

# ETHN 1R Introduction to Ethnic Studies: Land & Labor (4)<sup>i</sup>

**Fall 2021**

**Date/Time:** (MWF-Asynchronous)

**Location:** Canvas (Remote)



(Artist: 13-year-old Anniyah R. Govani)

Instructor Name	Dr. Shaista A. Patel	Office Hours	Wed 1-2:30 pm & by appointment (Remote)
Email	<a href="mailto:Shp005@ucsd.edu">Shp005@ucsd.edu</a>	Link for Office Hours	<a href="https://ucsd.zoom.us/j/93407867768">https://ucsd.zoom.us/j/93407867768</a>

TA NAME	EMAIL	SECTION	TIMING
Sara Almalla	<a href="mailto:salmalla@ucsd.edu">salmalla@ucsd.edu</a>	A04	M 2:00-2:50 pm
		A06	M 4:00-4:50 pm
Keva Bui	<a href="mailto:kxb002@ucsd.edu">kxb002@ucsd.edu</a>	A08	W 10:00-10:50 am
		A10	W 12:00-12:50 pm
Camila Gavin	<a href="mailto:cgavin@ucsd.edu">cgavin@ucsd.edu</a>	A11	F 8:00-8:50 am
		A13	F 10:00-10:50 am
Adriana Echeverria	<a href="mailto:aechever@ucsd.edu">aechever@ucsd.edu</a>	A01	M 9:00-9:50 am
		A03	M 11:00-11:50 am
Stephanie Martinez	<a href="mailto:symartin@ucsd.edu">symartin@ucsd.edu</a>	A07	W 9:00-9:50 am
		A09	W 11:00-11:50 am
Amira Noeuv	<a href="mailto:amnoeuv@ucsd.edu">amnoeuv@ucsd.edu</a>	A15	F 3:00-3:50 pm
		A16	F 4:00-4:50 pm
Daniel Rios	<a href="mailto:darios@ucsd.edu">darios@ucsd.edu</a>	A12	F 9:00-9:50 am
		A14	F 11:00-11:50 am
Muhammad Yousuf	<a href="mailto:syousuf@ucsd.edu">syousuf@ucsd.edu</a>	A02	M 10:00- 10:50 am
		A05	M 3:00-3:50 pm

**\*\*\* All students must attend the discussion section in which they are officially enrolled. You will not receive credit for attending a section in which you are not enrolled. Your TA will send you an email with recurring Zoom links for the tutorial session and for their office hours\*\*\***

### Course Description:

This course is part of a three-quarter introduction to the field of Ethnic Studies. This first quarter examines key historical events and debates in the field that center around land and labor. By examining the origins and consequences of settler colonialism and state land management, chattel slavery and coerced labor, immigration flows and globalization, we'll seek to understand the relationship between the social construction of race and the production of social and economic inequality. This course pays especially close attention to the ways in which race and ethnicity intersect with gender, sexuality, class, citizenship, and nation in order to better understand how systems of power and inequality are constructed, reinforced, and challenged, and to enhance our comprehension of present-day realities in the United States and transnationally.

This class requires a patient, generous and open-minded ethic of engaging with texts, with your TAs, your professor, and with your peers. This requirement is more than just about class decorum. Because this course will present complex and complicated concepts and realities, it will require that patience, will to learn, and *unlearn*. Moreover, that cannot happen just by memorizing or mastering a series of clear-cut answers; rather, by engaging in lively debates and learning from texts, instructor notes, TAs, and peers, we will aim to hone our ability to ask incisive questions while further developing our skills as thinkers, writers, readers, and critics.

### Course Learning Objectives:

1. Critically explore the role of land and labor in shaping social, political, interpersonal, and economic relations in the United States.
2. Understand and articulate how the violence of settler colonialism and enslavement marks all the territory in the United States.
3. Learn to critically analyze power and inequality in a comparative, intersectional, relational, and global framework(s).
4. Begin to think about the connections between colonialism, race, and imperialism.
5. Begin communicating complex ideas discussed in the course effectively.
6. Learn to practice the teaching of Black feminist scholar, Saidiya Hartman, who instructs us that “care is the antidote to violence.” We will aim to practice care and kindness as a way of engaging with each other, the texts we read, and with the world even when we are angry at the state of things around us, or when and where we might disagree with each other. We will learn to practice this care as a scholarly ethic.

