



## Minority Groups

SOC 3700 (CRN: 24028)

Spring 2023: January 9 – May 6, 2023

In Person, Tuesday-Thursday 12:30 PM to 1:45 PM in DeBartolo 358

### Contact Information

**Professor:** Dr. Amanda Fehlbaum

**Pronouns:** She/Her/Hers

**Office:** DeBartolo Hall 437

**Phone:** 330-941-2716 (Office) or 330-406-9490 (Google Voice/Text)

**Email:** afehlbaum@ysu.edu

**Preferred Contact Method:** Email

**Student Support Hours:** Tuesdays and Thursdays from 2 – 3 PM; Wednesdays from 1 to 4 PM.

I am also willing to meet by appointment (virtual or in person) at other times.

**Communication Expectations:** I typically respond to email within 24 hours on weekdays. I strive to grade assignments within one week.

### Catalog Description

Survey of the origins and characteristics of ethnic and racial minority groups, with an emphasis on the significance of membership in such a group for in-group, out-group, and community solidarity. Prerequisite: SOC 1500.

### Course Description

*Race is the most explosive issue in American life precisely because it forces us to confront the tragic facts of poverty and paranoia, despair and distrust. In short, a candid examination of race matters takes us to the core of American democracy. And the degree to which race matters in the plights and predicament of fellow citizens is a crucial measure of whether we can keep alive the best of this democratic experiment we call America. – Cornel West, Race Matters (1993)*

This course is an examination of the social construction of race and ethnicity in the United States, specifically the key concepts, empirical studies, and historical contexts of race relations. We will also explore how race interacts with, informs, and is informed by other stratification systems and identities and how that, in turn, impacts people's lives. In addition to engaging with the sociological scholarship on race and ethnicity, this course will emphasize developing key reading, writing, and critical thinking skills. Students should not only leave this course with a broader and deeper understanding of race and ethnicity, but also leave equipped with tools to use to strive toward racial equality.

## Course Materials

Required Textbooks:

Desmond, Matthew and Mustafa Emirbayer. 2020. *Race in America*. New York: W.W. Norton.  
ISBN: 9780393428629

**InQuizitive (eBook) access is required.**

Anderson, Elijah. 2022. *Black in White Space*. Chicago: University of Chicago Press.  
ISBN: 9780226815176

Students are required to have access to [Blackboard](#) for weekly quizzes and some reading assignments. These are the [computer lab locations](#) on campus

If the university shifts to a fully online modality, the course will take place as “online-live” over Zoom/WebEx videoconferencing. In that case, a webcam, microphone, and speakers will be required, whether as separate devices or as integrated into a computer or smartphone.

## Course Learning Outcomes/Objectives

After successful completion of this course, students will be able to:

- Develop analytical and critical perspectives of the role of racial and ethnic differentiation in the organization of contemporary societies
- Understand the political, symbolic, and social implications of the shifts that have taken place in the discourses of grouping and categorization of human populations
- Develop a critical consciousness, or understanding of racism at multiple levels – individual, interpersonal, and institutional – and their interactions
- Understand the relationship between race relations and inequalities
- Understand the historical processes by which racial and ethnic categories, meanings, identities, and inequalities are created and transformed
- Evaluate how biographies are shaped by race, racism, and racial discourses

## Design of the Course

This course is partially lecture based, partially seminar/discussion based. That is, rather than me talking at you all the time, you will engage in conversation and dialogue with me and your peers. You will also complete course project where you will apply sociological concepts to understand and challenge social inequalities.

## Participation

Unlike many other courses which you will take as a university student, this course stresses participation and interaction and as a result we will spend the roughly half of course time in discussion. Because of the personal nature of the material covered in this class, it will inevitably expose many strong emotions and opinions. Please remember that this can be exciting as long as the material is approached in the proper spirit. You will quickly notice that scholars do not agree amongst themselves, and undoubtedly as a class we will not either. However, while you will not all be expected to think alike, respect for one another as well as willingness to deal with controversial or uncomfortable issues is essential to the success of this class. I will go over “ground rules” at the beginning of the course.

Because participation is so vital to this course, it is worth 50 points total for the semester. Participation does not mean simply coming to class. It means being an active part of class discussion (both speaking and listening). It means asking questions when they arise in class, in activities, or in student support hours. If you are taking part in these actions, it shows me that you are prepared and thinking about the course material.

