

San José State University
Department of Global Studies and Geography
GEOG/GLST 100W: Writing Workshop, Section 01, Fall 2018
From Boundaries to Bridges: Exploring Border Crossings in Life and Literature

Course and Contact Information

Instructor:	Avantika Rohatgi
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Office Hours:	TR 1:45-2:45 pm
Class Days/Time:	TR 3:00-4:15 pm
Classroom:	CL 303
Prerequisites:	GE Areas A1 (Oral Communication) and A2 (Written Communication) with grades of C or better
GE Category:	Area Z: Written Communication II

Canvas Access and MySJSU Messaging

You are responsible for accessing Canvas to learn of any updates, announcements, or new materials. Please ensure that the email address linked to your MySJSU account is the one you check regularly.

GLST/GEOG 100W Course Description

From the SJSU course catalogue: GLST/GEOG 100W is an advanced writing and reading course in which students will develop advanced proficiency in college-level writing appropriate to the interdisciplinary nature of the programs. Successful learning and success in your career after SJSU depends on proficient communication of ideas to others. This process begins in English 1A and 1B and continues in GEOG/GLST 100W, building on the tools and skills acquired in those earlier courses. This course will refine student skills in generating new ideas, conducting research to support those ideas, and communicating conclusions to others both orally and in writing. Students will learn to express (explain, analyze, develop, and critique) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. Students will learn to make a convincing and intellectually supportable argument for consideration by academics as well as a general audience, including appropriate editorial standards for citing primary and secondary sources.

Students will develop advanced proficiency in college-level writing and appropriate contemporary research strategies and methodologies to communicate effectively to both

specialized and general audiences. Written Communication II should reinforce and advance the abilities developed in Written Communication IA and IB and broaden and deepen these to include mastery of the discourse peculiar to the discipline in which the course is taught.

Section-Specific Course Description

Since this is a co-listed course for global studies and geography majors, we will take advantage of each discipline's perspective by looking at texts that deal with **understanding our world through both a cultural and physical lens**. These works of fiction and nonfiction will primarily deal with "intersections," whether they are between human understanding and rejection, or borders between countries. Marcus Sedgwick made an interesting observation, "A border is a question. In fact, a border poses a whole series of implied questions such as 'can you cross me?', 'will you cross me?', 'what am I doing here in the first place?' and maybe most importantly: 'Will *you* be someone else on the other side?'"

This course will explore border crossings as experiences of leaving a home and homeland and seeking to construct a sense of belonging in another place. A central objective of the course will be to bridge critical and theoretical perspectives that focus on socio-political categories and institutions of belonging (citizenship, permanent residency, political affiliations, ethnic and religious organizations, etc.) and analyze the individual inhabitation of spaces and places in terms of everyday practices and personal perceptions. This involves examining the splits, confusions, rifts, as well as opportunities and advantages of living in two identities, spaces and traditions, without feeling familiar in either.

As Sedgwick tellingly states, "Borders are especially intriguing to writers because they are the physical representation of liminality—the threshold between different (literal and metaphorical) states...it's endlessly fascinating to look at the indefinable moment when one thing becomes another, [especially] when a border is impossible to cross, when we are trapped, unable to be where we want to be or *who* we want to be. And if we do manage to cross the border, what then? What will it cost us? Will we become someone new?"

As we seek answers to these questions, we are compelled to rethink the concept of our world and what it means to live exclusively within regional, national, religious, psychological, sexual and spiritual borderlands. What is required today is a rethinking of the concept of a world which communicates across divides. By studying diverse works from Hispanic, Middle-Eastern, Southeast Asian and European writers, we hope to arrive at an understanding of what borders should represent-impenetrable territorial and ideological divides between nations and beliefs, *us* and *them*, or common social and cultural terrain that we all inhabit, simple bridges of love that trump the walls of prejudice.

Additionally, this course will encourage you to think and write *critically*. Take nothing at face value and question everything to reach *your own* logical conclusions. A text is never as simple as it is presented to us; critical thinking and writing requires us to dig deeper, make connections, and take nothing for granted. Students will be exploring questions such as, "In what ways can I

critique my own understanding of the world around me?”, “How does space affect the ways we live and interact?”, “How do arbitrary borders create very real issues of space and interaction?”, “Who has the power in determining how our world is represented?” and “How do those representations influence how our world functions?”.

General Education Learning Objectives (GELOs)

GELO 1: “Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in:

- language use
- grammar
- clarity of expression.”

GELO 2: “Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.”

GELO 3: “Students shall be able to organize and develop essays and documents for both professional and general audiences.”