### Lecture Format:

There will be **no synchronous lectures** in this course. The only mandatory synchronous meeting requirements are your weekly tutorial attendance. As part of my tested pedagogy, I have come to understand that students find it difficult to watch, learn from, and remember content shared in long lectures whether online or in person. Therefore, while I *may* occasionally have 10 min lectures (maximum 1 per week), I, in an effort to work with a diversity of learning styles present in our very large class, will have the following structure in place:

- 1) **Read** something: lecture notes posted by me summarizing main points of the week’s readings—3-5 pages. Posted by Monday class time each week. You must also carefully read your weekly texts. *[Please consult Professor Roy Perez’s and Dr. Kyla W. Tompkin’s guides on how to read (posted on Canvas)].*
- 2) **Listen** to something: a published podcast or an audio lecture that I have recorded.
- 3) **Watch** something: a published video (film/YouTube clip(s)).

[\*\*\*This facilitation style has been suggested by Dr. Y  n L   Espiritu and I acknowledge her intellectual labor\*\*\*]

**On Lecture Notes:** I will post my supplementary lecture notes by Friday evening/early Saturday morning, that is the weekend before the readings will be discussed in your tutorial session. My reading notes will be comprehensive, that is, they will address some main points from the readings, and from the podcasts and videos which you are asked to engage with as part of weekly

assigned texts. Sometimes it might be important to listen to a podcast after doing one of the readings, and then move on to the next. Please try to finish as many readings, listening and watching requirements for the week as you can by the time of your tutorial session, especially if your session is early Monday morning.

### Required Reading Materials:

Readings will be available for download from the course website on CANVAS. Once you are registered in the course, you will automatically be given access to the site. Use your UCSD username and password to sign at [canvas.ucsd.edu](https://canvas.ucsd.edu). CANVAS is an invaluable tool for this course: important announcements and course resources will also be posted on the site, and lecture exercises will require its use.

Films required will be accessible via library course reserves. Links for shorter YouTube clips are on your course outline and will also be uploaded on Canvas along with the week's reading materials.

**Grading Scale:** [You must achieve a C in order to pass the course for P/NP option students. You must also submit all the required assignments and attend at least 8 tutorial meetings]

Grade	Points	Grade	Points
<b>A</b>	<b>95-100</b>	<b>C+</b>	<b>76-79</b>
<b>A-</b>	<b>90-93</b>	<b>C</b>	<b>73-75</b>
<b>B+</b>	<b>86-89</b>	<b>C-</b>	<b>70-72</b>
<b>B</b>	<b>83-85</b>	<b>D+</b>	<b>66-69</b>
<b>B-</b>	<b>80-82</b>	<b>D</b>	<b>63-65</b>
		<b>D-</b>	<b>60-62</b>
		<b>F</b>	<b>0-60</b>

### Course Assessment Scheme:

#	Type of Assignment	Weight/Percentage	Due Date
1.	Tutorial Attendance & Participation	20%	Ongoing
2.	5 responses on Discussion Board (5% each)	25%	Ongoing
3.	Assignment 1: Land Dispossession Treaty and Course Case	25%	Week IV (10/22)
4.	Assignment 2: Video Essay Assignment	30%	TBA

**\*\*Description of Assignments will be posted on Canvas a week before the assignment is due. PLEASE NOTE THAT YOU MUST attend at least 8 tutorial sessions, submit 5 discussion posts, and submit both the assignments in order to pass the course. Missing to submit/meet these required assignments will result in a Fail in the course. \*\***

**Tutorial Attendance and Participation (20%):** While I strongly encourage you to attend every single session, all students must attend at least 8 tutorial sessions in which they are officially registered and participate fully in order to pass this course. You must join your tutorial section on time every week and stay until the end in order to get attendance points for each session. Moreover, your participation is more than simple attendance. You will be expected to contribute thoughtful comments and questions to every discussion with your TA and peers. If you fail to attend at least 8 full sessions, you cannot pass the course.

