

Dr. Stacy Alaimo

Professor of English

Office: Carlisle Hall 411

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Spring 2016

TuTh 11:00-12:20 Room **PH 110**

[Syllabus drafted 1/18/2016. Note: this syllabus may be revised!]

English 2350: INTRODUCTION TO TEXTUAL ANALYSIS AND INTERPRETATION



"All human knowledge takes the form of interpretation" (Walter Benjamin)

"My mother is a fish." (Faulkner, *As I Lay Dying*)

Course Description

"Teaches students to identify characteristics of genres, to recognize and understand critical and literary terms, and to develop and use methods and strategies for analyzing and interpreting texts. Required for English and English/Education majors" (UTA Catalog). This course, a required core course for English majors, is an introduction to different practices of analysis and interpretation, from the basic to the more advanced skills and methods of English Studies. We will begin by studying language itself as historical and cultural site; then discuss the production, media, and dissemination of particular texts. We will then work on developing everyone's close reading skills, by analyzing and interpreting poetry, short stories, a novel, and a film. Much of the course however, will introduce students to a wide range of theoretical approaches to textual analysis and interpretation. Along with literary texts we will read theory and criticism that address the most significant questions in the Humanities as we discuss the benefits and the limitations of different critical approaches for literary and cultural analysis.

Class time will consist of lecture, discussion, individual presentations, exercises, small group work, and small group presentations. Requirements include: a poetry analysis, an application paper on one critical theory, a research paper, an individual presentation, and a comprehensive final exam. Careful, thoughtful reading and active, informed participation is crucial for success in this class.

Required books, films, and other materials

Robert Dale Parker, *How to Interpret Literature: Critical Theory for Literary and Cultural Studies*, (third edition, 2014), ISBN-13: 978-0199331161

William Faulkner, *As I Lay Dying* (the corrected text)

Ana Castillo, *So Far From God*

A Short Guide to Writing About Film (Corrigan, any edition)

You will be required to obtain and watch Hitchcocks's film *Vertigo*. (You will need to purchase or rent this film yourself.)

Highly recommended: *MLA Handbook for Writers of Research Papers*, Seventh Edition.

Additional readings available on the Blackboard page for our class.

Access to a computer, a printer, the internet, and a stapler.

Electronic requirements

English Department faculty are not allowed to distribute photocopies of syllabi, paper assignments, and other handouts. You will need to visit our class site on Blackboard to download the syllabus to your laptop or to print it out. Be sure to keep a copy of the syllabi, paper handouts, etc. in a folder—for when Blackboard is down or you don't have internet access. Also, be sure to check your official UTA email for information about this class (I may email you information or let you know if class is cancelled.)

Coursework Requirements

(You must complete all the assignments in order to pass the course.)

4-page poetry explication: 15%

5-page application of theory to a novel, and oral presentation of that paper: 20%

8-page research paper: 25% (including all the stages)

Final exam: 25%

Participation: 10%

Summary / Reflection on talk at UTA: 5%

Course Objectives

1. To introduce many different approaches to analyzing and interpreting texts.
2. To introduce the scholarly discipline of English studies and the different modes of inquiry that dwell under that category.
3. To prepare English majors for advanced courses in the major.
4. To improve students' skills not only in analysis and interpretation, but, more generally, in reading, writing, researching, and public speaking.
5. To provide students with the opportunity to write a research paper that draws upon critical theory and literary scholarship.

Student Learning Outcomes

1. Students should be able to demonstrate an informed understanding of the many different approaches to analyzing and interpreting texts and films. Students should be able to explain the similarities and differences of those approaches as well as their benefits and limitations.
2. Students should be able to demonstrate an informed understanding of the different modes of inquiry and research within English studies.
3. Students should be able to analyze and interpret texts and films employing close reading skills as well as a variety of other theories and methods that were included in the class.
4. Students should be able to perform independent research, using the MLA bibliography and other methods.
5. Students should be able to express their ideas in clear, logical, organized, concise, and persuasive ways, in both written and oral forms.
6. Students should be able to define many terms within English studies and explain the significance of those terms.
7. Students should be able to respond critically to all course material, using synthesis, analysis, comparison, contrast, critique and evaluation.
8. Students should be able to write an original, cohesive, organized research paper that draws upon at least one mode of theory and several works of literary criticism.

