikely we will offer additional opportunities.*

**Your Expectations of Intercultural Communication Discussion Post**

During the first week of the course, we are excited to learn what you hope to gain out of this course and what you expect of us, your instructors. Complete the online discussion post by the deadline in the course schedule to earn up to **1 points of extra credit**.

**Syllabus & Expectations – Where We Start From Quiz**

We want to ensure that you get started on the right foot in the course. On the first day of class we will cover the syllabus and basic course expectations. You will have until the date in the course schedule to complete the online Syllabus and Expectations quiz to earn up to **2 points of extra credit**.

**Intercultural Activities Attendance and Reflection(s)**

Throughout the semester you will have several opportunities to participate in intercultural activities. Activities may include, but are not limited to, webinars, virtual workshops, educational documentaries, TED Talks, etc. After participating in the activity, submit an electronic report via Canvas for each assignment within 2 weeks of attending event. The written report should consist of two (2) typed, double-spaced pages. You may complete a **maximum** of 2 intercultural activity extra credit assignments for the semester. Each assignment is worth 3 extra credit points.

**\*\*The grading criteria/rubrics for assignments are available on Canvas.\*\***

**Grading Specifics**

<b>Assignment Category</b>	<b>Assignment</b>	<b>Points of Assignment</b>
Papers and Essays	• <i>Cultural Self Reflection Paper</i>	<b>40</b>
	• <i>“Danger of a Single Story” Paper</i>	<b>50</b>
	• <i>Film Analysis Paper</i>	<b>60</b>
	• <i>Book Review Paper</i>	<b>80</b>
Class Attendance, Participation and Engagement	• <i>Attendance</i>	<b>60</b>
	• <i>Critical Reading and Analysis Posts (10 @ 10pts each)</i>	<b>100</b>
	• <i>Class Engagement – 1st Half</i>	<b>30</b>
	• <i>Class Engagement – 2nd Half</i>	<b>30</b>
Quizzes & Exam	• <i>Weekly Quizzes (10 @ 10 points each)</i>	<b>100</b>
	• <i>Final Exam</i>	<b>100</b>
		<b>100</b>
Presentations	• <i>Keep It Current Group Presentation</i>	<b>75</b>
	○ <i>Peer Evaluation</i>	<b>25</b>
	• <i>Heavy History Group Presentation</i>	<b>75</b>
	○ <i>Peer Evaluation</i>	<b>25</b>
<b>Total Points Possible</b>		<b>850</b>

### **Grading Scale**

*Grading Scale is represented in final percentages.*

A: 94-100	C: 74-76
A-: 90-93	C-: 70-73
B+: 87-89	D+: 67-69
B: 84-86	D: 64-66
B-: 80-83	D-: 61-63
C+: 77-79	E/F: 0-60

### **Grading System and Course Content on Canvas**

All assignments must be turned in by **the deadline on canvas** on the day the assignment is due or students will risk the possibility of partial or no credit for the assignment. Ten points will be deducted from the final score for late work submitted less than 24 hours after the due date. Another 2 point will be taken off for each additional late day until the assignment is submitted.

Canvas is utilized in this course for posting technical content (syllabus, handouts, power point presentations, etc.) and to keep track of your academic progress in the class. Assignments will be turned in on Canvas unless otherwise specified. Please refer to Canvas first before emailing with questions about the course.

### **A Note on Spelling and Grammar**

Professionals throughout the world state that one of the more important skills that they need to be successful is the ability to write well. Sentence structure, spelling, and grammar WILL BE examined when determining a grade for any written project.

**\*Content subject to change\***

### **TENTATIVE COURSE SCHEDULE**

**\*Readings will be posted for each week in the MODULE SECTION that corresponds with the week/dates.**

**All Readings should be completed prior to arriving to class on Monday of each week.\***

**\*"L" by the class number indicates that session is a double block.**

Class	Date	Topics	Assignment(s)
<b>Reminder – Critical Reading Analysis Posts are due Monday at 12:00pm &amp; Wednesday at 11:59pm on the dates noted on the course schedule, beginning September 14, 2020.</b>			
<b>FIRST DAY OF CLASS</b>			
<b>1</b>	Mon, Aug 31	<b>Module 1</b>	
		Introduction to Course	
<b>2L</b>	Wed, Sept 2	Preparing for the semester	<b>Extra Credit Syllabus Quiz Due @ 11:59pm</b>  <b>Extra Credit “Your Expectations of Class” Discussion Post Due @ 11:59pm</b>
<b>3</b>	Mon, Sept 7	<b>LABOR DAY – NO CLASS</b>	
<b>4L</b>	Wed, Sept 9	<b>Module 2</b>	

