

Immigration and Identity Section 80

SOCI 160

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/17/2024

Course Information

Asynchronous Course

Fully Online via Canvas Learning Management System

Course Description and Requisites

Examination of topics related to immigration and population movements. Includes the historical context of major migrations, legal, political and social issues and debates, opportunities, prejudices, immigrant communities, intergenerational tensions, and social and personal identity pressures.

Prerequisite: SOCI 1 or equivalent.

Letter Graded

* Classroom Protocols

Faculty Web Page and MySJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, announcements, and quizzes, etc., can be found on the Canvas course website at <http://sjsu.instructure.com>. You are responsible for regularly checking the Canvas messaging system via MySJSU on [Spartan App Portal](http://one.sjsu.edu) at <http://one.sjsu.edu> and your email to learn of any updates. Please make sure that your email settings in Canvas are adjusted to receive class messages and assignment feedback at your current email immediately after they are posted. For help with using Canvas see the [Canvas Student Resources](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php) page at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/student-resources/index.php>.

****Please use only regular email to message me at faustina.ducros@sjsu.edu, which allows for message threads to be kept together. Include a subject line that has the course name (SOCI 160) and the topic of your email.** All emails should have SOCI 160 and the topic of your email in the subject, for instance: "SOCI 160 Question about assignment" or "SOCI 160 Emergency." You should write formally

(i.e., an opening like, "Hello Dr. DuCros" and a closing line like, "Thank you, [your name].") You can expect a response in 24-48 hours, 9-5 Monday through Friday (except on holidays). Remember to give yourself enough time to ask questions about assignments that are due on Mondays to get an answer before the close of business on Friday so you're not waiting over the weekend. If you send a Canvas message, it may inadvertently be missed and not answered because Canvas doesn't allow threaded replies or the subjects to show in my email.

Course Format

This course will be conducted entirely asynchronously and online. Please consider whether this matches your best learning style as your success will rely heavily on your ability to be a self-directed learner, rely on reading as a core learning style, balance competing priorities, and manage your progress. You will need a computer, internet connectivity, access to Google Chrome browser, ability to submit Word files to Canvas, PDF reading and annotating software, computer/phone video camera for recording videos, and ability to access the Canvas Learning Management System through one.sjsu.edu. Though online, we will engage in electronic discussions that require your active participation as we closely examine the course readings, lecture material, documentary films, podcasts, and other content. All materials, assignments, and assessments will be administered online through Canvas.

Establishing a Committed Presence in Class and Instructor Drops

This class is in high demand due to its online asynchronous format. Thus, it is imperative that you establish a presence in the course and demonstrate your intent to participate by logging into Canvas on the first scheduled day of instruction or informing me of your intent to continue the class within 48 hours after the first day of instruction. If student presence is not established via these steps, I may use the instructor drop policy (S20-9) to drop you from the course and give your spot to another student waiting to enroll. I will notify you if this is the case via email.

Participation and Netiquette

Respectful and professional participation is expected of everyone. This includes

- Preparing the readings and actively participating
 - Read and annotate texts and actively watch or listen to other multimedia materials before the dates for which they are assigned on the syllabus. Research shows that reading and annotating hard-copy texts is the most effective method for increasing learning for most people. All of the readings on the syllabus are required unless otherwise noted. There may be suggested readings that are not required.
 - Actively take notes on your class materials. Research also shows that handwritten note-taking is the most effective method for most people (vs. typing and reviewing posted notes). I encourage you to exchange notes and study with classmates for additional engagement. If you need assistance with note-taking strategies, please see me and/or contact the Accessible Education Center (<http://www.sjsu.edu/aec/>).

- Being respectful to everyone in the class when they are speaking live, virtually, or in writing, including fellow students, the professor, and guest speakers
- Most importantly, this means showing fellow members of our learning community a level of professional courtesy, that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community always have to agree with one another. But you must be thoughtful and respectful about the way you challenge someone's *argument* by grounding the discussion in readings and without attempting to invalidate the individual's experiences, statuses, or memberships. Racist, sexist, homophobic, violent, victim-blaming, bullying/harassment, or similar types of comments will not be tolerated.
- Read "[The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html)" at <http://www.albion.com/netiquette/corerules.html> to understand how to respectfully engage in the course online.

