IMMIGRATION (SEMINAR):
PUBLIC OPINION, POLITICS, AND MEDIA

Tufts University
Sociology 190
Fall 2018

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Office:	Eaton Hall 112 (in the basement)
Office hours:	Tuesdays 3-5pm and Thursdays 12-2pm *(unless otherwise noted in the syllabus)*, drop-ins accepted on a first-come first-serve basis ~20 mins each

Course time:	Mondays 1:30-3:50pm
Course location:	Eaton 204
Prerequisites:	Two introductory-level Sociology or Political Science courses (may be overridden with course instructor's consent)

Course Description

Immigration is back on the American policy agenda. The percentage of immigrants in the total U.S. population (13.5% in 2016) is nearing its previous crest (14.7% in 1910), and together with their children, immigrants now make up a full quarter of the total U.S. population. Politicians continue to debate the merits of an "enforcement-oriented" versus "incorporation-oriented" approach to undocumented immigration, trying to overcome heated legislative stalemates from 2006-07 and 2013. Clearly, the 2016 Presidential Election put immigration and racial politics front and center. As of 2018, we now anticipate large potential changes to

immigration policy regarding legal immigrants, undocumented immigrants, and refugees/asylees alike—perhaps the largest changes since the restrictive Quota Act of 1924. The fate of temporary and discretionary status holders also hangs in the mix. Meanwhile, the American public continues to worry about the "assimilability" of new immigrants and their impacts on American economy, society, culture, and security, while state and local involvement in immigration-related control and policymaking—not just restrictive, but also incorporative—expands.

This seminar provides a detailed look at the deeply contested issues of immigration and immigrant integration, focusing especially on the complex interrelationships between public opinion, politics and policymaking, and the media. The first part of the seminar will be devoted to an overview of some of the basic research and debates in U.S. immigration research. Here we will briefly overview the determinants of post-1965 immigration flows; U.S. immigration policy and legislation; contexts of reception and modes of incorporation; undocumented immigration; major theories of assimilation; and debates over the impacts of immigration on the economy and labor market as well as on national identity, culture, and security.[1]

Once students have this working knowledge, the second part of the course will bring in public opinion, politics and policymaking, and the media more centrally, in that order. We first analyze (often surprising) trends in American public opinion on immigration, and then link them up to important elements in the political process. Next we analyze the role that the media plays in both reflecting and actively shaping public opinion on immigration, analyzing key studies from both traditional and new media in the United States as our models, but also delving into social media by the end. We close by looking at the interrelationship between scholars and journalists who write on immigration. By the end of the seminar, students will have a strong foundation from which to pursue other areas of immigration research in academic, policy, and media environments. They will also have a better understanding of how the transition from traditional to new media intersects with growing political polarization and stalemate over immigration policy.

This is an upper division undergraduate seminar, so each class will be mostly student-led discussion of the assigned readings—drawn from both (a) the discussion leaders and (b) weekly personal logs that all students will write in response to the assigned readings—combined with presentations by the course instructor where appropriate as well as occasional multimedia presentations for group analysis. There is also a 15-page independent final research paper that students will work on throughout the course, mostly in the second half.

Course Objectives
In keeping with the learning objectives outlined by the Department of Sociology, the primary objectives for this course are that all students:
- Acquire in-depth knowledge of and familiarity with the basic theories, concepts, and methodologies in U.S.-based immigration research
- Develop and hone critical your thinking skills by reading and discussing original research published mainly by sociologists (but also by political scientists, economists, demographers, policymakers, and journalists), and by connecting and applying the course content to portrayals of immigrants in the media and current events
- Cultivate your critical writing skills by writing weekly personal logs in response to the assigned readings, and by writing a final independent paper that uses both theory and data to craft and support a sustained analytical or research-based argument
- Critically assess up three common research methods that social scientists use to analyze immigration—(quantitative) surveys of public opinion; (qualitative and quantitative) content analyses of agenda-setting, priming, and framing in media; and (quantitative) experiments on the effects that media frames may have on public opinion—in order to

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[1] If you would like to acquire deeper knowledge of these and additional topics in U.S. immigration history, you will enjoy taking *Sociology 70: Immigration, Race, and American Society* as a separate course.

analytically connect their findings to key social constructs such as gender, race, social class, legal status, citizenship, and nationalism

Course Format
This is an upper division undergraduate seminar, so each class will be mostly student-led discussion of the assigned readings—drawn from both (a) the discussion leaders and (b) weekly personal logs that all students will write in response to the assigned readings—combined with presentations by the course instructor where appropriate as well as occasional multimedia presentations for group analysis.

Course Website on Canvas / Keeping Your Email Address Current
Your first responsibility for this course is to visit our course website on Canvas (http://Canvas.tufts.edu) and browse the content areas. If you do not check your Tufts University email account regularly, be sure that you are having its mail forwarded to an account where you do. I will periodically send messages to you via the course website, and I will always assume you receive them. Other students may also try to contact you through the "Inbox" tool there or using your Tufts email account, and it is not their fault if they cannot reach you.

Note: All students who register for the course via SIS will be automatically granted access to our course website on Canvas by a Tufts system administrator. Access is updated daily through the first four weeks of the semester, so you should not need to contact me personally to obtain access to the course website.

Course Textbooks
The following 4 required textbooks can be purchased in the Tufts University Bookstore or in used form online or at used bookstores. Copies of each have also been placed on reserve in the Tisch library:

1) Portes, Alejandro and Rubén G. Rumbaut. 2014. *Immigrant America: A Portrait* [4th edition]. Berkeley: University of California Press.
2) Suárez-Orozco, Marcelo, Vivian Louie, and Roberto Suro (Eds.). 2011. *Writing Immigration: Scholars and Journalists in Dialogue*. Berkeley: University of California Press.
3) Haynes, Chris, Jennifer L. Merolla, and S. Karthick Ramakrishnan. 2016. *Framing Immigrants: News Coverage, Public Opinion, and Policy*. New York: Russell Sage.
4) Chavez, Leo R. 2001. *Covering Immigration: Popular Images and the Politics of the Nation*. Berkeley: University of California Press.

Other assigned reading materials can be accessed via Canvas under the Modules link. Please bring them to class during the week they are assigned. They are marked (Canvas) on your syllabus.