Descriptions of major assignments and examinations with due dates:

4-page poetry explication:

5-page application of theory to a novel, and oral presentation of that paper: (You will sign up for this) _____ [fill in date yourself]

8-page research paper: proposal due Tuesday, March 22; rough draft due Thursday, April 21; final paper due at the start of class, Tuesday, April 26.

2-page summary and reflection on talk at UTA: Thursday, April 14.

Final exam: **Tuesday, May 10th, 11-1:30.**

Informed, active, productive, prepared participation: due every class period

Final Exam: The final exam will contain some identifications, definitions, applications, comparisons, and other short-answer questions, as well as an essay questions. The final exam will be comprehensive. Bring bluebooks and pens for the exam.

Papers: Paper assignments will be posted on Blackboard. All papers must be “typed,” stapled, and have a significant title. Please do NOT use plastic folders for your paper—a staple is sufficient. Always keep an extra copy of your paper for yourself in case of emergencies and always back up your drafts. All papers are due at the very beginning of the class. I will mark down papers one grade for every day that they are late. Please Note: plagiarism is a serious offense and will be punished to the full extent, according to university procedures. Note the two solid deadlines for the research paper, both of which must be met in order to pass this course. All papers should use MLA parenthetical documentation: “like this” (Butler 33).

Attending a talk at UTA: In order to take advantage of the many exciting events at UTA and to connect the course to discussions and communities on campus, all students will be required to attend an academic event at UTA and write a short summary and

reflection on the talk, considering its theories, methods, arguments, and perspectives as they relate to this class. Please figure out which talk would best fit your schedule and your interests. Options include: Webb Lecture Series (History, March 10th, “Deportation in the Americas,”) Michelle Atherton’s video and artist talk about a deep sea trip, March 10th; Women’s History Month (WGS, various talks in March); a Center for Mexican American Studies talk, <http://www.uta.edu/cmas/CMASSpeaker15.html>; Center for African American Studies, “Pursuing Justice for All,” Feb. 12 &13, <http://www.uta.edu/caas/>; “Immigrant Consciousness: Decolonial Symposium,” Feb. 26-March 5, <http://www.uta.edu/english/> or other, related talks.

Presentation: You will sign up to present your 5-page application paper. Your paper and presentation are due on the day that we discuss that theory. (You may not “make up” the presentation; you must present on the day for which you sign up.) Be sure to write the date and text that you signed up for on your own syllabus—you must present on that day. Your presentation should last 10 minutes, which is how long it should take you to read a 5-page paper out loud. The presentation and the paper have three parts: 1) brief introduction to the specific theoretical methods, questions, concepts or approaches you will use (citing their source), 2) an application of the theory to *As I Lay Dying* or *So Far From God* and 3) a concluding evaluation of the strengths and limitations of this theory. Please pay particular attention to the “primary” readings for the day—i.e., not the textbook chapters from Parker, but the essays by Freud, Marx, Sedgwick, Snitow, etc. Do NOT just summarize Parker’s chapter—that is not useful for other class members. Be sure to organize and time your presentation, in advance, so that it is exactly 10 minutes.

Participation: Your active, informed participation is crucial for your own ability to learn and for the success of the course. Carefully prepare for each class period by doing the reading in a rigorous and inquisitive manner. Keeping your own journal or notebook would be very helpful. Every day that you come to class you should have something valuable to say. You will learn more, enjoy the course more, and perform better on your written work if you actively participate in class.