The class will devise a participation rubric in the first days of class (to be located under “Design of the Course” on Blackboard). The rubric will be used for each class meeting starting January 19. These grades are averaged over the course of the semester to serve as your overall participation grade. You will also be asked to assess your own participation three times to not only provide me with useful data, but also encourages you to think reflectively about the class environment.

### **Readings**

Completing the assigned readings for each class is crucial to your success in this course. Exam questions are based, in part, on the assigned readings. By completing the readings in the InQuizitive eBook, you earn 10 points per InQuizitive assignment. Your lowest InQuizitive grade will be dropped. You are expected to complete your readings and InQuizitive assignments BEFORE class.

### **Quizzes**

There will be 14 quizzes in this class, given approximately every week, generally on Thursdays. Quizzes are formatted to include a combination of multiple choice, true/false, matching, fill-in-the-blank, etc. Each quiz is worth 20 points total. They will generally cover the reading material assigned since the last quiz, as well as questions from the lecture since the last quiz. Information about what will be covered on each quiz is posted on Blackboard. Quizzes are closed book and closed note.

Quizzes will be open as soon as class ends on Thursday and you will have 20 minutes to complete the quiz. Quizzes will remain open until 11:59 PM on Friday and you can only take each quiz once. In the event there is a technological issue during the quiz, I will reset it for you once. You get one full reset due to technological issues per semester. Note: Blackboard does not always cooperate when quizzes are taken using smart phones. You are encouraged to take your quizzes on a computer.

In the event there is a technological issue during the quiz, I will reset it for you once. You get one full reset due to technological issues per semester. Note: Blackboard does not always cooperate when quizzes are taken using smart phones. You are encouraged to take your quizzes on a computer. After taking the quiz, [you will receive a confirmation number that your submission was successful.](#)

If you have a problem with a quiz question, such as how it was worded or if you think the answers are incorrect or vague, you need to make an appointment or see me during my

Student Support Hours to discuss it. I will not address quiz questions or answers during the quiz, after class, over email, or in public.

Quizzes take the place of exams in this course. That is, you will not have a midterm exam or a final exam in the traditional sense. Your last quiz is given during finals week.

**Syllabus Quiz**

In addition to the quizzes given during the course, a quiz worth up to ten points will be given. You have from the first day of class (January 10) to January 24 to take the syllabus quiz. The syllabus quiz grade cannot be dropped. For the quiz, you need to be familiar with the general policies, assignments, and expectations of the course.

**Course Project<sup>1</sup>**

This course project asks students to interview somebody they have a close, personal relationship with about how their families discussed race during their childhood. Students analyze the data collected from the interview using concepts and ideas that they learned in class. This includes applying Bonilla-Silva’s (2006 [2022]) central frames of color-blind racist discourses to analyze how their participants talk about race and racism and examining how our intersecting identities (race/gender/class/sexuality/color/ability/etc.) shape racial discourses and how these discourses have shaped our views on racialized social inequalities. Assessments consist of a pre- and post-survey, two reflections and class discussions, a final research paper, and a class presentation.<sup>2</sup>

Class Presentation Times

Tuesday, May 2, from 3:15 PM to 5:15 PM.

Thursday, May 4, from 10:30 AM to 12:30 PM

**Written Assignments**

There are three main written assignments for this course:

Assignment	Length	Points	Due Date
Reflection Paper 1: The Interview Process	2 - 3 pages	35	March 2
Reflection Paper 2: Reflecting on Your Experiences	2 - 3 pages	35	March 30
Final Research Paper	6 pages	100	April 27

Each written assignment must follow the *Written Assignment Guidelines* posted on Blackboard. Your written assignment must meet the minimum length requirement (half and three-fourths pages are not full pages). Assignments have the points noted. Your written assignment must be submitted to the proper Safe Assign link by 11:59 P.M. on the due date.

---

<sup>1</sup> Duenas, Maria, and Amber Crowell. 2022. “Understanding Inequality through Racial Discourses Course Project”. *TRAILS: Teaching Resources and Innovations Library for Sociology*, August. Washington DC: American Sociological Association.