Cross-Listing for Course Credit
This course is officially cross-listed in Africana Studies and American Studies, but it will count for credit in various departments and programs, listed below. A first rule of thumb is to discuss with me what your needs and plans are, so that I can help you orient your independent work appropriately for each one. A second rule of thumb is to speak with your major/minor director now to ensure this course will count for credit for you there. If you are looking for credit in a department not listed here, come talk to me and we'll discuss your options:

- *Sociology major/minor* (counts as an elective <u>AND</u> toward <u>any</u> of the 3 cluster concentrations)
- *Africana Studies major/minor* (<u>discuss with me</u> your plans to submit assignments in which you can integrate some element of the Africana/diasporic experience, and get approval to take this course from the Africana Studies director <u>before</u> taking the course)
- *American Studies major* (counts as an integrative seminar)
- *Asian American Studies minor* (counts toward Requirement #4: a course relevant to the historical and/or contemporary experiences of Asian Americans but that may not have direct Asian American content; <u>discuss with me</u> your plans to submit assignments in which you can integrate the Asian American experience, and get approval to take this course from the Asian American Studies director <u>before</u> taking the course)
- *Romance Studies major/minor* (can counts as an elective <u>if</u> students submit assignments in which they can integrate the Latin American/diasporic experience; <u>discuss with me</u> such plans, and get approval to take this course from the Romance Studies director <u>before</u> taking the course)
- *Latino Studies minor* (counts toward <u>EITHER</u> Requirement 3 (comparative race relations in the U.S. context) or Requirement 5 (elective course relevant to Latino Studies); <u>discuss with me</u> your plans to submit assignments in which you can integrate the Latino experience, and get approval to take this course from the Latino Studies director <u>before</u> taking the course
- *Active Citizenship in the Tufts Undergraduate Curriculum* (Jonathan M. Tisch College of Citizenship and Public Service)

<u>Course Evaluation</u>

1)	8 2-page, double-spaced Personal Reading Logs (10 points each)	30%
2)	Regular Class Participation	20%
	(this includes a brief presentation on your progress toward your final paper in Classes 11-13, plus sharing insights from your personal reading logs during class time)	
3)	Discussion Leading Assignment	20%
4)	Final Paper	<u>30%</u>
		100%

Calculating Grades

Each of your assignment grades will be assigned based on the following scale. To calculate your final course grade, all of the points that you have earned on each assignment will be tallied into a grand total, and weighted accordingly:

A+	98-100	C	74-76
A	94-97	C-	70-73
A-	90-93	D+	67-69
B+	87-89	D	64-66
B	84-86	D-	60-63
B-	80-83	F	0-59
C+	77-79		

1) 8 Personal Reading Logs: These are <u>2-page</u> responses to the assigned readings listed for <u>that class day</u> (each one should be <u>double-spaced</u>, written in Times New Roman 12-point font, with <u>your name</u> clearly printed at the top). In other words, if I want to submit a log on the first class date on *Monday, September 10*, I would need to submit 2 pages of double-spaced material

responding to either Portes and Rumbaut (Chapter 1) and/or Massey, Durand, and Malone (2002), since those are the two readings that are assigned for *that class day*.

In this assignment, the primary goal is for you to provide your own reflections and thoughts on the assigned readings for that day <u>before</u> we have a chance to engage and discuss them as a group. Do remember, however, that because these are graded, formal responses, too, I want <u>something more</u> than simply a personal opinion. In other words, think of these as "elevated" personal logs and situated reflections on the readings. Formalize your reflections and reactions using the "food for thought" questions I pose throughout the syllabus, plus the sociological concepts and information you have been learning along the way, to the extent that you can. As you progress through the course, you are welcome to <u>draw connections from later readings *back* to earlier concepts and responses within your logs</u>. Above all, remember this is your place to shine. What catches your eye in one or more of these assigned readings? What strikes you the most when reading them? How do they move you, both intellectually and emotionally? Do you agree or disagree, and why? What is sociologically relevant here? Consider the **Helpful Hints on Reading** (see below) as you go. I have also put an A+ model log up on Canvas (under the "Assignments" Module to guide you.

All students may decide for yourselves which 8 days/sets of assigned readings you would like to submit personal reading logs for, and you are responsible for making sure you complete them by the end of the course. <u>Logs will be collected in hardcopy at the beginning of each class; no logs will be accepted after that class day</u>. Logs will be graded along the following continuum and returned to you in the following class, with the remaining two logs (#'s 9 and 10) automatically assigned the equivalent of the highest two grades you earn on the previous 8:

A+	9.9	C	7.5
A	9.6	C-	7.2
A-	9.2	D+	6.8
B+	8.8	D	6.5
B	8.5	D-	6.2
B-	8.2	F	0-5.9
C+	7.8		

Therefore, your total grade for this assignment will be the sum of all 10 logs, corresponding to the main grading scale above (up to 100 total).

Helpful Hints for Reading: Reading is essential to your comprehension and participation in class. Some questions to ponder as you consider each assigned reading include: What methodology is employed by the author? What is the central argument of the selection? What claims are being made by the author? What are the strengths and weaknesses of the author's argument? Does the author make suggestions or arguments with which you disagree (and if so, why)? How does the reading relate to specific concepts, topics, theories, or methods we have been discussing? How does it relate to current events or public opinion? Thinking about and answering these questions will help prepare you for class discussions and written assignments.

2) Regular Class Participation: As a participant in this process, I expect all students <u>attend class regularly, work seriously, and be an active participant</u> in class discussions. In general,

students should complete all assigned readings before the day that they are assigned, and bring them in to class. Students who have personal reading logs about the assigned readings for that day should also be prepared to draw on them in order to contribute to the group discussion. However, regardless of whether you have written a log for that day or not, your fellow students and I are eager to hear and learn about what you are taking away from the readings, and this is a great way to showcase it! It is also a great way to spur discussion and debate by seeing what other students think and if they agree or disagree.

3) Discussion Leading Assignment: Toward the beginning of the course, each student will sign up in advance to lead our group discussion for one weekly class session's assigned readings. Because there are more students than class days, some students may present with a partner. In your role as discussion leader(s), your duties might include: making a short presentation or summary on the readings (from your own perspective); first asking your fellow students what their responses to the readings were and then synthesizing the various points and arguments they make and using them to highlight important questions that facilitate further discussion; perhaps locating a current opinion poll, media image, or current event for group analysis and discussion using course concepts and materials, etc. I expect that discussion leader(s) will develop important questions and points of departure that extend on, and go beyond, the "food for thought" questions I have provided on the syllabus. Most importantly, don't be afraid to be creative. Spend some time trying to "think like a teacher" to decide on a strategy that can engage your fellow students in reviewing, discussing, and/or applying the main points and concepts from our readings in an interesting way.