GELO 4: “Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.”

GELO 5: “Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.”

NOTE: While some of these assignments may appear to address the particulars of one discipline over another (whether GLST or GEOG), the assignments are designed to work for both groups and give students opportunities to make broader arguments that touch on fields other than their own—for that is the diverse nature of the fields they hope to enter professionally.

Required Texts

- 1) *Border Crossings & In Conversation* Reprint & LaunchPad for Readers and Writers (Six Month Access)
 - Publisher: Bedford, St. Martin’s
 - ISBN- 9781319246822
- 2) *Enrique’s Journey* by Sonia Nazario
 - Publisher: Random House
 - ISBN: 9780812971781
- 3) *Train to Pakistan* by Khushwant Singh
 - Publisher: Random House Trade Paperbacks
 - ISBN: [9780812971781](https://www.randomhouse.com/ISBN/9780812971781)
- 4) *Crossing Borders* by Sergio Troncoso
 - Publisher: Arte Publico Pr (September 30, 2011)
 - ISBN-10: 1558857109
 - ISBN-13: 978-1558857100
- 5) *The Danish Girl* by David Ebershoff
 - Publisher: Penguin Books; Reprint edition (October 27, 2015)
 - ISBN-10: 0143108395

- ISBN-13: 978-0143108399

Other Readings

- Various articles, both scholarly and from respectable mainstream sources
- News pieces and current events (Canvas)
- Movies, clips, interactive online resources, etc.

Other Equipment/Material Requirements

- 1 journal for writing exercises (separate from journals for other classes, please)
- Stapler: all work stapled before class
- Regular internet/Canvas access
- The ability to print 2-3 copies of assignments for workshop

Course Requirements and Assignments

Writing

As with most upper division classes, successfully navigating this class will involve a lot of writing on your part. However, we will not limit ourselves to traditional text-based essays (although there will be much of that). Rather, you will use a variety of modes of composition to articulate your ideas to a wider range of audiences. Writing, too, will serve an epistemological function in this class – writing isn't just how to show what you've learned, but it is the exacting process through which you create meaning. In other words, you learn *by* writing. As a matter of fact, one of my main goals when I teach is to help students develop a sense that writing is a work of process. That is, impactful writing begins well before you type your first word of a given composition, and it continues until well after you've typed your last. To help make your writing the best that it can be, you should expect to meet with me and your peers, individually and in small groups, at various points during the semester. You will be required to rethink and revise parts or all of every piece of writing based on the feedback you get.

- ***Defining Borders:*** Short Paper 1: Students will write a short essay of about 2 pages, explaining the concept of border, and what they understand by it in a literal and metaphorical sense.
- ***Personal border crossing narrative:*** Paper 2: Scaffolding upon the previous assignment, this paper will ask you to describe and reflect on your own experience of crossing a border (geographical or metaphorical).
- ***Observing and mapping borders:*** Observing and mapping borders at San Jose State University. This paper requires you to observe a section of campus which you feel represents a space of interaction across borders and analyze the ways students respond to and participate in the shaping of borders (examples include Dining Hall, the Union, your dorm hall, Greek or cultural houses).
- ***Media Analysis Essay:*** This essay will analyze the different ways in which a film negotiates the symbolic spaces of border-crossings.
- ***Final Project:*** Students will conduct research on a specific, self-selected topic related to some aspect of border studies. Through their secondary research, students will trace the

development of the topic, referencing seminal and contemporary scholarship, and present their own position on the topic.

As part of the scaffolding for their final projects, students will be required to submit a **Proposal** and a thorough **Annotated Bibliography** in which they evaluate each source, provide brief analysis, and determine the usefulness of that source to their topic. Aside from this content, a main focus of the annotated bibliography will be generating correct bibliographic entries and in-text citations using an appropriate citation style (MLA).

- **Final Presentation:** During finals week, students will give brief presentations in which they discuss their final projects, provide interesting information gleaned from research, and also discuss how they have grown as writers over the course of this semester. Presentations will be 5-8 minutes long.

In spite of our best efforts, it can be difficult to estimate your course grade throughout the semester. If you'd like to have an idea of where you stand after you've completed a substantial amount of writing and revision, please make an appointment to meet me outside of class, and I will review your work with you and give you a better sense of where you are, grade-wise. It will be entirely your responsibility to set up a meeting if you're curious or concerned, and it's important that you do not wait until the last week or so to start concerning yourself with your grade. At that point, it will likely be too late for you to do what needs to be done to significantly raise your overall course grade.

