Description

This course examines the presence and use of Spanish in the United States, with a particular focus on the most salient sociolinguistic aspects characterizing Latino communities in this country. Among other areas, the course focuses on topics such as bilingualism, language acquisition, language maintenance and loss, ‘Spanglish’ and other language-contact phenomena, bilingual education, the Official English movement, linguistic identity and ideology, and the interaction between language, gender, race, social class and ethnicity. Includes an optional Community-Based Learning Project in the local Latino community. Conducted in Spanish. Prerequisite: Two 300-level courses beyond Spanish 301 or 302 or the equivalent. One unit.

Student Learning Outcomes

A. Content-related outcomes: Students who complete this course successfully should be able to

1. Explain and illustrate the notion of (natural) languages as rule-governed systems encompassing different components (e.g. syntax, semantics and phonology).
2. Explain and illustrate the distinction between descriptive and prescriptive approaches to language.
3. Identify and critique some common misconceptions about multilingualism, language contact and language change.
4. Discuss how language helps shape (and is shaped by) one’s identity through its interaction with social variables such as age, gender, race, ethnicity and socioeconomic status.
5. Explain and illustrate some basic notions of sociolinguistics relevant to the study of Latino communities in the US.
6. Identify key historical developments relevant to the presence and experiences of Spanish-speaking communities in the US.
7. Discuss the diversity of the different Latino communities in the US, especially as it pertains to language use.
8. Analyze and illustrate key language contact phenomena found in US Latino communities, including so-called ‘Spanglish’.
9. Discuss some important language policy challenges posed by the presence of Spanish-speaking communities in the US, particularly in the educational system.
10. [for students completing the optional CBL] Discuss connections between our course materials and their CBL experiences.

B. Spanish language-related outcomes: Students who complete this course successfully should be able to

11. Use relevant vocabulary and terminology associated with the topics covered in the course.
12. Understand texts about the topics covered in the course (including both primary and secondary sources).
13. Write organized, coherent and relatively error-free essays about the topics covered in the course.
14. Orally discuss the topics covered in the course (in group and class discussions, as well as in formal presentations).

**Required Texts**

All readings are available through Electronic Reserves.

**Requirements**

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<th>Requirement</th>
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<tr>
<td>Critical Reflections (2)</td>
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<td>Position Paper</td>
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<tr>
<td>Final Paper</td>
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<td>Written Exams (2)</td>
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<td>Oral Presentation</td>
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<td>Attendance, Preparation &amp; Participation</td>
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**Exams**

There will be two in-class exams based on our readings and class discussions. They will include short essays and ID questions (defining and illustrating certain concepts), as well as multiple choice or true-or-false items. No make-up exams will be given unless (a) there is a reasonable excuse for missing the original date ('reasonable' in my judgment), and (b) you warn me ahead of time or (in case of an emergency) as soon as feasible.

**Position Paper**

This is a short paper (3-4 pages long, typed and double-spaced) where you will need to articulate your position with respect to a controversial topic addressed in our readings and class discussions (see daily program below for details). The paper should be organized coherently, and it should showcase your critical and analytical skills, as well as your ability to relate your own ideas to our readings and class discussions.

**Critical Reflections (Reflexiones críticas)**

Throughout the semester you will write two critical reflections based on our readings and class discussions, as well as other materials and experiences outside our class. In each entry you should reflect on what you consider to be the most important idea or insight you have learned from our readings, materials and class discussions during a particular time period (e.g. the previous week). You will need to address all of the following aspects:

- **Content:** In your view, what is the most important idea or insight you have learned from our readings, class materials and class discussions during the time period in consideration? Why do you consider this insight so important? You should present this idea and its importance concisely, as if you were explaining things to an educated reader who does not know much about the topic.
- **Significance:** How does this idea or insight fit into the general topic of our course (the presence and use of Spanish in the United States)? Again, you should imagine that you are writing for an educated reader who does not know much about the topic.
- **Connections:** What connections do you see between this idea or insight and other things you have learned outside of this class (e.g. in your CBL project, in other classes, in your personal experience, in books you have read or in TV programs or documentaries you have watched)?
- **Unanswered questions:** What else would you want to know about the idea or insight you are discussing? Are there any important questions that our readings, materials and class discussions have left unanswered? Why are those questions important, and what do you think the answers might reveal?
- **Impact on your learning process:** How has this idea or insight changed your understanding of language, multilingualism and Spanish-speaking communities in the US? How has your thinking evolved? What did you use to think before being exposed to these materials, and what do you think now?