In general, when you are discussion leader you should plan to be in charge of leading the class for approximately 1 ½ hours. As such, you can assume that you lead "most" of class, and that I will lead discussion or present information for the other 30 minutes to 1 hour (either before or after you, whatever makes most sense that class). Or, in the past I have also found that sometimes I can work well in dialogue and tandem with your discussion. I will only "jump in" this way if it makes sense to do so—for example, if you are leading the class toward some great set of terms or points, I may help outline those for you on another chalkboard while you are leading the discussion, or I might even pull up a powerpoint slide of my own that reinforces or extends what you are talking about. (Do not worry if I do this with you. In fact, I am impressed if you are already identifying key terms, points, or links that I was hoping to get across to your fellow students during the session. <u>You</u> lead them there, and I will help reinforce you!)

4) The Final Paper: Students are expected to write and submit a final paper (15 pages of typed, <u>double-spaced</u>, Times New Roman 12-point font with 1-inch margins; no longer, no shorter) on a topic of your own choosing. For this paper, you can choose 1 out of 3 different options:

I. <u>An Analytical Paper</u> = an analysis of a particular debate or argument about one aspect of immigration or immigrant incorporation policy, which effectively makes and supports one argument or point of view and effectively disproves other competing arguments or points of view

II. <u>An Original Research Paper</u> = an investigation of an original research question of your own choosing

III. <u>An Original Content Analysis</u> = an application of the concepts we have learned in class to other portrayals of immigration and immigrants by either politicians, the American public (including in opinion polls), or media sources

Although you can choose you own topic for this assignment, you will <u>need to have it approved by me no later than</u> **Class 8 (Tuesday, October 29**). I will offer extended office hours to discuss

and approve these topics individually with you on **October 16 and 18**. Sign up for one of these slots ahead of time, and/or drop in for my regular hours any time, too.

To help you prepare, we will be having a special class training session with a presentation by **Ari Gofman** (ari.gofman@tufts.edu), the Social Science Data Librarian at Tisch Library, and **Annie Swafford** (joanna.swafford@tufts.edu), the Digital Humanities Librarian at Tisch Library, in Class 10 on **Monday, November 19**. This presentation will be especially helpful to you if you interested in conducting a content analysis for Option III, but it could also be helpful if you are using survey data to craft an analytical argument or find an answer a research question for Options I and II. Even if you are not conducting a content analysis for Option III, you will still find the session informative for learning about how content analyses are conducted and evaluated, which will help you analyze some of our assigned course readings.

Papers should follow accepted social science citation format, which I will pre-circulate in class in a "Guidelines for Final Papers" document that is also located in the "**Assignments**" module on the Course Website.

Getting Feedback: I am happy to meet with you to discuss the best ways to navigate your various assignments. In the past, I have found it most helpful to discuss your ideas or drafts in person. Therefore, I do not give feedback on your writing via email. Instead, please sign up for my usual office hours on my office door (112 Eaton) or contact me to make a face-to-face appointment, sooner rather than later. In the case that I am unavailable, I also encourage you to make use of the free studying, time management, writing, and even public speaking tutors at the Tufts' Academic Resource Center (ARC) (http://ase.tufts.edu/arc). They are great!

Attendance, Participation, and Illness Policies

No excuses! Your contract as a student enrolled in one of the leading universities in the world is to attend class regularly, work seriously, and be an active class participant. Each of these things helps us all by creating a dynamic course environment, and I will evaluate your performance accordingly. That said, I also regard you as adults who make your own choices. So, I break down your situations and needs into the following two categories: (1) those I don't need to know about or to give you permission for, and (2) those I do need to know about or to give you permission for:

1) **I DON'T NEED TO KNOW OR GIVE YOU PERMISSION FOR—Minor Illnesses or Standard Outside Obligations:** You do not need to ask my permission to miss a class, leave a class early if you have a scheduling conflict, submit an assignment late, or so forth. You do not even need to ask my permission for a minor or short-term illness, such as a cold or a weak flu. You should simply know and acknowledge that missing any class will obviously affect your in-class participation grade, especially if you miss a pop-quiz or in-class activity on that day.

   To compensate, you might plan to increase your participation on other class days and stay on top of any long-term written assignments. You might also find alternate ways of accessing the information you missed (e.g., you might wish to talk to one of your fellow students, review the relevant literature, see if other students will share their responses to the readings with you, access the lecture material I post on Canvas, etc.) Coming to me and asking me to regurgitate to you what you missed is not appropriate.

In general, you should not need extensions on any of the writing assignments for this course because of a minor or short-term illness; you have been given enough advance notice that minor illness should not jeopardize your ability to complete them on time.

I DO NEED TO KNOW OR GIVE YOU PERMISSION FOR—Serious Illnesses or Emergencies: I care about you! If your illness is major or becomes more serious over time, or if you experience a major emergency, such that you have to miss several classes or your ability to work on a given assignment becomes compromised, please notify me of your situation immediately. While I do not usually grant extensions without penalty for written assignments in cases of "nonemergencies" *(which I define as including family obligations, sports events, or alarm clocks that have failed to ring)* or even in most cases of emergencies that do not involve you personally, I do grant extensions in situations that involve serious illness or dire personal emergency and warrant them. If you are unsure whether your situation counts as "serious", just run it by me. There is never any harm in asking, and you can't get an extension unless you ask!

Finally, absences due to religious observances are discussed separately (see below). Email me in advance if they apply to you.

Policies on Work Submitted Early or Late

I expect you will submit all take-home writing assignments in hardcopy and on time. However:

- **Early:** If you cannot be in class on the day that your work is due, it should be submitted in hardcopy in advance to the department staff in the Sociology department office (Eaton 102B, which is normally open 9AM-5PM M-F), carefully marked with your full name, the name of the assignment, my name (Professor Helen Marrow), and the name of the course (Sociology 190).

