

ENC1145 (Section #35G3 Class #12976) – Topics in Composition, Spring 2022

The “Despicable” Millennials: The Culture and Literature of an Underrated Generation

Instructor Name: Burcu Kuheylan

Course Meeting Times & Locations: Tuesday: Periods 2-3 (8.30—10.25) Anderson Hall, 0032
Thursday: Period 3 (9.35 – 10.25) Flint Hall, 115.

Office Hours & Location: Tuesday/Thursday 11.00 – 12.00, Office #4341 (by appointment)

Course Website: Canvas (elearning.ufl.edu)

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Course Description:

As of 2019, Millennials -- people born between 1981 and 1996 -- took over from Baby Boomers the indiscriminate honor of being the most populous generation in the U.S. Still, a new superlative applied to their demographic group did little to ease their annoyance for being type-cast for the same unflattering role: for Millennials are generally, if not universally, despised by their elders for being lazy, spoiled, cynical, irresponsible, unprepared for and aloof to the realities of the world. In Benjamin Kunkel's *Indecision*, a father even yells at his millennial son to not "make a career out of your childhood, or you'll never adapt yourself to any other" (110). This all-too-common complaint even popularized, in the American idiom, the use of an obscure verb, "adulging," which Millennials apparently excel failing in. Their now-epic fame for whining, lethargy, and inability to meet social expectations -- from doing laundry to holding a job or getting married -- has been immortalized in book titles like *There, There, My Year of Rest and Relaxation*, and *Can't Even*, which already entered the literary canon of a generation passionately disliked.

Placing fiction written by Millennials at its center, the course will examine, along with the veracity of the claims made for Millennials, the root causes of their generational condition, which A.H. Petersen diagnosed as "burnout." An exploration of the peculiar idiom, habits, and lifestyles of Millennials, as well as contemporary essays, articles, and short video-clips about them, will reveal rarely told stories about Millennials. Specifically, we will learn how their resignation is a side-effect of the neoliberal regime they were born into, which has radically diminished their prospects for living in a habitable planet and for a secure future, free from want, need, and anxiety. While our nonfiction readings will place Millennials' personal, social, and economic challenges against this historical context, fiction will offer us a wide range of scenarios – realist and fantastic alike – reflecting the hopes and struggles of Millennials, and of the generations that follow them, for an alternative future. The course will also familiarize students with the social and political activism of the 2010s -- the Arab Spring, Occupy Wall Street, Gezi, and the ongoing #MeToo and #BLM movements -- where Millennials have played crucial roles.

COVID Statement – To be determined based on the unfolding of the new Covid variant.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.

- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

Bennett, Brit. *The Vanishing Half*. New York: Riverhead, 2020. (ISBN 9780525536291)
 Moshfegh, Otessa. *My Year of Rest and Relaxation*. New York, Penguin, 2018. (ISBN 9780525522133)
 Orange, Tommy. *There, There*. New York: Vintage, 2018. (ISBN 978-0-525-43614-0)
 Petersen, Anne Helen. *Can't Even: How Millennials Became the Burnout Generation*. New York: Houghton Mifflin Harcourt, 2020. (ISBN 9780358315070)
 Rooney, Sally. *Normal People*. New York: Hogarth, 2018. (ISBN 978-1-9848-2218-5)

- Other required readings are fairly short and will be provided for you in PDF format (Canvas >> Files >> PDF Readings).
- Students are responsible for accessing and reading assigned material before class, as well as for keeping them at their disposal during class discussions.
- Feel free to check the availability of the above-listed required texts on [the UF Smathers Library website](#) and the [Alachua County Libraries website](#).
- Here is the website of a local book vendor, [Third House Books](#), where you can place book orders.
- Here are other, nation-wide book vendor alternatives for you to place your textbook orders with: [Bookshop](#) (the latest, hippest, online book market for independent booksellers); [AbeBooks.com](#) (second hand, affordable; potentially longer receipt time).