<sup>2</sup> You will sign up to do your presentation on one of two dates. If you sign up for that date, you need to be present to watch others’ presentations. There are NO EXCEPTIONS and no moving your date after the sign-up closes.

You do not have to turn in a hard copy of your written assignment; however, I accept hard copies in addition to – not in lieu of – uploading your assignment to Blackboard. You must upload your assignment to Blackboard, regardless of if you turn in a hard copy. I do not accept the hard copy alone. If you turn in more than two of the same assignment, I will only grade the last version. Turning in additional assignments does not mean that you get extra points or that you can replace an earlier bad grade. If you are retaking this class to receive a higher/passing grade, you may not submit assignments you previously submitted in the course.

Although this course is not a writing class, part of the written assignment grade includes quality of writing and following directions. It is in your best interest to proofread your assignments for proper grammar and spelling as well as follow formatting directions. Neglect to follow formatting directions will also result in deduction of points.

Submitting Written Assignments to the Safe Assign Folder on Blackboard

The reason you must submit written assignments to the Safe Assign folder on Blackboard is so that a plagiarism check can be run on your assignment. If you turn in your assignment early and see that you had a high plagiarism rating in the originality report, you may have the opportunity to see what you did and correct the assignment before it is due. Plagiarism, regardless of intention, is taken seriously.<sup>3</sup>

Please make sure you are submitting to the correct assignment folder. **If you have problems submitting to the assignment folder, you need to e-mail me and let me know well before the assignment is due (e.g., two days, not two minutes).** Assignments should be submitted as .doc, .docx, .pdf, or .odt files. Other file types will not be accepted. You are responsible for converting your document, if necessary, into an acceptable format. **Do not just copy and paste the assignment into the text box!** If you use Google Docs, you must save the doc as a PDF or Word Document.<sup>4</sup> If you use OneDrive, you need to download the document, then upload it to Blackboard – do not just copy and paste the link from OneDrive.<sup>5</sup>

**Submitting a link to a Google Doc or OneDrive document will result in a grade of zero because it does not allow for the plagiarism check to take place.**

Please take care to ensure that your assignment properly uploaded to Blackboard.<sup>6</sup> After you submit your file to the Safe Assign folder, you will see a blue bar stating that your submission was successful.

You may submit a rough draft via email or hard copy one week before an assignment is due. I will give you feedback and tell you if you are headed in the right direction.

---

<sup>3</sup> See section on Academic Integrity

<sup>4</sup> [This is a video on how to save a Google Doc as a Word Document.](#) I suggest saving the file to your Desktop so that you can easily find it to submit to Blackboard.

<sup>5</sup> [This is a video on how to download a OneDrive file.](#)

<sup>6</sup> [This video shows you how to upload an assignment](#)

**Extra Credit**

Any extra credit opportunities, if available, will be announced. Do not ask me to provide you with extra credit or for things to count as extra credit.

**How to Succeed in This Course**

I truly want everyone in this class to succeed not only in this course but throughout their college careers. To succeed in this course, I expect students to attend class regularly, engage with the course, complete the assigned readings for each class, participate in class discussion, complete assignments on time, proofread their assignments, and not plagiarize.

Levels of engagement can vary from above average to below average and may be reflected in your grade.

Above average engagement involves:

- Spirited intellectual engagement with the course readings and the class
- Conscientious and insightful preparation of assignments
- Written assignments that make and support sophisticated arguments, are well-written and interesting to read, and are free of errors in spelling, punctuation, and grammar
- Active and thoughtful participation in class discussion

Average engagement involves:

- Clear demonstration in assignments and in class discussion of understanding the sociological concepts we explore
- Written assignments with clear thesis statements and careful research
- Consistent participation in class discussion

Below average engagement involves:

- Work that shows minimal synthesis of concepts or original analysis
- Infrequent participation in discussion
- Assignments that are incomplete or late
- Written assignments that are not well-researched or are presented carelessly (not proofread or contain many mechanical errors)

My Student Support Hours (Office Hours) are held Tuesdays and Thursdays from 2 to 3 PM, Wednesdays from 1 to 4 PM, and by appointment. Please see me if you have any questions concerning the reading material, assignments, quizzes, study strategies, etc. If you are unable to meet me during these hours, but need to be seen, you can e-mail me to make an appointment

**How to Get Help**

YSU is committed to your success. As a student you have access to several resources that may be instrumental in helping you succeed in this course and others. Please do not hesitate to utilize any of these [free support services](#) to support your academic success, physical and mental health, and help you navigate your time as a YSU student.