- **Late:** If you absolutely must turn in late work, give it directly to me or ask the same department staff to date stamp the work and place it in my mailbox. Late work will be docked one third of a letter grade for each business day (M-F), calculated in 24-hour increments. Saturdays and Sundays do not count.

Final Paper Deadlines: All final papers must be submitted in hardcopy, either to me (Eaton 112) or to the Sociology Main Office (Eaton 102B), **by no later than 5:00pm on Monday, December 17, 2018**. *(Late policy is the same as above: one third of a letter grade will be docked for each business day it arrives late.)* If you are leaving campus before this date, you are welcome to submit your materials to the Sociology main office anytime ahead of this due date. It is open 9am-5pm M-F; if it is locked sometimes John LiBassi is available around the corner in Eaton 102A.

GRADE PICKUP: Your papers will be available for you to pick up, with full comments included, in the Sociology Department office (Eaton 102B) after Thursday, January 3, 2019. Your final course grades will also be made available on SIS and Canvas as of Wednesday, Thursday, January 3, 2019, and possibly before if I can get them there.

Miscellaneous Stuff

Technology: Laptops, cell phones, and whatever else you have that beeps/rings/sings should be turned off during class. Why? Because it's distracting to me and your fellow students. Because it creates a more engaged class environment. And because more and more research is showing that it lowers your grades, not to mention your learning. Of course, if you need tech to do a class presentation or for any other special reason, talk to me and we can make a specific exception.

Academic Integrity: Cheating, fabrication, plagiarism, academic misconduct, dishonesty, or misuse of computing resources will not be tolerated. All such incidents will be reported directly to the Dean of Student Affairs Office to be vigorously pursued in accordance with Tufts University's Code of Conduct on Academic Integrity. A guide to these policies is available online at http://students.tufts.edu/student-affairs/student-life-policies/code-conduct and http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy. It is every student's responsibility to become familiar with these standards. Claims of ignorance, accidental error, or of academic/personal pressures do not justify violations of academic integrity.

Religious Observances: There are several class dates that coincide with religious holidays this semester. Please email me at least two weeks in advance if you need to be miss class on any of them. If so, you may email me a personal reading log ahead of time. You should also plan to review the lecture notes online and catch up with another student on any class discussion you may have missed once you return. Finally, please make sure not to sign up to present on your final paper topic on Monday, Dec. 3 if you need to be away that class day.

Student Accessibility: Tufts University values the diversity of our students, staff, and faculty, recognizing the important contribution each student makes to our unique community. Students with disabilities are assured that the Student Accessibility Services (SAS) office will work with each student individually to ensure access to all aspects of student life. Tufts is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office directly at accessibility@tufts.edu or 617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations. SAS will then be in touch with me and your pother course instructors as needed. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

Additional Help: If you are having trouble in this course, please come see me sooner rather than later. *Sooner:* There is a chance we can work together to make things better. *Later:* There is an excellent chance that you will be stuck with a lower grade than you would like.

In this or any of your courses, if you ever want additional help in comprehending lecture or assigned reading material, studying for in-class exams, or writing your written assignments, free tutors are available to help improve your writing, public speaking, and time management skills at Tufts' Academic Resource Center (ARC) (http://ase.tufts.edu/arc). I strongly encourage you to make use of this resource. Learning how to navigate ARC early on in your Tufts career can provide huge benefits down the road.

Finally, if there are any other issues in your life that are not going well or that are otherwise affecting your performance in this course and elsewhere, there are a range of people and resources at Tufts designed to help you. You might try contacting your advisor, your Associate Dean, one of the College Transition Advisors, or the Dean of Student Affairs (see http://students.tufts.edu/academic-advice-and-support/academic-advising/meet-your-advising-team). Or you might seek help for managing stress and other health-related concerns at the Tufts University Counseling and Mental Health Service (http://ase.tufts.edu/counseling/). Ask me for assistance identifying places and people you might need. I am here to support you.

Most of all, don't be afraid to seek help. Whether you want improve your performance academically, socially, or emotionally, seeking out support to take care of yourself is critical. You are a budding sociologist, after all – one who is (I hope!) learning that no one goes it alone, and that complex support systems lie beneath every person's "individual" success.

Course Schedule

Part I: Post-1965 Immigration: Basic Research and Debates

CLASS DATE	IN-CLASS PLAN & ASSIGNMENTS (to be completed <u>before</u> class begins)
<u>Class 1</u> **Mon. Sept. 10** **(Rosh Hashanah)**	*Introduction to the Course* *Overview of Course Requirements* *Determinants of Post-1965 Immigration Flows: Labor Demand, Immigration Policy, and Other Factors* Reading Assignments: PORTES AND RUMBAUT (2014), CHAPTER 1: "The Three Phases of U.S.-Bound Immigration" Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. "Principles of Operation: Theories of International Migration." CHAPTER 2 in *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration.* New York: Russell Sage. (Canvas) *Food for thought:* According to the first two readings, what factors *initiate* international labor migration streams (that is, ones comprised of economic migrants and not necessarily of refugees/asylees), and what factors *sustain* international labor migration streams? How do you see both sets of factors being (mis)understood by American politicians and the American public today? In-Class: Personal Introductions; Sign-Up Sheet for Discussion Leading Assignment

Class 2 **Mon. Sept. 17**	***Contexts of Reception and Modes of Incorporation*** ***Undocumented Immigration*** Reading Assignments: PORTES AND RUMBAUT (2014), CHAPTER 4, "Making It in America: Education, Occupation, and Entrepreneurship" National Academies of Sciences, Engineering, and Medicine (NASEM). 2015. CHAPTER 2 "Legal and Institutional Context for Immigrant Integration" and CHAPTER 3 "Legal Status and Immigrant Integration" in *The Integration of Immigrants into American Society*. Washington, DC: The National Academies Press. (Canvas) Bernstein, Nina, CHAPTER 1 in SUAREZ-OROZCO ET AL. (2011) "The Making of an Outlaw Generation" *Food for thought:* Portes and Rumbaut (2014) argue that the "context of reception" or "mode of incorporation" that an immigrant group encounters is just as important as its individual members' human capital characteristics in determining how they will fare in the United States. What factors constitute "context of reception" or "mode of incorporation" according to their model, and how do they matter? What kind of "context of reception" greets undocumented immigrants today? How has this context of reception changed since the 1950s (and especially since 1986, 1996, and 2001—see NASEM 2015, Table 2-1)? What impacts do you see it having on undocumented immigrants' potential for successful incorporating into American society? What impacts does Bernstein (2011) suggests it raises for journalists and scholars attempting to understand and report on "illegality"? In-Class: Overview of History of U.S. Immigration Legislation
Wed., Sept. 19	*Yom Kippur*