The first tutorial section will meet in the first week of class. You have a responsibility to create an environment conducive to learning in section. Sometimes it helps to jot down the essence of your ideas before you begin to speak and using “door openers” in such conversations is always helpful. In these discussions, there will likely be a wide range of opinions. Each class participant is expected to treat the ideas, opinions and work of others with the utmost respect. Derogatory remarks of any kind, intimidation and personal attacks are not acceptable.

**Discussion Board Responses:** Beginning Week I, a discussion board question will be posted on Canvas by Monday morning. You are required to submit a response to discussion board question for 5 separate weeks. Each response will be marked out of 5. Your response must be between 250-300 words. Your entry for the week must be made by Friday 5 pm. If you miss the 5 pm deadline, your response for the week won't be graded/counted. Your response must engage with some of the relevant weekly texts (readings, film, podcast, and my lecture notes). It must be edited for grammar and spellings. The most important thing is that it must be carefully thought through. I strongly encourage you to first write your response on a Word document and then copy/paste it onto Canvas or wherever your TA suggests you send it to. Please direct all questions to your TA.

### **Written Assignments:**

All written assignment submissions outside the Discussion Board on Canvas must use 12 point Times New Roman, ¾-1-inch margins on all sides, double-spaced rule. You can use APA, MLA, ASA, Chicago, or any preferred style of reference as long as you remain consistent throughout the assignment, and cite texts properly. When using direct quotes, definitions, or unique concepts, you must add page number(s). Your writing must be clear, arguments articulated succinctly, and with excellent grammar and punctuation. Please respect the page limit. Longer does not mean better. Writing short, concise papers is more difficult. I strongly encourage you to first write a working draft for all assignments in advance.

### **Correspondence Policy:**

Email is the best way to get in contact your Instructor and your TA. Your TA will discuss email protocols with you in the first tutorial and also email your tutorial section. The professor will reply to email inquiries from students within 24 hours except for on weekends when it might take longer. If you do not receive a reply within this period, please resubmit your question(s). Each email message must include in the subject line the course number and a tagline related to your concern. Please always use your given first and last names on record in email communication unless otherwise decided with your TA. Similarly, *if you have already talked to the professor about using another name, you can use that name in your emails. Your email must contain a concise and clear statement of purpose.* Please treat emails as you would any other professional communication. Emails that ask questions already answered in the course syllabus or website (e.g., “how much is assignment X worth”) will not receive a response.

All general questions about the course that are NOT addressed on the syllabus should be asked in your tutorial. But if you must email, please keep your questions short and clear. Emails that do not follow these guidelines might not receive a prompt response. ***Please always be respectful in all your communication with your Instructor, TAs, and classmate whether in class, during office hours, or over email.***

### **Office Hours:**

My office hours are on Wednesdays from 1-2:30 pm. If you have a conflict, please email to schedule a 15-minute office hour slot with me. While preferred, video is not required. Please see the link for joining listed at the beginning of the course outline.

### **Student Conduct Guidelines:**

***Classroom Decorum/ Zoom Camera Etiquette:*** Zoom has presented a number of new questions about camera and audio etiquette. My position is that when we Zoom, I’m a guest in your home (and you’re a guest in mine). Moreover, we’re all dealing with all kinds of unpredictable circumstances and improvising as best we can, so we believe it’s important to be flexible and lenient with one another in general. That said, when you have your camera on, your TA would appreciate it if you would adhere to this short list of three requests that we think are basic and reasonable:

- **Please mute your mic when you are not speaking to help reduce distracting background noise.** This is important for people like me who have ADHD and are easily derailed by sound. Feel free to unmute or text chat at any time to join discussion. Turning on your camera is always optional, never required.
- **Please do not appear nude on camera.** This can be a form of sexual harassment and potentially a Title IX violation.
- **Avoid obvious use of drugs on camera.** My primary concern is triggering people who have experience with addiction. What you do off camera is not my business.

We will have a group discussion about our community standards during which we can add any other concerns people might have to this document.