One such support service is the [Writing Center](#). They provide writing consultations for any discipline as well as basic computer literacy help.

If you are reading this sentence before the end of the second week of class, send me an email with the subject line “Roar” and include an image of your favorite dinosaur. I will award you 5 points. Thank you for reading the syllabus.

## Attendance Expectations

This course is designed to be interactive. Please come to class prepared to discuss and actively participate. I encourage vibrant and respectful interaction. Discussion should be directed to the entire class. I start instruction promptly and continue to the end of designated class time.

Attendance will be taken during each live class. I understand that you may not be able to attend every class and/or that you may be required to leave a class early. I ask that you please communicate with me via email as soon as possible if you cannot attend a class and/or you have to leave a class early, and together we will make arrangements to ensure you can catch up on any content you missed.

[Youngstown State University’s Attendance Policy](#) reads as follows:

The faculty believes that classroom activities are essential to learning. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation, as indicated by the course instructor. The responsibility for work missed during absence rests with the student.

The instructor has no obligation to give make-up graded coursework or to review other class work missed by a student because of absence apart from absences due to participation in university-sponsored events, government-related activities, religious observances, death of a family member, and documented personal illness.

This course follows an informal ‘everyone gets two’ policy – this means two unexcused absences from class with no penalty starting January 19 (the last day to add a class is January 17). You can track your attendance on the Attendance link on Blackboard.

Thereafter, unexcused absences incur the following penalties:

- 3 absences reduce your highest possible final letter grade to a B
- 4 absences reduce your highest possible final letter grade to a C and you will be referred to academic counseling via the Resch Academic Success Center.

Students who are consistently absent without a university-sanctioned excuse and accompanying documentation need to meet with me to discuss their situation and what steps can be taken to ensure their success in the course. Missing more than 60% of classes and/or non-submission of coursework may result in a Nonattendance F (NAF).

## Late Work Submission Policy

Late written assignments are eligible for credit according to the following schedule: one day past due = 75%, three days past due = 50%, one week past due = 25%. Written assignments cannot be accepted more than one week past the due date.

Your lowest two quiz grades are dropped from final grade calculations. **Make-up quiz assignments will not be given for any reason.** Quizzes will only be given during the 24-hour window after opening the quiz – not before or after. The dropping of the lowest two quiz grades is designed to accommodate people who experience unavoidable emergencies or conflicts during the semester (including, but not limited to: work, religious holidays or celebrations, doctor’s appointments, extracurricular events, etc.). If your schedule requires that you must frequently miss this 24-hour window, it may be in your best interest to drop this course. You may want to set a calendar reminder or alarm to remember to take the quiz each week.

### Please Note

Technological difficulties are not considered a valid excuse for tardiness. Please contact me – email, call, text - well before an assignment (paper, quiz, etc.) is due if you are having technical difficulties. I will do my best to work with you to address the situation.

## Class Conduct

The American Sociological Association states, [“As sociological scholars and citizens, we have a responsibility to study and speak out regarding all forms of racism and injustice.”](#) I stand in solidarity and support the fight against systemic racism and the oppression of Black folks, Indigenous folks, and other People of Color, members of the LGBTQIA+ community, and non-binary individuals.

In this class, we will discuss issues that are highly controversial. We all come from different perspectives on these issues. It is likely that we will disagree with one another. I welcome and encourage lively discussion, as that is necessary for true learning to occur. However, disagreements should not come in the form of personal attack. Mutual respect is required to maximize a healthy and fair learning environment. You may disagree with each other’s ideas and the evidence used in the arguments, but you should respect each other as people.

I show several video clips from a variety of sources as part of the course curriculum and to aid your understanding of concepts that are sometimes abstract or hard to understand. If anyone is ever made to feel uncomfortable or feels something is inappropriate, I request that you talk to me about it to see if the issue can be resolved in a way that allows learning to occur on both of our parts.

## Communication Issues

### Email

I can best be reached by e-mail, but my response may not be immediate. Please indicate which course you are in when emailing me for the first time. You also need to always sign your emails at the end (write your name).