<u>**Class 3**</u> **Mon. Sept. 24** **(Sukkot)**	***Research and Debate: Intergenerational Assimilation among Post-1965 Immigrants and their Descendants*** Reading Assignments: Alba, Richard and Victor Nee. 2007. "Assimilation." Pp. 124-36 in *The New Americans: A Guide to Immigration since 1965*, edited by Mary C. Waters, Reed Ueda with Helen B. Marrow. Cambridge, MA: Harvard University Press. (Canvas) Alba, Richard and Victor Nee. 2003. "Evidence of Contemporary Assimilation." CHAPTER 6 in *Remaking the American Mainstream: Assimilation and Contemporary Immigration.* Cambridge: Harvard University Press. (Canvas) PORTES AND RUMBAUT (2014), CHAPTER 7: "Growing Up American: The New Second Generation" Waters, Mary C., CHAPTER 11 in SUAREZ-OROZCO ET AL. (2011) "Debating Immigration: Are We Addressing the Right Issues" *Food for thought:* "Assimilation" is a word people frequently use when discussing immigration, so this week's readings will first expose you (very preliminarily!) to the three major sociological theories of assimilation (classic, segmented, and revised) and the emerging evidence from the post-1965 children of immigrants. Before you begin this week's readings, write down a definition of what you think "assimilation" is, as well as several different ways you might consider an immigrant or immigrant group to be successfully "assimilated"? (Be creative and open here – there are no right answers, and your ideas will help us try to gauge what "assimilation" means in everyday public opinion.) You will then read about the development of segmented assimilation in the 1980s and 1990s, which hypothesized that the descendants of certain new immigrant groups would now move down (rather than up) over time and generations, due to a potent mix of economic disadvantage, discrimination for being seen as "nonwhite", and geographic concentration isolation. Later, you will read how revised assimilation emerged in the 1990s with a more positive forecast, arguing that "assimilation" is still the master trend among most immigrant groups in the U.S. despite these major structural changes and challenges. After doing the readings, now ask yourselves: Why exactly is it that Alba and Nee (2003) offer a much more optimistic picture of contemporary immigrants' progress and prospects for successful assimilation than do Portes and Rumbaut (2014), while Waters (2011) and her colleagues' study of the children of immigrants in New York City suggest that overall we should be cautiously optimistic, with an eye toward a few dark clouds on the horizon? Do you think the available data most strongly support a segmented (pessimistic) assimilation perspective or a revised (more optimistic) assimilation perspective among contemporary immigrants, and why? Are there any ways to reconcile the different conclusions that Alba and Nee versus Portes and Rumbaut versus Waters are coming to? How do you see these scholars' discussions of assimilation being (mis)understood by American politicians and the American public? What does Waters say the media misses or confuses about the scholarly consensus? In-Class: Pass out Guidelines for Final Papers / Review Class 11-13 Presentation List

<u>Class 4</u> **Mon. Oct. 1** **(Shemini Atzeret)**	***Research and Debate: The Impact of Immigration on the Economy and Labor Market*** Reading Assignments: Waldman, Paul, Elbert Ventura, Robert Savillo, Susan Lin, and Greg Lewis. 2008. "Fear and Loathing in Prime Time: Immigration Myths and Cable News." *Media Matters Action Network* (May 21). (Canvas) Also available online at: <u>http://mediamattersaction.org/reports/fearandloathing/online_version</u>. *[Download the complete report, read the executive summary, and read pp. 6-9 on social services and taxes]* Schumacher-Matos, Edward, CHAPTER 5 in SUAREZ-OROZCO ET AL. (2011) "Consensus, Debate, and Wishful Thinking: The Economic Effect of Immigration" Bean, Frank D. and Gillian Stevens. 2003. "Immigrant Welfare Receipt: Implications for Policy." CHAPTER 4 in *America's Newcomers and the Dynamics of Diversity*. New York: Russell Sage. (Canvas) Waldinger, Roger. 1997. "Black/Immigrant Competition Re-Assessed: New Evidence from Los Angeles." *Sociological Perspectives* 40(3): 365-86. (Canvas) Porter, Eduardo (2005). "Illegal Immigrants are Bolstering Social Security with Billions." *New York Times* (April 5). (Canvas) Schumacher-Matos, Edward (2010). "How Illegal Immigrants are Helping Social Security." *Washington Post* (September 3). (Canvas) *Food for thought:* There is ongoing debate over what the effects of immigration are on the American labor market and its workers, particularly those who are racial minorities and/or poorly-skilled. According to Schumacher-Matos (2011) and Bean and Stevens (2003), what are the overall effects of immigration on the American economy and welfare state? Why does public opinion differ from the actual evidence in this respect? Finally, where are the negative effects of immigration on the American economy and its workers likely to be most concentrated if and when they do occur, and through what direct and/or indirect mechanisms might they come about? <u>In-Class</u>: Check out my high school Spanish teacher last year (& our response)
Sun., Oct. 7	*Diwali (Hindu)*

<u>**Class 5**</u> ****Tues., Oct. 9****	***Research and Debate: Impact of Immigration on National Identity, Culture, and Security*** Reading Assignments: Waldman, Paul, Elbert Ventura, Robert Savillo, Susan Lin, and Greg Lewis. 2008. "Fear and Loathing in Prime Time: Immigration Myths and Cable News." *Media Matters Action Network* (May 21). (Canvas) Also available online at: http://mediamattersaction.org/reports/fearandloathing/online_version. *[Re-read the executive summary and read pp. 4-6 on crime]* PORTES AND RUMBAUT (2014), CHAPTER 5: "From Immigrants to Ethnics: Identity, Citizenship, and Political Participation" Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics* 5(1): 31-48. (Canvas) Rumbaut, Rubén G. and Walter A. Ewing. 2007. "The Myth of Immigrant Criminality and the Paradox of Assimilation: Incarceration Rates among Native- and Foreign-born Men." Washington, DC: Immigration Policy Center (IPC), American Immigration Law Foundation (AILF) (Spring). (Canvas). Also available online at: http://www.immigrationpolicy.org/special-reports/myth-immigrant-criminality-and-paradox-assimilation. Flagg, Anna. 2018. "The Myth of the Criminal Immigrant." *New York Times* (March 30). (Canvas). Also available online at: https://www.nytimes.com/interactive/2018/03/30/upshot/crime-immigration-myth.html *Food for thought:* Immigrants are frequently charged with "not wanting to assimilate" to American society, not just economically but also linguistically, politically, and even religiously. They are also charged with threatening the public "safety", not just economic positions, of American natives. According to these readings, what does research show regarding contemporary immigrants' linguistic and political assimilation, and how do Portes and Rumbaut (2014) explain the "separatism" that does exist differently than Huntington does? Similarly, what does research show regarding contemporary immigrants' criminality? How do you see the connections between immigration and language, politics, and crime being (mis)understood by American politicians and the American public?