Sharing or posting of course material is NOT allowed, per University Policy S12-7 at <http://www.sjsu.edu/senate/docs/S12-7.pdf>. This also applies to materials posted by fellow classmates.

Academic Integrity

In addition to University Policies, please remember that academic integrity includes not using other people's or AI/computer-generated work as your own, properly citing other people's work (including professor's notes and the internet), not re-using your own papers or assignments from other courses (including excerpts from those assignments), not submitting the same work to more than one class, or other similar practices. Doing so will result in not receiving a passing grade for the assignment and a report will be made to the Student Conduct and Ethical Development office. If you're uncertain about what constitutes plagiarism, please come see me and I can guide you and/or check out this online tutorial at <https://libguides.sjsu.edu/plagiarism>. If you have a topic overlap with another course, you must see me to arrange for an appropriate solution.

Writing Assistance and Tutoring

Since writing skills are important in the workforce and you will have writing assignments that make up a significant portion of your grade, it is advisable to take advantage of the various sources of writing assistance on campus, including the SJSU Writing Center in Clark Hall, Suite 126 (<http://www.sjsu.edu/writingcenter>) and Peer Connections (<http://peerconnections.sjsu.edu>).

Health and Wellness

Supporting student health and wellness is an important factor in academic success. SJSU has resources on campus for various aspects of wellness at the Health and Wellness page at <http://www.sjsu.edu/campus-life/health-and-wellness>. Resources for general health can be found at the Student Health Center page at <http://www.sjsu.edu/studenthealth/>. Resources for mental health can be found at the Counseling and Psychological Services page at <http://www.sjsu.edu/counseling/>. Resources for accessible education can be found at the Accessible Education Center page at <http://www.sjsu.edu/aec/>. Resources for basic needs assistance, such as the [Spartan Food Pantry](#), can be found through SJSU Cares at <https://www.sjsu.edu/sjsucares/>.

Letters of Recommendation

If you anticipate needing faculty letters of recommendation, please see the information posted on my website at <https://www.sjsu.edu/people/faustina.ducros/> for advice on how to go about this process in a timely manner (e.g., 4-6 weeks advance notice). Check this out early and feel free to come to office hours to discuss this as well!

Program Information

Program Learning Outcomes

1. Students will be able to think sociologically about the relationship between social structure, interaction, identities, and inequalities.
2. Students will be able to identify and explain major sociological theories and apply them to everyday life.
3. Students will be proficient in qualitative and quantitative research design, data collection and data analysis.
4. Students will be proficient in oral and written communication skills appropriate to the discipline.
5. Students will be able to practice sociology as educated and civically engaged persons.

Course Goals

We will study key theories, debates, and empirical examples related to immigration and identity, including examining racialization, prejudice, and discrimination against immigrants; media representations; various sites of inequality and privilege (e.g., generation, documentation status, gender); and identity negotiation. The course will mainly concentrate on contemporary immigration, with a focus on a case study of Salvadoran immigration. The themes described here are only a sampling of those relevant to this broad field, but they will be a starting point for your exploration of the subject. Throughout the course we will develop and exercise the skills necessary for critical examination of the field of immigration. In addition, your participation in the course will help you develop your skills in effective research, writing, and public communication.

Course Learning Outcomes (CLOs)

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

CLO 1: Critically read and analyze primary source research about immigration issues (Modules 2, 3, 4, Reflection Essay #1 and #2, Discussion Questions)

CLO 2: Critically analyze immigration issues in media (Module 2, 3, 4, Mass Media and Immigration Blog, Reflection Essay #2, Discussion Questions)

CLO 3: Describe and think sociologically about the historical, social, political, and economic processes shaping immigration patterns and experiences (Modules 2, 3, 4, Reflection Essay #1 and #2, Mass Media and Immigration Blog, Discussion Questions)

We will accomplish the goals and learning outcomes through the following activities and assignments: Course readings (peer-reviewed journal articles, book chapters), documentary film analysis, lecturettes, media blog posting assignment, reflection and analysis papers, virtual class discussion participation, reading questions, and quizzes.