**Discussion Ethics:** This class is intended for students interested in challenging commonly held understandings of the workings of race and colonialism within the context of land and labor hierarchies. Given the nature of the course there will likely be a wide range of opinions. Ideally the course will prompt you to think for yourself and to raise questions about conventional views and received wisdom. However, please engage one another in discussion with respect and consideration. During tutorials and in all discussions on Canvas, abusive and harsh language, intimidation and personal attacks on speaker or Zoom chat will not be tolerated and you will be booted out of the call, and further actions will be taken against you by reporting your conduct to the Instructor and the Department Chair. These norms are reflected in the UCSD Principles of Community that we are all expected to follow. For more information about the UCSD Principles of Community, visit (<http://www.vcb.ucsd.edu/principles.htm>).

**Accommodations:** Our institutions are racist, ableist, and cis-heterosexist. Sometimes even those of us who live at the intersections of various systems of oppression the world lists as *our dis/ability*, we are not allowed to live better in this world. In that spirit, please help your TA support you better. If you have a medical condition or specific physical and/or learning needs, please feel free to speak with your TA individually so that you two can make the necessary adjustments to support your full participation. If you prefer to be called by a different name or recognized as a gender other than the one in the University enrollment record, please let your TA and your peers know.

**Academic integrity:** Academic integrity is fundamental to learning and scholarship at UCSD. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UCSD degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with UCSD's academic integrity policies at <http://academicintegrity.ucsd.edu>. Please familiarize yourself with the website, policies, and also your rights as students.

### **Reading/Lecture Schedule:**

## **UNIT ZERO: INTRODUCTION**

### **WEEK 0: Introduction to the Course [9/24]**

Read:

- 1) Tompkins, Kyla. (2016). "We aren't here to learn what we already know."  
<http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>

Listen: N/A

Watch: The Intro lecture video (on Canvas –posted by Friday morning)

## UNIT I: FOUNDATIONAL KEYWORDS AND IDEAS

### WEEK I (9/27, 2/29, 10/1)

Read:

- 1) Roderick A. Ferguson, "Race," *Keywords for American Cultural Studies*. New York: New York University, 2007, 207-211.
- 2) J. Kehualani Kauanui, "Indigenous," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2014), 133-37.
- 3) Robert Warrior, "Indian," *Keywords for American Cultural Studies*. New York: New York University, 2007, 130-132.
- 4) David Kazanjian, "Colonial," *Keywords for American Cultural Studies*. New York: New York University, 2007, 48-53.
- 5) Marc Bosquet, "Labor," in *Keywords for American Cultural Studies*, ed. Bruce Burgett and Glenn Hendler (New York: New York University Press, 2014), 142-45.
- 6) David F. Ruccio, "Capitalism," *Keywords for American Cultural Studies*. New York: New York University, 2007, 37-40.
- 7) Andrea Smith, "Heteropatriarchy and Three Pillars of White Supremacy"

Listen:

"The Insurgent Origins of Critical Race Theory", Intersectionality Matters!

<https://podcasts.apple.com/us/podcast/39-the-insurgent-origins-of-critical-race-theory/id1441348908?i=1000534153352>

[Please listen to at least the first 30 minutes]

Watch:

Kimberlé Crenshaw, The urgency of intersectionality (TED TALK)

<https://www.youtube.com/watch?v=akOe5-UsQ2o>

## UNIT II: LAND AND LABOR IN A SETTLER COLONIAL PLANTATION CONTEXT

### WEEK TWO: Chattel Slavery [10/4, 10/6, 10/8]

Read:

Walter Johnson, "The Chattel Principle," in *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 1999), 19-45.



Stephanie Smallwood, “Turning African Captives into Atlantic Commodities,” in *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Cambridge: Harvard University Press, 2007), 33- 64.