Course Readings & Discussions

In addition to the novels, readings will be culled from past and present academic journal articles and book chapters, and other types of discursive genres. Occasionally, we will venture outside of the academy to read particularly insightful content that may originate in popular, political, social, and news culture, and, as you should expect, we will not be limited to traditional text-based sources. In each case, the readings are meant to be intensive, and at times, difficult, so you should expect to dedicate significant time to reading, annotating, and preparing your discussion. Most weeks, students must complete a reading response in a dedicated journal for this course. These entries should be thoughtful, demonstrate critical thinking, and utilize strong writing skills. Failure to complete journal entries will significantly affect your grade. Please do not simply summarize the readings; you should make connections, analyze, ask questions, explore your understanding of the reading, etc. Utilize critical thinking to dig beneath the surface.

Reading Discussion Facilitation: For each book, students will sign up to give presentations and lead discussions on the section of the text we have read for that class. The presentation will include

- (1) the main ideas/themes of the text,
- (2) several quotes from the text illustrating each main idea/theme, with brief analysis that you will expand upon in class,
- (3) How the section of the texts relates to concepts from *Maria Root's Article* with quotes, &

- (4) two open-ended discussion questions about the section of the book that encourage critical thinking and conversation among classmates. These presentations should take about 15 minutes each, with two/three students presenting each week. Students will sign up for presentations on the first day of class.

Participation & Discussion: Students are expected to attend all class meetings and to participate in all discussions and workshops. The class discussions will help you to think critically and improve your writing. This is part of the work of the course. Thus, you need to be in class on time, with the readings and your work completed. It is vital that students check and participate in the classroom environment consistently, as it is an integral part of the course. The activities included in this category ensure that students learn the material and compose effective projects. Failure to adequately participate during any given class day- individual, whole group or small group – will result in losing points. Participation will make up a significant portion of your grade. Your journal and any written homework assigned will be counted as part of your overall participation score; if you do not do the homework or complete in-class journal exercises, it will significantly affect your grade.

Class participation is assessed as follows:

A: Regular, insightful questions and comments that contribute and advance class discussion; complete engagement

B: Occasional, pertinent questions and comments; active listening

C: Infrequent, tangential questions or comments; questionable attentiveness

D: Rare interaction; distraction or unpreparedness for class

F: Frequent absence, complete disengagement with the class

NOTE: The class participation grade constitutes all in-class activities, and cannot be made up if you miss a class, regardless of the reason.

University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

NOTE: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Grading Policy

Please refer to the point breakdown as outlined below.

The grading breakdown is subject to change with advance notice.

Course assignments will be weighted as follows:

<i>Assignment</i>	<i>Weightage</i>	GELO
Definition	5%	
Mapping Borders	5%	
Personal Narrative	10%	
Media Analysis Essay	10%	
In-class Essay	10%	
Proposal/Annotated Bibliography	10%	
In-class participation and journal writing	15%	
Discussion leadership	10%	
Final Presentation	5%	
Final Project Research Essay	20%	

This course must be passed with a C or better as a CSU graduation requirement. Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Late assignments: No late assignments will be accepted, unless accompanied with a medical excuse. **Please turn in your completed assignments (stapled) at the beginning of class.**

Grammar/Mechanics: This is a writing class. I expect you to communicate clearly and cleanly, turning in polished and proofread assignments. If you have difficulty with mechanics, please visit the Writing Center in CL 126. It is your responsibility to do so if you know your writing skills aren't quite up to the mark. *In Conversation* and *Launch Pad* have been specifically included in course readings to help you understand writing expectations and polish your skills.

Classroom Protocol

Sensitivity: This course may, at times, focus on controversial topics; we will sometimes discuss difficult or polarizing issues and concepts. I do not expect all of you to have the same perspective on these issues, nor do I expect you to come to the same conclusions I have. What I do expect is that you listen to and respond to differing perspectives, from both me and your classmates, with respect and an open mind. Do not disparage other classmates or their ideas; *engage with each other in a productive manner*. This class is a place for open discussion, and we do not have to agree—but we must make an effort to understand each other. Keep an open mind, and you might be surprised how your view of the world changes. Interrogate your own beliefs as you learn new things. Remember that an intelligent mind transforms with new, reliable information.

TurnItIn.com: You will submit all your out-of-class essays (final drafts only) to Turnitin *through Canvas*. Indication of plagiarism will result in a zero for the assignment and potential disciplinary action.

Absences: If you must miss a class, contact a classmate to get notes, assignments, etc. Do not contact me to get information that another student can provide. If you email me and I don't respond, it is likely one of those cases. It is up to you to show up prepared to the next class session. You will not receive participation credit for days you miss class. You will exchange contact information with other students on the first day of class. You can also contact all classmates through Canvas, so there is no excuse for missing information.