Part II: Complex Interplay: Public Opinion, Politics, and Media

CLASS DATE	IN-CLASS PLAN & ASSIGNMENTS (to be completed <u>before</u> class begins)
<u>Class 6</u> **Mon. Oct. 15**	***Public Opinion on Immigration: Support, Ambivalence, or Opposition?*** ***The Economic, Social, and Ideological Roots of Pro- and Anti-Immigrant Sentiment*** Reading Assignments: Simon, Rita J. and James Lynch. 1999. "A Comparative Assessment of Public Opinion toward Immigrants and Immigration Practices." *International Migration Review* 33(2): 455-67. (Canvas) Suro, Roberto. 2009. "America's Views of Immigration: The Evidence from Public Opinion Surveys." Pp. 52-76 in *Migration, Public Opinion, and Politics* [1st edition], edited by Bertelsmann Stiftung and Migration Policy Institute. Washington, DC: The Transatlantic Council on Migration. (Canvas) Burns, Peter, and James G. Gimpel. 2000. "Economic Insecurity, Prejudicial Stereotypes, and Public Opinion on Immigration Policy." *Political Science Quarterly* 115: 201-25. (Canvas) Lee, Riane L. and Susan T. Fiske. 2006. "Not an Out-Group, Not Yet an In-group: Immigrants in the Stereotype Content Model." *International Journal of Intercultural Relations* 30(6): 751-68. (Canvas) Flores, René D. 2017. "Do Anti-Immigrant Laws Shape Public Sentiment? A Study of Arizona's SB 1070 Using Twitter Data." *American Journal of Sociology* 123(2):333-84. (Canvas) *Food for thought:* What demographic, material/economic, psychological, and political factors do the first four of these readings suggest drive anti-immigrant sentiment? What about pro-immigrant sentiment? How do Burns and Gimpel (2000) model the relationship between economic interests, racial prejudice, and anti-immigrant sentiment when they control for a variety of factors all at once? *(p.s. I continue to assign this "dated" piece because I think it remains relevant today! See what you think.)* Do you think the overall picture of public opinion toward immigrants is supportive, ambivalent, or oppositional? Is this similar or different for undocumented immigrants as it is for legal immigrants? How so? How do you think public opinion might be any similar or different today? Finally, once you have considered those readings and questions, delve into Flores (2017). How does he argue that social media offer a new way to measure public opinion on immigration, compared to traditional surveys? Are they equivalent, or different? Next week we will start to consider how public opinion may (or may not) have the ability to lead to policymaking on immigration. But for now, Flores considers the question in the other direction: Does a restrictive policy have the ability to make public opinion more negative? What are his main findings and arguments? How do they relate to key points about public opinion on immigration presented in the first four readings?

Final Paper Ideas Extra Office Hours <u>Tues. Oct. 16</u> signup 11am-3:00pm *drop-in hours 3-5pm* <u>Thurs. Oct. 18</u> *drop-in hours 12-2pm* signup 2-5:00pm	*I have extra office hours this week to discuss your final paper topics individually.* <u>*Sign up*</u> *in advance to guarantee yourself a 20-minute spot on my office door (Eaton 112). If you cannot meet during this window, try my usual drop-in hours, but know that they will be open to students in my other courses, too.*
<u>Class 7</u> **Mon. Oct. 22**	***Linking Public Opinion to the Political Process*** <u>Reading Assignments:</u> Rosner, Jeremy D. 2009. "The Politics of Immigration and the (Limited) Case for New Optimism: Perspectives from a Political Pollster." Pp. 77-87 in *Migration, Public Opinion, and Politics* [1st edition], edited by Bertelsmann Stiftung and Migration Policy Institute. Washington, DC: The Transatlantic Council on Migration. (Canvas) Cornelius, Wayne and Marc Rosenblum. 2005. "Immigration and Politics." *Annual Review of Political Science* 8: 99-119. (Canvas) *[Skim this as a quick summary of what we have read so far on the determinants of international migration & public opinion on immigration, to refresh, followed by a <u>new</u> discussion of the <u>immigration policy-making process</u>, which is where you should concentrate]* Gimpel, James. G. and James R. Edwards. 1999. "Public Opinion and Interest Group Influence." CHAPTER 2 in *The Congressional Politics of Immigration Reform.* Boston: Allyn and Bacon. (Canvas) *[Read only pp. 41-55]* Golash-Boza, Tanya. 2009. "A Confluence of Interest in Immigration Enforcement: How Politicians, the Media, and Corporations Profit from Immigration Policies Destined to Fail." *Sociology Compass* 3(2): 283-94. (Canvas) Fox, Cybelle. 2016. "Unauthorized Welfare: The Origins of Immigrant Status Restrictions in American Social Policy." *Journal of American History* 102(4): 1051-74. (Canvas) *Food for thought:* According to these scholars, what accounts for various types of mismatches between public opinion and policymaking on immigration? On one hand, several articles discuss the gap between generally "ambivalent" public opinion and more polarized and enforcement-driven policies, especially regarding undocumented immigrants. On the other hand, Cornelius and Rosenblum (2005) ask why do restrictive policies to control "unwanted" migration often fail in practice, even when they have public support? What domestic interest groups have large stakes in immigration policymaking, and how do such interests result in either more expansive or more restrictive policymaking than we would expect going by public opinion polls? Did any of these groups, or the "strange bedfellow" coalitions among them, surprise you? Do you think any of them have changed places over time since these articles were written? Why or why not?
*Tues., Oct. 23 12-5pm	*Please Note: I will not be holding my regular office hours this Thurs., Oct. 25, because I am traveling for a conference. I will hold extended office hours today, Tues., Oct. 23, from 12-5pm instead.*