Course Materials

Sacrificing Families: Navigating Laws, Labor, and Love Across Borders.

Author: Leisy J. Abrego

Publisher: Stanford University Press

ISBN: 978-0-8047-9057-4

Availability: Available for purchase at the Spartan Bookstore and through online vendors. Available physically and online through SJSU's MLK Library.

Other Readings

A selection of journal articles, book chapters, and news articles available online through Canvas.

Other equipment/material requirements

All course material and assignments will be administered online through Canvas so you must have access to a computer and internet. You will need to use Microsoft Word, Google Suite, Adobe Creative Suite, and be able to read and annotate PDFs. You have free access to Microsoft Office, Adobe Creative Suite, Google Suite, and other software through SJSU. Click here at <https://www.sjsu.edu/it/services/applications/index.php> for more information on how to access the software.

Library Liaison

Michael Aguilar, michael.aguilar@sjsu.edu

Course Requirements and Assignments

The course material will be a combination of mini-lectures, reading assignments, online discussion boards, documentary film analysis, and other content. There are a range of activities and assignments that will contribute to your successfully completing the course. If you choose not to turn in the assignments or if you miss several assignments, you run the risk of not being able to pass the course with your desired grade. I reserve the right to adjust the syllabus as needed, but I will always give you advance notice via class announcements and/or Canvas. Your success in the class will be based on completing the following elements.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

The final exam period is on Friday, 12/13/24 at 7:45PM to 10:00PM. There is no in-class final but you will turn in your final paper assignment (Paper 2) by the end of that period via Canvas.

Participation

5% *Introductory Exercises: Introduction Vlog, Practice Assignment, Orientation Quiz (10 points)*

These assignments will introduce you to the syllabus, Canvas, your classmates, and your instructor and help create an engaged community. The assignments are assessed on a complete/incomplete basis. More details are found in Canvas.

25% *Discussion Board Participation and Class Engagement (CLO 1, 2, 3) (26 of 35 points)*

Students are expected to be engaged learners. Points for this category are earned for weekly class engagement exercises embedded in the modules, including reading-related questions and nine online discussion activities. These are assigned on a Monday when the module is released and usually due the following Monday, unless there's a holiday when they will be due the next business day. You will be placed in small discussion groups that change three times throughout the semester; the quality of class online discussions rests in large part with your commitment to be prepared and to share your ideas with your classmates! If you don't read and participate actively, the discussion activities will not be engaging. The discussion board posts are worth 3 points each and are assessed on originality and development of thought as well as engaging with classmates. There are also 7 1- to 2-point class engagement exercises tied to the lecture videos that are graded based on completion. More details on instructions and the rubrics are found in Canvas.

Please read the [Do's and Don'ts of Online Posts](https://www.sjsu.edu/writingcenter/docs/handouts/Dos%20and%20Donts%20of%20Online%20Posts.pdf) by the SJSU Writing Center for best practices in online discussion board participation at <https://www.sjsu.edu/writingcenter/docs/handouts/Dos and Donts of Online Posts.pdf>.

NOTE ON FREEBIES: I will automatically drop 3 of the 9 weekly online discussion participation assignments to account for times you cannot participate. However, keep in mind the more you miss, the less you'll learn. None of the introductory or engagement exercises are dropped.

Reflection and Analysis Assignments

5% *Media Blog Post Using Adobe Spark (CLO 1, 2, 3) (5 points)*

20% *Paper 1: Census Profile of Immigration in Hometown/Current City (CLO 1, 3) (100 points)*

20% *Paper 2: Immigration and Media (CLO 1, 2, 3) (100 points)*

This semester you will complete one short Adobe Spark analysis assignment and two 4-page assignments on issues related to immigration patterns, statistics, and media representations. The media blog post will be assessed on original and developed thought, creativity and presentation, and engagement with classmates. The papers will be assessed on completing all components of the assignment, demonstrating thorough understanding of course concepts, and clear and persuasive writing. More detailed instructions and rubrics for the assignments will be provided in Canvas.