Lateness: If you arrive late to class, you will not receive participation credit for that day. If you leave class early without informing me beforehand, you will also forfeit your participation points. If you must be late or leave early, it is imperative that you let me know beforehand. Do not simply get up and walk out; this is rude to the instructor and your classmates.

Electronic devices: Cell phones, laptops, tablets, etc. are not allowed in class except to access the required readings. I prefer that you do not use a cell phone, which can present texting temptation.

How to be successful in this course:

1. **Completion of all work** is required in order to pass the course.
2. **Put effort into your work and do more than the minimum requirement** for assignments. If you choose to do the absolute minimum amount of work on assignments, do not expect to receive an A. Earning an A on an assignment involves putting additional effort into your work, including close proofreading. If you have difficulty with writing, visit the writing center early and often.
3. **Budget your time**. If you fall behind, the effect on your grade can be dire. Look at the schedule and plan your time so you stay current on the work and know what is expected each week.
4. **Take notes** when you are reading. This will help you with class discussions, in-class activities, and often with your term paper as well.
5. **ASK FOR HELP**. If you are struggling with an assignment, you need to let me know as early as possible so we can work together to help you succeed. You are also expected to attend my office hours throughout the semester. **I am here to help, I want to help, but I can't help you if you don't ask.**

University Policies

SJSU Attendance/Grade Review Policies

University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

“All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s [Policies and Procedures](http://info.sjsu.edu/static/catalog/policies.html), at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

Course Schedule

Important Note: *Schedule subject to change with fair notice; notice given via either Canvas or email, or in class. This syllabus represents a plan for this semester. While the rules and regulations will remain consistent, individual assignments and dates may be modified depending upon the individualized nature and progression of this course section. Other short readings may be added, especially as current world events occur or if our class discourse opens new areas of discussion. All readings must be completed by the date listed.*

GLST/GEOG 100W Writing Workshop, Section 1, Fall 2018 Course Schedule

Schedule subject to change with fair notice.

Week	Date	Topics, Readings, Assignments, and Deadlines
1	T 8/21	Introductions; Syllabus Review Sign up for Discussion Leadership
1	R 8/23	Discussion and Response to Root's article. Discussion on Anzaldua
2	T 8/28	Deiner, Theroux (Cucinella, Chapters 1 and 2)
2	R 8/30	Munoz, Grosjean (Cucinella, Chapter,3) Short Essay on Border Definition Due
3	T 9/4	Turner, Akram, Eger (Cucinella, Chapters 3 and 4)
3	R 9/6	Leimer, Nye (Cucinella, Chapter 4)
4	T 9/11	<i>Enrique's Journey</i> , Mapping Exercise Due
4	R 9/13	<i>Enrique's Journey</i>
5	T 9/18	<i>Enrique's Journey</i>
5	R 9/20	<i>Enrique's Journey</i>
6	T 9/25	In- class essay
6	R 9/27	<i>Train to Pakistan</i>
7	T 10/2	<i>Train to Pakistan</i> Personal Narrative Due
7	R 10/4	<i>Train to Pakistan</i>
8	T 10/9	<i>Train to Pakistan</i>
8	R 10/11	Movie. Movie Analysis Assigned
9	T10/16	Movie Continued-
9	R 10/18	Movie Continued
10	T 10/23	<i>Crossing Borders</i> Movie Analysis Due
10	R 10/25	<i>Crossing Borders</i> . Final Project Assigned
11	T 10/30	<i>Crossing Borders</i>
11	R 11/1	<i>Crossing Borders</i>
12	T 11/6	Writing Workshop. Final Project Proposal and Annotated Bibliography Due.
12	R 11/8	<i>Danish Girl</i>
13	T 11/13	<i>Danish Girl</i> Continued
13	R 11/15	<i>Danish Girl</i> Continued
14	T 11/20	<i>Danish Girl</i> Continued
14	R 11/22	<i>Thanksgiving Day</i> – No classes
15	T 11/27	<i>Kinkela et al., Clemens, Raviv</i> Cucinella,Chapter5)
15	R 11/29	Complete Draft of Paper Due. Peer Editing Workshop on Final Paper.
16	T 12/4	<i>Golberg, Chin</i> (Cucinella, Chapter 5) Discussion on the Mexico Wall
16	R 12/6	Final Projects and Presentations Due
FINAL EXAM		Monday, December 17, 2:45 am –5pm.Final Presentations contd. Potluck