Attendance/Punctuality: *At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section of the core, required course for the English major the policy is:* If you miss class four times, your course grade will suffer and if you miss five classes you will fail the course. Everyone gets three free absences; use them wisely. You do not need to tell me why you were absent—that is your own private business—just don’t miss more than three classes. Because I am in no position to verify or judge various excuses, there are no “excused absences.”

If you come in after I have marked the rolls, that will count as an absence—so come to class on time. Attending class means that your mind is actually in class with us. You need to be mentally --not just physically--here. So if you are sleeping, checking email, looking at websites, texting, or otherwise not paying attention, etc., you will be counted absent that day and you will be asked to leave because all of those behaviors detract

from the ability of the other students to learn. Also, you need to bring the appropriate texts and materials to class. This is crucial for English classes.

Office Hours: Office hours: T/TH: 2-3 and Thurs. 5:30-6 and by appointment. Note: although I will usually be in my office during those times I may have to attend meetings, graduate student defenses, etc. Please email me to confirm that I will be in my office or to arrange an appointment at another time. My office is in 411 Carlisle Hall.

RESOURCES:

Librarian for English: Diane Shepelwich, dianec@uta.edu; 817 272 7521.

Library Data Bases: Use the MLA International Bibliography for most of your research; it is the essential bibliographic tool for English Studies. If you use Project Muse or other shortcuts you will miss articles and books on your subject.

The Writing Center: The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In *Quick Hits* sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Please see www.uta.edu/owl for detailed information.

For a helpful guide to MLA Formatting see:
<http://owl.english.purdue.edu/owl/resource/747/01/>

Official UTA Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aaofaol>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, at either end of Preston Hall. . When exiting the building during an emergency, one should never take an elevator but should use the

stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

[If anyone needs assistance with emergency evacuation, please discuss this with me privately.]

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

<p>Emergency Phone Numbers: [Optional but strongly recommended] In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>

Respect your fellow students, respect the classroom:

1. **TURN OFF** all pagers, beepers, cell phones and other electronic devices! You may not have these devices turned on while in class. You may not text message or read email or engage in any other electronic activities during class. You may not use laptops in class; the only exception is the use of laptops for accessing the PDFs, films or other materials in the course. [If you are looking at anything other than the class readings while in class I'll ask you to turn your computer off for that period. If you do this more than once you will not be allowed to bring the computer to class. Anyone who is looking at anything other than our class materials on line will be counted absent that day.]
2. Arrive to class **ON TIME**. It is distracting to both the professor and the students to have someone come in late. If you come in late, you will be marked absent.
3. Always arrive **PREPARED** to work. Every day we will have work to do in class. Some days we will work in small groups. If you are not prepared then you will not be able to contribute to the class or to your small group. You may be asked to leave class if you are not prepared. Also, remember that for English classes you **MUST BRING** whatever **TEXTS** we are discussing that day to class.
3. Treat your classmates with **RESPECT**. Learn to disagree without being disagreeable. We will often discuss controversial, volatile topics, so everyone needs to learn how to disagree with someone's views, beliefs, or perspectives while maintaining a sense of civility. This is a rare skill in our culture, but a skill that is necessary for an educated, humane, democratic society.

SYLLABUS

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Dr. Alaimo

PDF= PDFs available on Blackboard.

Parker = *How to Interpret Literature: Critical Theory for Literature and Cultural Studies*, listed by chapter number.

Always come to class prepared to discuss the readings and films. Bring your own interpretations, comparisons, analyses, and questions. Always bring the books or other readings we are discussing.

Introductions/Interpretations:

Week One. January 19 & 21.

Tuesday: Introductory comments; Wallace Stevens, "Thirteen Ways of Looking at a Blackbird." Cary Nelson "Problematizing Interpretation: Some Key Questions." In-class exercises: What is interpretation?