Assignment Weights and Descriptions (see the last page of syllabus for the grading rubric)

Participation: 4 point per period (37/42) 15% >> 150 Points

You will compose:

- Eight 150-word Discussion Posts 1,200 words 17% >> 170 Points (21.25 pts each)
- Five Thematic Reports of 350 words 1,750 words 25% >> 250 Points (50 pts each)

➤ 1 Close-reading Analytical Essay	1,500 words	21% >> 210 Points
➤ 1 Comparative Analysis Essay	1,550 words	22% >> 220 Points
	6,000 words	100% >> 1000 Points

Participation (37 x 4 = 150 points) >> 15% of Final Grade):

Attending class will automatically secure for you 15% of your final grade **IF YOU:**

- Do NOT miss more than 5 periods per semester (there are 42 in total);
- And participate **at least once** in each class discussion in a meaningful way;

Kick-starting discussions, offering observations, bringing complex passages to the attention of class, as well as raising productive questions are all forms of acceptable participation. Asking questions about assignment details DOES NOT count as participation. You are strongly advised to highlight passages of interest and take notes while you complete the assigned readings so you can have a reference point for participation. Also make sure to have a copy of the text we're covering close at hand when we meet; we'll be performing close-readings of passages together.

150-word Canvas Discussion Posts (8 x 21.25 = 170 Points >> 17% of Final Grade):

Each week on Friday, I will open a new discussion board on Canvas and post several questions or prompts on the upcoming week's assigned readings. Students will choose one (1) question of their choice each week and post a (minimum) 150-word response to the relevant Canvas Discussion forum. All posts should be submitted by the deadline indicated on our course calendar (the discussion board will be automatically locked after that time). Student responses will help kick off our discussions in class. The board will also allow students to directly engage with each other's ideas and help sharpen their critical reading/writing skills. *It is your responsibility to complete all eight 150-word responses by the end of the semester.* Failure to do so in a timely manner will cost you word credits.

Thematic Reports (5 x 50 = 250 Points >> 25% of Final Grade):

Students will compose one reading report of (minimum) 350 words on a choice of their reading in each Unit. The reports will either focus on one of the themes highlighted in the unit or week titles or another theme that students have identified in their chosen text. Rather than simply summarize the content of the text, the reports should discuss the significance of the theme under focus in the entire work, as well as demonstrate how it informs or partakes in the author's rhetorical/narrative strategies. Reports should *ideally* be on texts that the student didn't write on for another assignment. Consult with the instructor when in doubt or to discuss possible exceptions.

Close-reading Analytical Essay (1,500 words, 210 Points >> 21% of Final Grade):

Students will choose *a reading from the first three units, preferably one they have written a discussion post or thematic report on (so they can further refine and develop it)*, and *identify a passage, which involves some ambiguity, conflict, dilemma, or a possibility.* These ambiguities may be deliberate or unintended by the author but they provide great opportunities for critics (you!) to take a closer look into the use of language, themes, symbols, or characters and their motivations. Your job in this paper is to critically explore this ambiguity and to make a specific claim about its source with close references to supporting textual, historical, and contextual evidence. This assignment will prize your ability to go beyond obvious observations (summary), and to demonstrate argumentative and close-reading skills. This assignment requires drafting, peer-review, and revision. Its internal breakdown is as follows:

Timely submission of first draft for peer-review:	20 Points
Timely completion of peer-review activity:	30 Points
Revised and Polished Final Paper (potentially):	160 Points

Comparative Analysis Essay (1,550 words, 220 points >> 22% of the Final Grade):

For this assignment, students will bring together two texts of their choice based on (1) a theme or symbol they share; (2) an issue they address; (3) a situation in which the characters have found themselves in; (4) or an affect/emotion the reader is left with. At least one of your texts should come from Units IV or V. While emphasizing the similarities between your chosen texts is of utmost significance to justify writing a comparative essay on them, you also need to pay attention to differences of context, attitude, and narrative circumstances. Comparative essays entail, as well as test your abilities in, formulating a specific and meaningful thesis. This assignment requires drafting, peer-review, and revision. Its internal breakdown is as follows:

Timely submission of first draft for peer-review:	20 Points
Timely completion of peer-review activity:	30 Points
Revised and Polished Final Paper (potentially):	170 Points

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance:** Please come to class on time and use your absence allowances wisely. If you'll be missing a class, let the instructor know in advance. Be aware that:
 - Missing more than 3 periods per semester will earn you a lowered course grade;
 - Missing more than 5 periods per semester will automatically fail you, unless you have a valid excuse (official notes from doctors or UF-sponsored events required if you'll be missing more than one class session). You will fail the course if you accrue **six** 50-minute absences.
 - **TARDIES:** I will have taken attendance by 8.35 on Tuesdays and by 9.40 on Thursdays. I will record every 3 late arrivals as a period's absence.
 - When/if you cannot make it to class, ***it is your responsibility to find out what you've missed and attend the next session prepared.*** Contact a classmate or the instructor to find out what work you have missed. You are also responsible for observing all assignment, peer-review, and reading quiz due dates.
3. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with UF's attendance policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
4. **Classroom Behavior and Etiquette:** Students come from various cultural, ethnic, and economic backgrounds. It is required that you display open-mindedness and respect in class at all times, but particularly during class discussions and group work, where ideas that differ from your own may be presented. Disrespectful behavior will result in dismissal from the class (and an absence for that day).
5. **Have You Been Subject to Unwanted Advances (Harassment)?** Know your rights and protect yourself (*UF's policy on Harassment*): The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
6. **Assignment Submission Format:** All papers have to be submitted as MS Word (.doc, .docx) or PDF (.pdf) documents to Canvas. Final drafts should be polished and presented in a professional manner. All assignments must have your name, assignment title, the submission date, and word count printed on the top left-hand side of the first page (single spaced). All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins, pages numbered, and include a title representative of your argument.
7. **Late Papers/Assignments:** Requests for deadline extension without grade penalty are reserved for students with official documentation (i.e., university-sponsored events and religious holidays) or for those operating under extenuating circumstances, which will be considered on a case-by-case

basis. In such cases our priority will be balancing your needs with the successful completion of assignments. *Informing your instructor that you'll be missing a class or deadline is highly recommended to prevent potential issues.*

8. **Paper Maintenance Responsibilities.** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. **Academic Honesty and Definition of Plagiarism.** UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.'" The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>
Definition and Varieties of Plagiarism: A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
 - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
 - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 - c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
10. **Do you have a Disability?** Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
11. **Do you Find Yourself Struggling?** You're not alone. Ask for help. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
13. **Appealing Grades:** In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
14. **Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>
15. **Environmental sustainability:** Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

MAIN GRADING CATEGORIES

	SATISFACTORY (Y)	UNSATISFACTORY (N)
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CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

GUIDE TO LETTER GRADES

A Excellent. Strong and interesting thesis and argument; introduction that generates interest; clear organization and subclaims (also known as topic points); paper further communicates the structure and logic of its argument through use of transitional words or phrases; consistent diction; smooth integration of textual evidence; consistent analysis of evidence; proper use of citation system (MLA) if outside sources are included; few mechanical errors; conclusion that ends the paper gracefully. "A" papers are outstanding.

B Good. Strong and interesting thesis and argument; introduction that tries to generate interest; most subclaims are clear and the organization is generally effective; textual evidence generally, but not always, well integrated; some mechanical and proofreading errors; conclusion that tries to close the paper but may only do so through summary; some uneven use of citation system; “B” papers are papers that express a solid argument but do so less consistently than those awarded an “A”.

C Satisfactory. Thesis or argument satisfactory but one or the other needs further work; introduction states thesis but does not generate interest; pattern of problems with mechanics or proofreading; insufficient analysis of evidence; little or no conclusion; summary instead of analysis; some body paragraphs may not support the thesis; organization can be improved; subclaims state facts instead of announcing point to be developed; “C” papers are satisfactory but need further polishing to make their arguments persuasive.