Quizzes

25% 3 Multiple choice/fill in blank/short answer quizzes (CLO 1, 2, 3) (10 points each)

Quizzes on the readings will be administered through Canvas three times throughout the semester. Quizzes are worth 10 points each and answers are assessed on accuracy. One quiz with the lowest score will be dropped.

✓ Grading Information

Determination of Grades

Grading Scale	
A-grades	A-grade = 93 to 100%, A-minus = 90 to 92.99%
B-grades	B-plus = 88 to 89.99 %, B = 83 to 87.99%, B-minus = 80 to 82.99%
C-grades	C-plus = 78 to 79.99%, C = 73 to 77.99%, C-minus = 70 to 72.99%
D-grades	D-plus = 68 to 69.99%, D = 63 to 67.99%, D-minus = 60 to 62.99%
F-grade	F = 0 to 59.99%

- The weights of individual assignments are provided above in the Course Requirements section.
- Grades are not rounded up or down.
- Please keep all graded work until final grades have been issued. Any appeals of the grade of any assignment must be submitted to me in writing within 3 days specifying how an error was made in the assignment of points. Grade re-evaluations are not done over e-mail, require an appointment, and take into account previous unnoticed strengths and weaknesses; your grade may be increased or lowered as a result.

- Please make an appointment to discuss grades in office hours—I cannot discuss grades over email.
- If you need a grade verification filled out, please contact me via email to arrange a time to complete it and provide the paperwork ahead of time—I will not be able to sign it on the spot during office hours.

Late Work

In the workforce, it is important to meet due dates for tasks and projects to show your supervisors that you are a responsible employee who contributes to the organization's success in meeting its objectives. Likewise, assignments in this course are due on the dates noted below and on Canvas to facilitate your forward progress in the course and so that you can give, receive, and incorporate feedback. To this end, it is your responsibility to ensure that the correct assignment file is uploaded to Canvas and is turned in on time.

Assignments are due on the dates noted below and on Canvas. One week after the due date, the assignment will generally close on Canvas to help you keep on track with the course. **If you will need to turn in a late assignment due to emergency or other unforeseen circumstances (e.g., illness, mental well-being, family emergency, etc., though you do not have to disclose the exact reasons to me), contact me as soon as possible and we can make alternative arrangements for you to turn in the assignment without grade penalty.** Vacations, weddings, other classes' deadlines, extracurricular activities, or other non-emergencies are not grounds for late work, but you are welcome to turn in your assignments earlier if needed to accommodate these types of circumstances. Points for some time-sensitive assignments and exercises cannot be made up.

The first Reflection and Analysis paper has a rolling due date and may be turned in up to 1 week late without giving a reason and without penalty. This option does not apply to time-sensitive assignments including quizzes, class activity assignments that other students are relying on (such as discussion participation assignments), or final assignments.

Online Canvas quizzes must be taken by the due date and cannot be made up unless there is an emergency or extenuating circumstances, as noted above. Please plan your internet access accordingly.

Covid-19 and other societal impacts: We are still feeling the impacts of a global pandemic as well as social unrest that are affecting many of us, particularly groups of color and other marginalized communities in our world. Many of us may be experiencing issues that impact our health, children, families, employment, access to technology, and overall well-being. **If you are encountering challenges that are affecting your ability to complete your coursework, please contact me as soon as possible.** I am happy to assist in creating a plan to help you find resources and work towards completing the course assignments.

Extra Credit

There are no planned extra credit assignments at this time. If opportunities arise, they would be worth one point added to the participation grade. Extra credit opportunities will be posted on Canvas if they become available. Completing an assignment may really only help if you have a borderline grade, but will not have a large impact overall so focus on completing the regular assignments.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

SOCI 160 IMMIGRATION AND IDENTITY, FALL 2024, COURSE SCHEDULE

(Subject to change with fair notice via Canvas/Email)

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
Module 1		
1	8/19	First Day of Instruction: 8/21/24 Unit 1: Welcome to SOCI 160 Introductions and Course/Syllabus Overview Unit 1 Participation Assignments Due on 8/26/24
Module 2		