Students are expected to check their e-mail for university announcements or information from instructors, though announcements will typically be cross-posted on Blackboard. It is to your benefit to check your e-mail so that you have the most up-to-date information pertaining to this class. If you use an e-mail address other than your YSU account (in other words, it does not end in “@ysu.edu”), I cannot guarantee that I will receive your e-mail.

Emails that address the professor as Miss, Ms., Mrs., or by first name will not receive a response after an initial warning. Please address me as Dr. Fehlbaum, Professor Fehlbaum, or Prof. Fehlbaum.

**Phone**

I have a phone in my office; however, I cannot always be relied upon to answer it. The number is 330-941-2716. You may call or text my Google Voice number - 330-406-9490. If texting, please identify yourself.

**Grading and Grading Scale**

**Evaluation**

A breakdown of the points available in this course is shown below:

Participation	50
Syllabus Quiz	10
InQuizitive (11 total, 1 dropped, 10 points each)	100
Quizzes (14 total, 2 dropped, 20 points each)	240
Project Surveys (2 total, 15 points each)	30
Reflection Papers (2 total, 35 points each)	70
Final Research Paper	100
Presentation	<u>50</u>
	650 points total

**Grading Scale**

Syllabus Quiz, InQuizitive	Paper	Presentation	Reflection Paper	Quizzes	Total Raw Points	Letter Grade
9 - 10	90 – 100	45 – 50	32 – 35	18-20	585 - 650	A
8	80 – 89	40 – 44	28 – 31	16-17	520 - 584	B
7	70 – 79	35 – 39	25 – 27	14-15	455 - 519	C
6	60 – 69	30 – 34	21 – 24	12-13	390 - 454	D
0 - 5	0 - 59	0 – 33	0 - 23	0-11	0 - 389	F

*Survey grade is based on completion, not on accuracy*

**Final Grades**

Final letter grades will be assigned as follows:

- A: 585 - 650
- B: 520 - 584
- C: 455 - 519
- D: 390 - 454
- F: 0 – 389

YSU's Grading System can be found [here](#).

Final grades will be based on points, not percentage. **Final grades are non-negotiable.**

I reserve the right to make a full or partial grade reduction on assignments to the extent that it is clear that work submitted for a grade does not represent a student's best effort.

### **Honors Contract Language**

Honors students may contract this course for honors credit. Notify me of your interest to discuss options and complete required paperwork. You must submit the project to me by the semester deadline.

### **University Policies**

[University policies](#) can be found online and provide you guidance on your rights as a student in this course. The links below take you directly to a specific policy. Should you have any questions about a policy, please do not hesitate to contact me using the information at the top of the syllabus.

- [Statement of Non-Discrimination from the University](#)
- [Student Accessibility](#)
- [Incomplete Grade Policy](#)
- [Classroom Safety and Health Protocols](#)

### **Academic Integrity**

As outlined in *The Student Code of Conduct*, all forms of academic dishonesty are prohibited at Youngstown State University. This includes plagiarism, the unauthorized use of tools or notes in taking tests or completing assignments, fabrication of data or information used for an assignment, working with others without permission from the instructor, and more. A student who is believed to have violated the [academic integrity policy](#) will meet with the instructor to discuss the allegations. The student may accept responsibility for the violation and any sanctions selected by the instructor, or they have the right to ask for a hearing before a hearing panel. The full Academic Integrity policy can be found in Article III. 1. of *The Student Code of Conduct*, while further information on University procedures for alleged academic integrity violations can be found in Article V.

Note: Not adequately citing your sources, such as only listing sources at the end and not citing them within the assignment, is a violation of academic integrity. If you do this, you will receive a zero on your assignment and will be reported for academic dishonesty.

If you are retaking this class to receive a higher/passing grade, you may not submit assignments you previously submitted in the course.

### **Title IX**

Title IX makes it clear that violence, discrimination, and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of

support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: Title IX Coordinator ([titleix@ysu.edu](mailto:titleix@ysu.edu)), Counseling Services (330-941-3737), YSU Police (330-941-3527), and Rape Crisis & Counseling Center (24-hour crisis line: 330-782-3936). More information can be found at <https://ysu.edu/title-ix/>.