D Weak. Thesis and argument weak; extensive factual and mechanical errors; organizational pattern that makes essay difficult to follow; failure to fulfill a major component of the assignment.

F Not passing. Paper is not completed; contains plagiarized material or fails to fulfill the requirements of the assignment.

GRADING SCALE:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Note: A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
<http://www.isis.ufl.edu/minusgrades.html>

COURSE CALENDAR

Readings and Assignment Due Dates	
Unit I:	<i>Framing the Millennial Generation</i>
	Weeks I + II: The Millennial Upbringing
TH, 1/6	Introductions, Syllabus and Course Overview
TU, 1/11	Read Chapters 1 + 2 from Petersen’s <i>Can’t Even: How Millennials Became the Burnout Generation</i> – “Our Burnt-out Parents” + “Growing Mini-Adults”

TH, 1/13	Read “Danny Dunn and the Homework Machine” from Malcolm Harris’s <i>Kids These Days</i> (2017) – PDF in Canvas Files
F, 1/14	Submit 150-word discussion post on Petersen or Harris by 11.59 PM (Canvas)
	Week Three: The Millennial Labor Machine & Leisure Scarcity
M, 1/17	Submit 150-word discussion post on Petersen, Griffith, or Odell by 8 PM (Canvas)
TU, 1/18	Read Chapter 4 from Petersen’s <i>Can’t Even</i> : “Do What You Love and You’ll Still Work Every Day for the Rest of Your Life.” Read Erin Griffith’s <i>NYT</i> Article: “ Why Are Young People Pretending to Love Work? ”
TH, 1/20	Read Chapter 8 from Petersen’s <i>Can’t Even</i> : “What Is a Weekend?” Listen to Chapter 1 from Jenny Odell’s <i>How to Do Nothing</i> – “The Case for Nothing”
F, 1/21	Thematic Report for Unit I is due by 11.59 PM (Canvas >> Assignments)
Unit II	<i>A Generation of Pill-Popping Consumers</i>
	Week Four: Coming of Age in the Thick of Late Capitalism
M, 1/24	150-word discussion post on Fisher due by 8 PM (Canvas)
TU, 1/25	Read Chapters 1-3 from Mark Fisher’s <i>Capitalist Realism</i> (2009) Read Chapter 1 of Otessa Moshfegh’s <i>My Year of Rest and Relaxation</i> (up to page 50)
TH, 1/27	Read Chapter 2 of Moshfegh’s <i>My Year of Rest and Relaxation</i> (up to page 84)
	Week Five: Capitalism, Consumerism, and Addiction
TU, 2/1	Read Chapters 3 and 4 of Moshfegh’s <i>My Year of Rest and Relaxation</i> (up to page 177)
TH, 2/3	Read Chapter 6 from Harris’ <i>Kids These Days</i> : “Behavior Modification” (PDF)
	Week Six: Is There a Way Out?
TU, 2/8	Read Chapters 5 and 6 of Moshfegh’s <i>My Year of Rest and Relaxation</i> (up to page 254)
TH, 2/10	Finish reading Moshfegh’s <i>My Year of Rest and Relaxation</i>
F, 2/11	Thematic Report for Unit II is due by 11.59 (Canvas >> Assignments)
Unit III:	<i>An “Education” (in Romance) in the Age of #MeToo</i>
	Week Seven: #MeToo and the Gray Areas of Power and Vulnerability
M, 2/14	150-word discussion post on Kipnis or Burke is due by 8 PM (Canvas)
TU, 2/15	Read Laura Kipnis’s “Sexual Paranoia Strikes Academe” (2015) – PDF Recommended <i>NYT</i> article “ Laura Kipnis’s Battle Against Vulnerability ” Read “me too” from Tarana Burke’s <i>Unbound</i> (2021) – PDF