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
2	8/26	<p>Immigration History, Definitions, and Theories</p> <p>Unit 2: Immigration History</p> <p>Portes, Alejandro and Ruben Rumbaut. 2014. "The Three Phases of U.S.-Bound Immigration." Pp. 1-47 in <i>Immigrant America: A Portrait</i>. Oakland, CA: University of California Press.</p> <p>Film: "Race the Power of an Illusion" excerpt on immigration</p> <p>Unit 2 Engagement Exercise and Discussion Assignment Due on 9/3/24</p>
3	9/2	<p>Labor Day Holiday 9/2/24</p> <p>Unit 3: Theories of Immigrant Incorporation: Assimilation and Critiques</p> <p>Bashi Treitler, Vilna. 2015. "Social Agency and White Supremacy in Immigration Studies." <i>Sociology of Race and Ethnicity</i> 1(1):153-165.</p> <p>Portes, Alejandro and Min Zhou. 2011. "The New Second Generation: Segmented Assimilation and Its Variants." Pp. 355-362 in <i>The Structure of Schooling</i>, edited by R. Arum, I. R. Beattie, and K. Ford. Los Angeles: Sage.</p> <p>Unit 3 Discussion Assignment Due on 9/9/24</p>
4	9/9	<p>Unit 4: Negotiating Second-Generation Immigrant Identities</p> <p>Maghbouleh, Neda. 2010. "Inherited Nostalgia' Among Second-Generation Iranian Americans: A Case Study at a Southern California University." <i>Journal of Intercultural Studies</i> 31(2):199-218.</p> <p>Butterfield, Sheri-Ann P. 2004. "We're Just Black': The Racial and Ethnic Identities of Second-Generation West Indians in New York." Pp. 288-312 in <i>Becoming New Yorkers</i>, edited by P. Kasinitz, J. H. Mollenkopf, and M. C. Waters. New York: Russell Sage Foundation.</p> <p>Unit 4 Engagement Exercise and Discussion Assignment Due on 9/16/24</p>
5	9/16	<p>Unit 5: Quiz # 1 Assigned 9/16/24. Review Materials and Complete On Canvas by 9/23/24.</p>
<p>Module 3</p>		