Listen: “Fountain Hughes: Voices from the Days of Slavery: Stories, Songs and Memories”.  
[https://www.loc.gov/podcasts/slavenarratives/podcast\\_hughes.html](https://www.loc.gov/podcasts/slavenarratives/podcast_hughes.html)

[https://www.loc.gov/podcasts/slavenarratives/transcripts/slavery\\_hughes.pdf](https://www.loc.gov/podcasts/slavenarratives/transcripts/slavery_hughes.pdf) [Transcript of the interview in case the audio is not clear]

Watch: Slave Trade

[https://fod.infobase.com/p\\_ViewVideo.aspx?xtid=206201](https://fod.infobase.com/p_ViewVideo.aspx?xtid=206201) (Watch with your UC ID)

### **WEEK THREE: Indigenous and Settler Conceptions [10/11, 10/13, 10/15]**

Read:

- 1) TEVES, S. N., SMITH, A., & RAHEJA, M. H. (Eds.). (2015). [Introduction]. In *Native Studies Keywords* (pp. 59–70). University of Arizona Press.  
<https://doi.org/10.2307/j.ctt183gxzb.8>
- 2) Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, education & society*, 1(1).
- 3) Kauanui, J. K. (2016). ‘A structure, not an event’: Settler Colonialism and Enduring Indigeneity. *Lateral*, 5(1), 5-1.

Listen:

“Celebrate Indigenous People's Day, Not Columbus”. All My Relations Podcast.

<https://www.allmyrelationspodcast.com/podcast/episode/4ac24f5c/bonus-episode-celebrate-indigenous-peoples-day-not-columbus>

Watch:

*Kanehsatake: 270 Years of Resistance* [Written and Directed by Alanis Obomsawin. Produced by Studio B, National Film Board of Canada, 1993].

Link: [https://www.nfb.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance/](https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/)

[Note: This is a long film. While I really encourage you to watch the entire film because of its power, I strongly request that you watch at least the first hour to get a sense of settler encroachment on Indigenous peoples' lands and their ongoing resistance]

## WEEK FOUR: Gendered Colonial Violence[10/18, 10/20, 10/22]

Read:

- 1) Miranda, Deborah. A. (2010). Extermination of the Joyas: Gendercide in Spanish California. *GLQ: A Journal of Lesbian and Gay Studies*, 16(1-2), 253-284.
- 2) Simpson, A. (2016). The state is a man: Theresa Spence, Loretta Saunders and the gender of settler sovereignty. *Theory & Event*, 19(4).

Listen:

“Protect Indigenous Women” *All My Relations* podcast.

<https://www.allmyrelationspodcast.com/podcast/episode/4dc6f896/protect-indigenous-women>

[This podcast is 97 minutes long. I urge you to listen to it for the first hour at least]

Watch:

Finding Dawn <https://www.youtube.com/watch?v=f-0Z-UoQ3VY>

[Note: This is a long film. While I really encourage you to watch the entire film because of its powerful teachings, I strongly request that you watch at least the first hour to get a sense of the gendered sexual nature of settler colonialism]

## UNIT III: IMMIGRATION, BORDERS, AND LABOR CONDITONS

## WEEK FIVE: On Whiteness and Labor Conditions [10/25, 10/27, 10/29]

Read:

- 1) David Roediger, “Irish American Workers and White Racial Formation in the Antebellum United States,” *The Wages of Whiteness: Race and the Making of the American Working Class* (New York: Verso, 1991), 133-63.
- 2) Natalia Molina, “Placing Mexican Immigration Within the Larger Landscape of Race Relations in the United States,” *How Race is Made in America* (Berkeley: UC Press, 2014), 33-55.
- 3) Karuka, Manu. “Colonialism, Racism, and Labor on the Central Pacific Railroad.” *California History* 96.2 (2019): 99–104. Web.

Listen: Professor Patel’s Audio Lecture

Watch: Film in Class: Min Sook Lee’s *El Contrato*

Link: [https://www.nfb.ca/film/el\\_contrato/](https://www.nfb.ca/film/el_contrato/)

## WEEK SIX: On Caste and Labor [11/1, 11/3, 11/5]

Read:

- 1) Chakravarti, Uma. (1995). Gender, caste and labour: Ideological and material structure of widowhood. *Economic and Political Weekly*, 2248-2256.
- 2) Singh, R. K. (2009). Manual scavenging as social exclusion: A case study. *Economic and Political Weekly*, 521-523.
- 3) Peter Sezekely, "Dalit Workers Allege 'Shocking Violations' in Building Temple in New Jersey." <https://thewire.in/caste/dalit-workers-allege-shocking-violations-in-building-hindu-temple-in-new-jersey>
- 4) Anita Chabria, "His Own Private Berkeley". <https://www.latimes.com/archives/la-xpm-2001-nov-25-tm-7947-story.html>