TH, 2/17	Read & Discuss Kristen Roupenian's short story " Cat Person " (2017) – PDF
	Week Eight: Questions of Norm/ality – Families, Peers, and Others
TU, 2/22	Sally Rooney's <i>Normal People</i> – (read up to page 110)
TH, 02/24	Sally Rooney's <i>Normal People</i> – (read up to 157)
	Week Nine: College & Social Mobility – “Culture as Class Performance”
M, 02/28	150-word discussion post on Petersen or Harris due by 8 PM (Canvas)
TU, 03/1	Sally Rooney's <i>Normal People</i> – (read up to 260) Read Chapter 3 from Petersen's <i>Can't Even</i> – “College at Any Cost”
TH, 03/3	Finish reading Sally Rooney's <i>Normal People</i> Read Chapter 2 of Harris's <i>Kids These Days</i> – “Go to College” – PDF
F, 03/4	Thematic Report for Unit III is due by 11.59 (Canvas >> Assignments)
March 8-10	SPRING BREAK – NO CLASS IN SESSION
Unit IV	<i>Black Lives Matter – Ways of Appearing and Surviving in America</i>
	Week Ten: Why Pass (and recycle)?
TU, 03/15	Read Parts I and II of Brit Bennet's <i>The Vanishing Half</i> (up to page 141)
TH, 03/17	Read Part III of Brit Bennet's <i>The Vanishing Half</i> (up to page 201) Online Peer-review for C-R Analytical Essay Draft (finish by 11.59 PM)
	Week Eleven: Lost and Found
TU, 03/22	Read Parts IV and V of Bennett's <i>The Vanishing Half</i> (up to page 300)
TH, 03/24	Finish reading Bennett's <i>The Vanishing Half</i> Recommended: Rebecca Hall's 2021 movie <i>Passing</i> (available on Netflix)
F, 03/25	Submit Final C-R Analytical Essay by 11.59 PM (Canvas >> Assignments)
	Week Twelve: Surviving America
M, 03/28	150-word discussion post on Laymon due by 8 PM (Canvas)
TU, 03/29	Read " How to Slowly Kill Yourself and Others in America " by Kiese Laymon (2012) Read a story (TBD) from Danielle Evan's <i>The Office of Historical Corrections</i> (2021)
TH, 03/31	Discussion on Evans' story continued
F, 04/1	Thematic Report for Unit IV is due by 11.59 PM (Canvas >> Assignments)

Unit V:	<i>Land, Indigeneity, and Inter-Generational Trauma</i>
	Week Thirteen: Varieties of Land Grab – Old and Neo
M, 05/4	150-word discussion post on “land grab” essay (TBD) due by 8 PM (Canvas)
TU, 04/5	Read Part I of Tommy Orange’s <i>There, There</i> (up to page 79) Read an essay on land grab from Native American populations (TBD)
TH, 04/7	Read Orange’s <i>There, There</i> up to “Orvil Red Feather” (up to page 117)
F, 04/8	Online Peer-review for the 1 st Draft of Comparative Essay (finish by 11.59 PM)
	Week Fourteen: Twelve Ways of Looking at Inter-generational Trauma
M, 04/11	150-word discussion post on intergenerational trauma essay due by 8 PM (CNS)
TUE, 04/12	Read Orange’s <i>There, There</i> up to “Blue” (up to page 196) Read essay on inter-generational trauma (TBD)
TH, 04/14	Finish reading Orange’s <i>There, There</i> up to Part IV (up to page 229)
F, 04/15	Thematic Report for Unit V is due by 11.59 PM (Canvas >> Assignments)
	Week Fifteen: Habitations
TU, 04/19	Finish reading Orange’s <i>There, There</i> .
W, 04/20	Submit Final Comparative Essay by 11.59 PM (Canvas >> Assignments)
TH, 04/21	Reading Day (no class in session)
	Semester Ends
MON, 05/2	FINAL GRADES are DUE