Class	Date	Topics	Assignment(s)
		Identity and identity development/Defining Terms What is Culture?	“Introduce Yourself” PowerPoint Slide due at 11:59pm
5	Mon, Sept 14	<b>Module 3</b>	Critical Reading Analysis Posts 1 @ 12pm  Quiz 1 Due Tuesday @ 11:59pm
		Why should we care?: Emotional Intelligence <i>*Heavy History Topic Selected*</i>	
6L	Wed, Sept 16	Communication <i>Cultural Differences in Understanding</i>	Cultural Self-Reflection Paper Due @ 11:59pm
7	Mon, Sept 21	<b>Module 4</b>	Critical Reading Analysis Posts 2 Due @ 12pm  Quiz 2 Due Tuesday @ 11:59pm
		Cycle of Socialization  Identity, values, and perspective	
8L	Wed, Sept 23	<b>Film: A Class Divided</b>	Keep it Current – Team Albert
9	Mon, Sept 28	<b>Module 5</b>	Critical Reading Analysis Posts 3 Due @ 12pm  Quiz 3 Due Tuesday @ 11:59pm
		Social Justice, Diversity, and Multiculturalism	
10L	Wed, Sept 30	Equity & Equality	“Danger of a Single Story” Paper Due @ 11:59pm
11	Mon, Oct 5	<b>Module 6</b>	Critical Reading Analysis Posts 4 Due @ 12pm  Quiz 4 Due Tuesday @ 11:59pm
		Race & Ethnicity  Stereotypes/Prejudice/Privilege	
12L	Wed, Oct 7	Race & Ethnicity <b>Film: Race, Power of an Illusion, Part I &amp; III</b>	Keep it Current- Team Communication
13	Mon, Oct 12	<b>Module 7</b>	Critical Reading Analysis Post 5 Due @ 12pm  Quiz 5 Due Tuesday @ 11:59pm
		Race & Ethnicity – Continued  Stereotypes/Prejudice/Privilege	
14L	Wed, Oct 14	Group Share – Heavy History Presentations	Heavy History Live Presentations

Class	Date	Topics	Assignment(s)
15	Mon, Oct 19	<b>Module 8</b>	Critical Reading Analysis Post 6 Due @ 12pm  Quiz 6 Due Tuesday @ 11:59pm
		Gender & Sexuality	
16L	Wed, Oct 21	<b>Film:</b> Gender Revolution	Keep it Current – Team Blue
17	Mon, Oct 26	<b>Module 9</b>	Critical Reading Analysis Post 7 Due @ 12pm  Quiz 7 Due Tuesday @ 11:59pm
		Socioeconomic Status & Family	
18L	Wed, Oct 28	<b>Film:</b> “A Place at the Table”	Keep it Current – Team Orange
19	Mon, Nov 2	<b>Module 10</b>	Critical Reading Analysis Post 8 Due @ 12pm  Quiz 8 Due Tuesday @ 11:59pm
		Land Grants, Land Grabs, Acculturation & Migration	
20L	Wed, Nov 4	Land Grants, Land Grabs, Acculturation & Migration	Film Analysis Paper Due @ 11:59pm  Keep it Current – Team Swamp
21	Mon, Nov 9	<b>Module 11</b>	Critical Reading Analysis Post 9 Due @ 12pm  Quiz 9 Due Tuesday @ 11:59pm
		Intersectionality, Positionality, & Identity	
22L	Wed, Nov 11	<b>VETERANS DAY HOLIDAY – NO CLASS</b>	
23	Mon Nov 16	Intersectionality, Positionality, & Identity	
24L	Wed, Nov 18	<b>Module 12</b>	Keep it Current – Team Gator
		History, Power, & Citizenship	
25	Mon, Nov 23	<i>True Diary of a Part-Time Indian</i> <b>BOOK SHOULD BE COMPLETED BY THIS DATE</b>	Critical Reading Analysis Posts 10 Due @ 12pm
26L	Wed, Nov 25	<b>Fall Break-No Class</b>	
27	Mon, Nov 30	<b>Module 13</b>	
		Ability & Disability	

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Assignment(s)</b>
<b>28L</b>	Wed, Dec 2	Ability & Disability	<b>Keep It Current – Team Chomp Book Review due @ 11:59pm</b>
<b>29</b>	Mon, Dec 7	Review & Dialogue	
<b>30L</b>	Wed, Dec 9	<b>Last Day of Class</b>	<b>Extra-Credit Assignments Due @ 11:59pm</b>
<b>31</b>	Mon, Dec 15	Scheduled Final Exam Time – No Physical Meeting	<b>Final Exam due @ 5pm</b>

*“Education is the most powerful weapon which you can use to change the world.”  
- Nelson Mandela*