<u>**Class 8**</u> **Mon. Oct. 29**	***Bringing in the Media: Agenda-Setting, Priming, and Framing*** <u>Reading Assignments:</u> Scheufele, Dietram A. and David Tewksbury. 2007. "Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models." *Journal of Communication* 57(1): 9-20. (Canvas) Bloemraad, Irene, Els de Graauw, and Rebecca Hamlin. 2015. "Immigrants in the Media: Civic Visibility in the USA and Canada." *Journal of Ethnic and Migration Studies* 41(6): 874-96. (Canvas) Ackerman, Edwin F. 2013. "The Rise of the 'Illegal Alien'." *Contexts* 12(3): 72-74. (Canvas) HAYNES, MEROLLA, AND RAMAKRISHNAN (2016), CHAPTER 1 "Introduction", CHAPTER 2 "Media Framing and Effects on Public Opinion", and CHAPTER 6 "What's in a Name: Illegal, Undocumented, or Unauthorized?" *Food for thought:* What is agenda-setting? Priming? Framing? Within framing, what are issue frames versus equivalency frames? Episodic frames versus thematic frames? What do Haynes et al. (2016) find in terms of how media (and also congressional representatives) discuss undocumented immigrants with different equivalency frames (Chapter 6)? Do they find that these differences matter? Why or why not? What do you think about this? More generally, across these readings and ones you have done before, what roles do the media play in linking public opinion about immigration to policymaking and vice versa? When/how do you see the media acting as: (a) passive "mirror" for transmitting public opinion to politicians, or politicians' actions and policies to the public in the other direction; (b) active "creator" or facilitator of immigration policy, either by influencing public opinion or politicians; and (c) independent "watchdog" to uncover discrepancies between what politicians/policies say versus do? <u>In-Class</u>: Special Guest, Edward Schumacher-Matos, Edward R. Murrow Visiting Professor of Public Diplomacy at the Fletcher School. A journalist-scholar-columnist formerly employed at the *Washington Post, New York Times, Philadelphia Inquirer, Wall Street Journal, NPR*, and various Spanish-language newspapers, among other positions and activities. Make sure to review the two pieces you read by him earlier. <u>And come prepared with questions</u>—perhaps about how a newsroom works, where journalism is on immigration today, what pressures or factors drive journalists to write what they do, how evidence-based journalism can work, etc. Get creative!

Class 9 **Mon. Nov. 5**	*A Case Study in Traditional Media: Visual Representations of Immigration and* *National Identity in American Magazine Covers, 1965-1999* Reading Assignments: CHAVEZ (2001) *[Read CHAPTERS 1-5]* *Food for thought:* What methods does Chavez (2001) use to analyze magazine covers as windows into conceptions of American immigration as connected to national identity? What are the benefits but also the limitations of such methods? How might you use similar methods to analyze other types of media's portrayals of immigration and immigrants (e.g., books, newspapers, cartoons, TV shows, TV talk shows, radio shows, blogs, organizational webpages, etc.)? In-Class: Learning How to Conduct a Content Analysis
NO CLASS Mon. Nov. 12	*Veterans Day*
Class 10 **Mon. Nov. 19**	*A Case Study in Traditional Media: Visual Representations of Immigration and* *National Identity in American Magazine Covers, 1965-1999, cnt'd.* *Production → Consumption* Reading Assignments: CHAVEZ (2001) *[Read CHAPTERS 6-9]* Gadarian, Shana Kushner and Bethany Albertson. 2014. "Anxiety, Immigration, and the Search for Information." *Political Psychology* 35(2): 133-64. (Canvas) *Food for thought:* Building on the "food for thought" questions from last week, what does Chavez's (2001) analysis of college students' consumption of magazine covers offer in terms of our understanding about how discourses about immigration are not only produced, but also consumed, across different sectors of U.S. society? What does Gadarian and Albertson's (2014) experimental analysis tell us about the role that anxiety plays in Americans' news consumption patterns when it comes to immigration? How might you use similar nonexperimental or experimental methods to analyze other types of reactions to the media's portrayals of immigration and immigrants in American society? *(We'll be reading some more examples in the coming weeks...)* In-Class: 1:30-2:30pm: Ari Gofman and Annie Swafford, Tisch Library

<ins>**Class 11**</ins> **Mon. Nov. 26**	***Moving from Traditional to "New Media": Continuities and Change in The Media's Relationship to Immigration Politics and Policy-Making*** Reading Assignments: Waldman, Paul, Elbert Ventura, Robert Savillo, Susan Lin, and Greg Lewis. 2008. "Fear and Loathing in Prime Time: Immigration Myths and Cable News." *Media Matters Action Network* (May 21). (Canvas) Also available online at: http://mediamattersaction.org/reports/fearandloathing/online_version. *[Review the sections on social services and taxes and crime, then read the rest]* Akdenizli, Banu, E.J. Dionne, and Roberto Suro. 2008. "Democracy in the Age of New Media: A Report on the Media and the Immigration Debate." Washington, DC: Brookings Institution and Los Angeles, CA: The University of Southern California (September 25). (Canvas). Also available online at: http://www.brookings.edu/reports/2008/0925_immigration_dionne.aspx. *[Download the complete report, and read each of the following sections:]* - Suro, Roberto "Executive Summary" - Suro, Roberto "The Triumph of No: How Media Influences the Immigration Debate" (pp. 1-47) - Akdenizli, Banu "News Coverage of Immigration 2007: A Political Story, Not an Issue, Covered Episodically" (pp. 48-62) - Dionne, E.J. "Migrating Attitudes, Shifting Opinions: The Role of Public Opinion in the Immigration Debate." *[Read only pp. 63-72, 82-83]* Flores-Yeffal, Nadia Y., Guadalupe Vidales, and Girsea Martinez. 2017. "#WakeUpAmerica, #IllegalsAreCriminals: The Role of the Cyber Public Sphere in the Perpetuation of the Latino Cyber-Moral Panic in the US." *Information, Communication, & Society* https://doi.org/10.1080/1369118X.2017.1388428 (Canvas) *Food for thought:* What continuities do you see in the portrayal of immigrants in "traditional" American magazine covers (from Chavez's book) and "new media" (featured here) or even "social media" (in Flores-Yeffal et al. 2017)? Vice versa, what differences do you see? How does Suro (2008) critique both the "traditional" and "new" American media for their coverage of immigration over time? And how does he argue that new media's coverage of immigration is distinct—both in terms of how it is produced and the effect that it is having on the political process and the future prospects for policymaking? How might you connect Suro's arguments to our earlier discussion about the mismatch between generally "ambivalent" public opinion, versus more polarized or extreme policymaking, on immigration in the United States? How might you connect them to our earlier discussions of the roles that media plays in linking up public opinion to politicians and the policymaking process? In-Class: 5 Progress Reports on Final Paper Topics