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
6	9/23	<p data-bbox="342 302 927 331">Unit 6: Representing and Criminalizing Immigrants</p> <p data-bbox="342 369 1323 478">Chavez, Manuel, Scott Whiteford, and Jennifer Hoewe. 2010. "Reporting on Immigration: A Content Analysis of Major U.S. Newspapers' Coverage of Mexican Immigration." <i>Norteamerica</i> 5(2):111-125.</p> <p data-bbox="342 516 1292 583">Van Dijk, Teun A. 1993. "Media Discourse." Pp. 241-266 in <i>Elite Discourse and Racism</i>. Newbury Park, CA and London: Sage Publications.</p> <p data-bbox="342 621 1260 688">Unit 6 Engagement Exercise and Mass Media and Immigration Blog/Vlog Adobe Spark Page Due on 9/30/24</p>
7	9/30	<p data-bbox="342 768 1052 798">Unit 7: Representing and Criminalizing Immigrants Continued</p> <p data-bbox="342 835 1260 945">Chavez, Leo R. 2013. "The Latino Threat Narrative." Pp. 23-47 in <i>The Latino Threat: Constructing Immigrants, Citizens, and the Nation</i>. 2nd ed. Stanford, CA: Stanford University Press.</p> <p data-bbox="342 982 719 1012">Film: "Harvest of Empire" excerpt</p> <p data-bbox="342 1050 1317 1159">Golash-Boza, Tanya Maria. 2012. "Racism and the Consequences of U.S. Immigration Policy." Pp. 81-107 in <i>Immigration Nation: Raids, Detentions, and Deportations in Post-9/11 America</i>. Boulder, CO: Paradigm.</p> <p data-bbox="342 1197 646 1226">Film: "The State of Arizona"</p> <p data-bbox="342 1264 1182 1293">Unit 7 Engagement Exercise and Discussion Assignment Due on 10/7/24</p>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
8	10/7	<p>Unit 8: Criminalizing Undocumented Immigrants</p> <p>Buenavista, Tracy Lachica. 2018. "Model (Undocumented) Minorities and 'Illegal' Immigrants: Centering Asian Americans and US Carcerality in Undocumented Student Discourse." <i>Race, Ethnicity and Education</i> 21(1):78–91.</p> <p>Fortin, Jacey. 2021. "Critical Race Theory: A Brief History." <i>The New York Times</i>, July 27. Retrieved August 18, 2021 (https://www.nytimes.com/article/what-is-critical-race-theory.html?fbclid=IwAR3jVWPcvu4dtzdCSqn25GkmRaYwc1rcnbYGHEqBHffKNWtATUg8_8iotvw).</p> <p>Kim, Soo Mee and Aggie J. Yellow Horse. 2018. "Undocumented Asians, Left in the Shadows." <i>Contexts</i> 17(4):70–71.</p> <p>Vargas, José Antonio. 2011. "My Life as an Undocumented Immigrant." <i>The New York Times</i>, June 22. Retrieved January 25, 2015 (https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html?pagewanted=all&r=0&pagewanted=print).</p> <p>Film: "Waking Dream"</p> <p>Unit 8 Discussion Assignment Due on 10/14/24</p>
		<p><i>Reflection and Analysis Assignment 1 Due 10/9/24</i></p>
9	10/14	<p>Unit 9: Quiz # 2 Assigned on 10/14/24. Review Materials and Complete on Canvas 10/21/24.</p>
<p>Module 4</p>		
10	10/21	<p>Unit 10: Case Study: Migration from El Salvador and <i>Sacrificing Families</i> Chapters 1 and 2</p> <p>Film: "Harvest of Empire" excerpts</p> <p>Abrego, Chapter 1, "Salvadoran Transnational Families," pp. 1-24</p> <p>Abrego, Chapter 2, "Why Parents Migrate," pp. 25-46</p> <p>Unit 10 Discussion Assignment Due on 10/28/24</p>

Week	Week Start Date	Topics, Readings, Assignments, Deadlines
11	10/28	<p>Unit 11: <i>Sacrificing Families</i> Chapters 3 and 4</p> <p>Abrego, Chapter 3, "Journeys and Initial Settlement," pp. 47-67</p> <p>Film: "De Nadie"</p> <p>Abrego, Chapter 4, "The Structure of Trauma through Separation," pp. 68-100</p> <p>Unit 11 Engagement Exercise and Discussion Assignment Due on 11/4/24</p>
12	11/4	<p>Unit 12: <i>Sacrificing Families</i> Chapter 5 and 6</p> <p>Abrego, Chapter 5, "Gendered Opportunities, Expectations, and Well-Being," pp. 101-132</p> <p>Abrego, Chapter 6, "How Children Fare," pp. 133-158</p> <p>Unit 12 Engagement Exercise and Discussion Assignment Due on 11/12/24</p>
13	11/11	<p>Veteran's Day Holiday: 11/11/24</p> <p>Unit 13: <i>Sacrificing Families</i> Chapter 7 and 8</p> <p>Abrego, Chapter 7, "The Consequences of Long-Term Family Separation," pp. 159-182</p> <p>Abrego, Chapter 8, "<i>Valio la pena?</i> Is Family Separation Worth It?" pp. 183-196</p> <p>Unit 13 Engagement Exercise and Discussion Assignment Due on 11/18/24</p>
14	11/18	<p>Unit 14: <i>Quiz # 3 Assigned 11/18/24. Review Materials and Complete on Canvas by 11/25/24.</i></p>
15	11/25	<p>Non-Instructional Day and Thanksgiving Day Holiday: 11/27/24-11/29/24</p> <p>Work on Papers</p>
16	12/2	<p>Work on Papers</p>
17	12/9	<p>Last Day of Instruction: 12/9/24</p> <p>Final Exam: Friday, 12/13/24 from 7:45PM to 10:00PM</p> <p>- Reflection and Analysis assignment 2 due at the end of the period</p>