Words

Thursday: Before class: Access the OED (Oxford English Dictionary) online from the UTA Library. Read the entire entry for either "Nature" or for both "Man" and "Woman." In class, briefly present two things you found that were striking or significant. For most of the class period you will be using the OED to interpret the poem "Against a Comely Coystrowne," which I will distribute in class. [Please bring your laptop to class if you have one!]

Texts

Week Two. January 26 & 28:

Tuesday: [What is a "text"? How do cultural values and technologies affect the production, the dissemination, and the stability or mutability of texts? What is the relation between "author" and "text" or between reader and text? How does the nature or status of the text affect its interpretation?]

Read before class and discuss in class: "Shakespeare's Text" [PDF]; Henry Louis Gates, Jr., "The Search for a Female Fugitive Slave" [PDF]; Zuni, "Sayatasha's Night Chant" [PDF]

In class we will check out: <http://www.opensourceshakespeare.org/>

Modern American Poetry: <http://www.english.illinois.edu/maps/>

William Blake Archive <http://www.blakearchive.org/>

Shelly Jackson's "Skin," <http://www.ineradicablestain.com/skin.html>.

Interpretation Part I: New Criticism and Close Reading

Poetry

Thursday: New Criticism and Close Reading.
Parker, Chapter 2, "New Criticism"

Figurative Language and Diction.

Poems: Christopher Marlowe, "The Passionate Shepherd to His Love," Eliot, "The Love Song of J. Alfred Prufrock;" H.D. "Oread" and "Sea Rose;" McKay, "Harlem Shadows," and "If We Must Die," and Mina Loy, untitled [Poetry PDF].

Week Three. Feb. 2 and 4:

Tuesday: Structure and Form.

"Organization of Poetry" [PDF].

Poems: Shakespeare, Sonnet 130, Andrew Marvell, "To His Coy Mistress;" Eliot, "The Love Song of J. Alfred Prufrock;" Claude McKay, "The Lynching;" H.D. "Sea Rose," Ntzoke Shange, "Advice;" Carolyn Forché, "The Colonel" [Poetry PDF].

Thursday: Sound and Rhythm.

"excerpt on rhythm, meter, and sound" [PDF]

Poems: Marlowe, "Passionate Shepherd;" Hopkins, "No Worst There is None" and "Pied Beauty," Keats, "Ode on Melancholy;" Cummings, "anyone lived in a pretty how town;" Sylvia Plath, "Daddy;" Judy Grahn, "Carol." [Poetry PDF]

The Short Story

Week Four. February 9 & 11:

Tuesday: Parker on Narratology: p. 65-77; Parker Ch. 11, "Reader Response."

Hemingway, "Hills Like White Elephants;" [PDF]; Darcy McNickle, "Hard Riding" [PDF].

The Novel

Thursday: William Faulkner, *As I Lay Dying* (first half)

Week Five. February 16 & 18:

Tuesday: Faulkner, *As I Lay Dying* (second half)

Thursday: Ana Castillo, *So Far from God* (first half)

Week Six. February 23 & 25:

Tuesday: Ana Castillo, *So Far from God* (second half)

Thursday: Library session. Meet in Central Library room
Recommended: Read Chapter One "Research and Writing" and Chapter Two, "Plagiarism and Academic Integrity," and browse the rest of the *MLA Handbook for Writers of Research Papers*.

Interpretation Part II: Theories

Week Seven. March 1 & 3:

Tuesday: Poetry Explication Due at the start of class. Watch excerpts from *Examined Life*, by Astra Taylor in class.

Thursday: Structuralism.

Parker, Ch. 1. "Introduction" and Parker, Ch. 3, "Structuralism;" Ferdinand de Saussure, *Course in General Linguistics*, 37; V. Propp, *Morphology of the Folktale*, 58; Claude Lévi Strauss, "The Structural Study of Myth," 74.

Week Eight. March 8 & 10:

Tuesday: Deconstruction.