Class 12 **Mon. Dec. 3** **(Hannukah begins)**	*Framing Undocumented Immigrants: A Content Analysis of Issue Frames across Three Policy Domains* *Consumption: Testing These Frames in Survey Experiments* Reading Assignments: HAYNES, MEROLLA, AND RAMAKRISHNAN (2016) *[Read Chapters 3-5, 7]* And here are some extra examples of frames they study in current events, if of interest to any of you. Notice some of our authors (Pineau and Chavez!) Goodman, Carly and Marisa Gerstein Pineau. 2018. "Why Donald Trump Could Win the Immigration Fight: And How Immigration Activists Can Turn the Tide." *Washington Post* (February 16). (Canvas) Also available online at: https://www.washingtonpost.com/news/made-by-history/wp/2018/02/16/why-donald-trump-is-winning-the-immigration-fight/ Chavez, Leo. R. 2018. "We've weaponized immigration rhetoric, from chain migration to Dreamers. " Los Angeles Times (January 31). (Canvas) Also available online at: http://www.latimes.com/opinion/op-ed/la-oe-chavez-chain-migration-20180131-story.html Nakamura, David. 2018. "'Language as a weapon': In Trump era, immigration debate grows more heated over what words to use." *Washington Post* (January 21). (Canvas) Also available online at: https://www.washingtonpost.com/politics/language-as-a-weapon-in-trump-era-immigration-debate-grows-more-heated-over-what-words-to-use/2018/01/21/d5d9211a-fd6a-11e7-a46b-a3614530bd87_story.html *Food for thought:* There are two methods to Haynes et al. (2016)'s analysis in this book. First, they code media content both qualitatively and quantitatively between 2007-13 to identify the dominant frames in each of three distinct policy domains: comprehensive immigration reform (CIR) (Chapter 3), partial immigration reform (DREAMers and DACA) (Chapter 4), and deportation (Chapter 5). What did they find in these content analyses? What frames were most common in each policy domain? Vice versa, what were less common? How did framing vary across traditional versus new media, or media that leans more conservative or liberal? What surprised you, if anything? Second, Haynes et al. (2016) selected some of these frames to use in experiments they embedded within large national surveys between 2007 and 2014, as a way to isolate their effects on public opinion. What did they find here? What frames produced large or small changes in public opinion, and if so, in which policy domain(s)? Vice versa, what frames had little or no effect? How did the causal effect of certain frames depend on the demographic and political characteristics of people "consuming" them? What surprised you, if anything? Finally, what are the major policy lessons Haynes et al. draw from these results (including in their Conclusion chapter)? What additional thoughts or lessons do you think are important? In-Class: 5 Progress Reports on Final Paper Topics
Class 13 **Mon. Dec. 10** **(Hannukah ends)**	*Academia vs. Journalism in the Coverage of Immigration* Reading Assignments: Suro, Roberto, INTRODUCTION in SUAREZ-OROZCO ET AL. (2011) "Introduction" *[You can skim the parts of this that summarize or revisit findings from the Akdenizli et al. (2008) report listed above. Focus more on Suro's discussion of the different professional contexts of academia and journalism and how they influence information-building on the topic of immigration.]*

| | Shuck, Pater H., CHAPTER 4 in SUAREZ-OROZCO ET AL. (2011) "Some Observations about Immigration Journalism"
McDonnell, Patrick J., INTERLUDE I in SUAREZ-OROZCO ET AL. (2011) "Covering Immigration: From Stepchild Beat to Newsroom Mainstream"
De Lama, Jorge, INTERLUDE II in SUAREZ-OROZCO ET AL. (2011) "A Son of Immigrants on Covering Immigration"
Hendricks, Tyche, CHAPTER 9 in SUAREZ-OROZCO ET AL. (2011) "Who Will Report the Next Chapter of America's Immigration Story"

Food for thought:
We begin winding down with several readings on the distinct economic and professional contexts in which scholars and journalists of immigration operate. How are the two contexts intertwined with each other—what are the common goals of immigration scholars and journalists, and how does their work inform and build off one another? Vice versa, what are the main differences between the two contexts, and what are the cons (and not just pros) of each? What do Suro (2011) and Schuck (2011) argue that journalists, and therefore their readers, "miss" about immigration? What do the three journalists identify as the main challenges in their work from their side? What do you see as the future duty of academics and journalists of immigration, especially as it relates to their ability to build and disseminate knowledge, or to influence public opinion or policymaking? What lies ahead in the post-2018 world?

In-Class: 5 Progress Reports on Final Paper Topics

Homework – Final Course Evaluations: Please complete a final evaluation of this course online through ISIS. It shouldn't take you more than 10 minutes, and I really value your positive as well as transformative feedback—thank you! |

Mon. Dec. 12   Classes end
Tues.-Wed. Dec. 13-14   Reading Period
Thurs.-Thurs. Dec. 15-22 Final Examinations

| **Mon. Dec. 17** | **Final Papers due either in my office (Eaton 112) or the main Sociology office (Eaton 102B) in hardcopy no later than 5:00pm today.**

If you are leaving campus before this date, you are welcome to submit your materials to the Sociology main office anytime ahead of this due date. It is open 9am-5pm M-F; if it is locked sometimes John LiBassi is available around the corner in Eaton 102A.

GRADE PICKUP: I will provide extensive commentary on your final papers, which will be available for you to pick up in Eaton 102B <u>anytime after Thurs., Jan. 3, 2019</u>. Your final course grades will also be made available online on Canvas and SIS as of <u>Thurs., Jan. 3, 2019</u>. |