Listen: "How to be an Anti-Casteist" <https://www.npr.org/2020/09/21/915299467/how-to-be-an-anti-casteist>

Watch: Thenmozhi Soundararajan, "Caste in the United States".  
<https://www.youtube.com/watch?v=wIy3rfHe6Cg&t=40s>

## WEEK SEVEN: Border Imperialism [11/8, 11/10, 11/12]

Read:

- 1) Keyword: Border Imperialism <https://globalsocialtheory.org/topics/border-imperialism/>
- 2) Jodie M. Lawston and Ruben R. Murillo, "Policing Our Border, Policing Our Nation," *Beyond Walls and Cages: Prisons, Borders, and Global Crisis*, ed. Jenna Loyd, Matt Michelson, Andrew Burrige (University of Georgia Press, 2012), 181-89.
- 3) Yen Le Espiritu, Chapter 2: "Militarized Refuge(es)," *Body Counts: The Vietnam War and Militarized Refuge(es)*. Berkeley, University of California, 2014, 24-48.

Listen:

Harsha Walia, "All Walls Must Fall". <https://podcasts.apple.com/us/podcast/all-walls-must-fall-w-harsha-walia/id1482834485?i=1000509053013>

Watch:

*Maquilopolis* [https://fod.infobase.com/p\\_ViewVideo.aspx?xtid=49801](https://fod.infobase.com/p_ViewVideo.aspx?xtid=49801) [You must be signed in via UCSD library system to access this link]

## UNIT IV: LAND AND ONGOING DISSPOSESSION

### **WEEK EIGHT: Climate Justice and Land Desecration [11/15, 11/17, 11/19]**

Read:

- 1) David Uahikeaikalei‘ohu Maile, “On the Violence of the Thirty-Meter Telescope and the Dakota Access Pipeline,” December 22, 2016. <https://culanth.org/fieldsights/on-the-violence-of-the-thirty-meter-telescope-and-the-dakota-access-pipeline>
- 2) Estes, N. (2017). Fighting for our lives: # NoDAPL in historical context. *Wicazo Sa Review*, 32(2), 115-122.
- 3) Principles of Environmental Justice: <https://www.ejnet.org/ej/principles.html>
- 4) Streeby, S. (2018). #NoDAPL: Native American and Indigenous Science, Fiction, and Futurisms. In *Imagining the Future of Climate Change: World-Making through Science Fiction and Activism* (1st ed., pp. 34–68). University of California Press. <http://www.jstor.org/stable/10.1525/j.ctv1xxzdb.5>
- 5) The Indigenous Fight for Environmental Justice: A Conversation with Dina Gilio-Whitaker <https://realfoodmedia.org/the-indigenous-fight-for-environmental-justice-a-conversation-with-dina-gilio-whitaker/>

Listen: TBD

Watch: Winona LaDuke on Water and Food Justice: <https://www.youtube.com/watch?v=1Vbi-W0Z7T8>

### **Week NINE: Prison Lands, Prison Labor [11/22, 11/24, 11/26]**

Read:

- 1) Angela Y. Davis, “Prison Reform or Prison Abolition?” in *Are Prisons Obsolete?* (New York: Seven Stories Press, 2003), 9-21.
- 2) Michelle Alexander, “The Lockdown,” in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: New Press, 2010, 2012), 54-96.

Listen: N/A

Watch: 13<sup>th</sup> <https://www.youtube.com/watch?v=krfcq5pF8u8>

### **Week TEN: Imagining Otherwise [11/29, 12/1, 12/3]**

Read

- 1) Finley, C. (2020). CHAPTER TWENTY. Building Maroon Intellectual Communities. In *Otherwise Worlds* (pp. 362-370). Duke University Press.

Watch: TBD

Listen:

Imagine Otherwise: Maile Arvin on Kuleana and Indigenous Feminist Community.

<https://ideasonfire.net/136-maile-arvin/>

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<sup>i</sup> Please note that your professor reserves the right to make changes to the course outline as the course progresses. Any and all major changes made will be made clear to you in an email and also discussed by your TAs. Please treat this course syllabus as a living and changing document.