Parker, Ch. 4, "Deconstruction;" Excerpt from Jacques Derrida, "Structure, Sign, and Play," [PDF]; Roland Barthes, "From Work to Text," 115; Warren Hedges, "Using Deconstruction to Astonish Your Friends and Confound Your Enemies"

http://docentes2.uacj.mx/museodigital/teoria/ensayos_Varios/usa%20deconstruction%20to%20astonish.htm In class, deconstruct a Robert Frost poem.

Thursday: Psychoanalysis.

Parker, chapter 5, "Psychoanalysis"; Sigmund Freud, "Psycho-Analysis," 181; Excerpt from *The Interpretation of Dreams*, [PDF].

Week Nine. March 15 & 17: SPRING BREAK: Enjoy!

Week Ten. March 22 & 24:

Tuesday: Marxist Theory

Parker, Ch. 8, "Marxism;" all readings by Marx, 380-394. Louis Althusser, "Ideology and Ideological State Apparatuses" 449.

Research Paper Proposal Due.

Thursday: Historicism and Cultural Studies

Parker, Ch. 9, "Historicism and Cultural Studies;"

Dick Hebdige, from *Subculture: The Meaning of Style*, 508; Angela McRobbie, "Jackie Magazine: Romantic Individualism and the Teenage Girl" 523.

Week Eleven. March 29 & 31

Tuesday: Gender Theory.

Parker, Chapter 6, Feminism; Ann Snitow, "A Gender Diary" [PDF]; Laura Mulvey, "Visual Pleasure and Narrative Cinema," 231.

Thursday: Day off to compensate for attending a lecture at UTA.

Week Twelve. April 5 & 7:

Tuesday: LGBT Theories

Parker, Chapter 7, "Queer Studies;" Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence," 283; Judith Butler, from *Gender Trouble*, 327.

Thursday: Postcolonial Theory

Parker, Chapter 10: "Postcolonial and Race Studies," Ngugi Wa Thiong'o, "The Language of African Literature." Renato Rosaldo, "Imperialist Nostalgia," 748.

Week Thirteen. April 12 & 14:

Tuesday: Critical Race Theory

Gloria Anzaldua, *Borderlands* 734; Ann duCille, "Discourse and Dat Course: Postcoloniality and Afrocentricity," 751.

Thursday: Ecocriticism, Animal Studies, Posthumanism, Disability Studies

Parker, Chapter 12, "Ecocriticism and Disability Studies," Animal poems [PDF]. Jenny Price, "Thirteen Ways of Seeing Nature in L.A.":

http://www.believmag.com/issues/200604/?read=article_price; essay by Sarah Jacquette Ray [PDF].

2-page summary/reflection on a talk at UTA due.

Research Papers

Week Fourteen. April 19 & 21:

Tuesday: No class. Time off to write your research papers!

Thursday: In-class research paper writing workshop. Bring three copies of a draft of your research paper to class. If you do not have a draft of your research paper ready at the start of class, you cannot pass this course. Suggested "reading": *MLA Handbook*.

Week Fifteen. April 26 & 28:

Tuesday: Research papers due at the start of class.
In class: introduction to film and visual media.

Film Studies

Thursday: Read *A Short Guide to Writing About Film*: chapters 1-4, before class. Watch Alfred Hitchcock's *Vertigo* before class. Apply two different theories from the class to *Vertigo* (be prepared to discuss your applications in class).

Final Review Week

Week Sixteen. May 3 & 5:

Tuesday: Discuss final exam. Bring questions about any of the texts, theories, methods, and questions of the course. Bring your copy of Cary Nelson "Problematizing Interpretation: Some Key Questions."

Thursday:

Adjustment day in case of bad weather or other class cancellation.

EVALUATIONS: Please do electronic evaluations of the course. You should receive an email from the university with directions. Evaluations are extremely important to me, the instructor, to the department, and the university. We really appreciate your taking the time to fill out evaluations online. Thank you!

FINAL EXAM

Tuesday, May 10th, 11-1:30. [Bring bluebooks, pens, and copies of the theories.]