### **Voluntary/Involuntary Medical Leave or Withdrawal**

[Medical leave/withdrawal](#) is available for all students with a documented physical or psychological illness of a serious nature that requires them to leave the university after the last day to withdraw with a grade of “W” without completing their coursework.

In the event that you are hospitalized with Covid-19-related illness and incapacitated in some way (e.g., placed on a ventilator), you have this option.

### **University Schedule of Operations**

Last Day to Add or Change a Grade Option:	Tuesday, January 17, 2023
Last Day for 100% Refund:	Sunday, January 22, 2023
Last Day for Withdrawing with a Grade of “W”:	Wednesday, March 22, 2023
No Class (MLK Day):	Monday, January 16, 2023
Spring Break:	Monday, March 6 - Sunday, March 12, 2023

## Course Schedule

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning. For maximum benefit in this course, complete the readings by the assigned date to prepare for class

RiA= *Race in America*

BiWS = *Black in White Space*

Bb = Reading posted to Blackboard

Date	Topic	To Prepare for Class / Assignment Due / Quiz Opens
January 10	Introduction to Course	Read the syllabus
January 12		Bb: "The Code of the Streets," Anderson
January 17	Race in the 21 <sup>st</sup> Century	RiA: Chapter 1
January 19		BiWS: Introduction & Prologue Quiz 1
January 24	The Invention of Race	RiA: Chapter 2 <b>SYLLABUS QUIZ DUE</b> <b>ASSESSMENT SURVEY 1 DUE</b>
January 26		BiWS: Chapter 1 – The White Space Quiz 2
January 31	Racism without Racists	Bb: Selection from <i>Racism Without Racists</i>
February 2		BiWS: Chapter 2 – The Iconic Ghetto Quiz 3
February 7	Politics	RiA: Chapter 3
February 9		BiWS: Chapter 3 – "The Dance" Quiz 4
February 14	Economics	RiA: Chapter 4
February 16		BiWS: Chapter 4 – The Ghetto – Soc History Quiz 5 <b>FIRST PARTICIPATION ASSESSMENT DUE</b>
February 21	Housing	RiA: Chapter 5
February 23		BiWS: Chapter 5 – Portrait of the Ghetto Quiz 6
February 28	Crime & Punishment	RiA: Chapter 6
March 2		BiWS: Chapter 6 – The Local Car Wash Quiz 7 <b>REFLECTION PAPER 1 DUE</b>

Date	Topic	To Prepare for Class / Assignment Due / Quiz Opens
March 7	NO CLASS	NO CLASS
March 9	NO CLASS	NO CLASS
March 14	Hustle Culture	BiWS: Chapter 7 – The Street Hustle
March 16	<b>CLASS ONLINE</b>	BiWS: Chapter 8 – Policing the Icon Quiz 8
March 21	Education	RiA: Chapter 7
March 23		BiWS: Chapter 9 – The Hidden Injuries Quiz 9 <b>SECOND PARTICIPATION ASSESSMENT DUE</b>
March 28	Aesthetics	RiA: Chapter 8
March 30		BiWS: Chapter 10 – The “Token”... Quiz 10 <b>REFLECTION PAPER 2 DUE</b>
April 4	Associations	RiA: Chapter 9
April 6		BiWS: Chapter 11 – KAYR’s Story Quiz 11
April 11	Intimate Life	RiA: Chapter 10
April 13		BiWS: Chapter 12 - Gentrification Quiz 12
April 18	Toward Racial Democracy	RiA: Chapter 11
April 20	<b>CLASS ONLINE</b>	BiWS: Chapter 13 – The Gym Quiz 13 <b>PRESENTATION SIGN-UP CLOSSES THIRD PARTICIPATION ASSESSMENT DUE</b>
April 25	What Now?	BiWS: Conclusion
April 27		Bb: Selection from <i>Racism without Racists</i> <b>ASSESSMENT SURVEY 2 DUE FINAL PAPER DUE</b>

**Quiz 14 will open at 3:15 PM on May 2 and close at 11:59 on May 6.**

The final quiz is not cumulative.

**Class Presentation Times**

Tuesday, May 2, from 3:15 PM to 5:15 PM.

Thursday, May 4, from 10:30 AM to 12:30 PM