Your comments should be organized into a coherent entry. Each entry should be 1 ½ to 2 pages long (typed, double spaced, size 11 p.) . Make sure you review the readings and your class notes before you start writing!
Oral Presentation

You are required to do a presentation on the reading (or readings) included in the course syllabus on a particular date (see below).

Your presentation should be 20-25 minutes long. Because of time constraints, presentations lasting longer than 25 minutes may be interrupted before they end. Hence, you should rehearse to make sure that you adhere to this time limit.

You should prepare a PowerPoint presentation that includes the following parts: (1) introduction (stating the topic, its relevance to our course, and the direction the presentation will take); (2) body (presenting the corresponding information); (3) conclusion (emphasizing key ideas and implications for our course); and (4) some of your reactions to and/or comments on these materials.

- You can include video or audio clips, as well as props, but you should use them strategically. For example, video clips should be short (1 or 2 minutes max) and they should illustrate important points without interrupting the flow of the presentation.
- You will need to make all the ‘technical preparations’ (log on, open your PowerPoint presentation, test the video clips, etc.) 5 minutes before the class starts.

You should be ready to answer any questions that other students may have about the readings or your presentation. As an option, you may prepare a brief (5-min.) follow-up activity after the presentation.

You will also need to prepare a handout (in Spanish, of course). Make sure that you (i) look up all key words and expressions that you will need in Spanish before the presentation, and (ii) proofread your handout for typos, as well as grammar and vocabulary errors. Your handout is part of the grade.

You may use a cue card with a brief outline and/or key words, but you cannot read. You should also NOT read the text in each PowerPoint slide!

Your grade will be based on content, organization, language use (fluency, pronunciation, vocabulary use, grammatical accuracy, and use of communicative strategies) and general presentation skills (e.g. time management, engagement with your audience, use of materials and technology, and group work, if relevant).

If, for some excused reason, you cannot attend class on the day of your presentation, you should notify me as soon as possible (by phone or e-mail). If you miss your presentation for an unexcused reason, you will receive a 0.

Attendance, Preparation and Participation

Regular class attendance is critical. You are allowed a maximum of two unexcused absences. Additional unexcused absences will result in a lower grade for the Attendance, Preparation and Participation component of the course.

Excused absences are typically granted for sickness, a doctor’s visit, a family emergency, a school-sanctioned athletic commitment or other reasonable circumstances at my discretion. Whenever possible, you are encouraged to provide written evidence about your absence. In any case, you are
responsible for requesting that an absent be excused. To do so, you need to contact me in person, by phone or via e-mail ahead of time or (in case of an emergency) as early as possible.

Four late arrivals by more than 10 minutes equal one absence.

If you miss a class, you are still responsible for handing in your homework via e-mail or through a classmate.

Before coming to class you should do the assigned readings, highlight or underline the main points and examples and prepare the discussion questions in writing, as if they were to be handed in. I reserve my right to randomly collect assignments without prior notice if I don’t see that students are completing the homework on a regular basis

Please print out each article and bring it to class on the corresponding date.

This course requires your active participation on a consistent basis by making relevant contributions to both group and class discussions, asking questions, and listening to and responding to me and your classmates. I expect you to participate a lot, but I do not just count the number of times you say something or raise your hand. Instead, I also evaluate what you say and how you say it (i.e. How insightful and relevant are your contributions? Do they show that you have prepared the materials assigned, that you have been paying attention to our discussions, that you understand the main points being discussed, and that you can articulate them using appropriate terminology and structures?)

For each class meeting, you will receive a grade according to the following criteria:

- **A** = Participates in a relevant manner, volunteers often, leads discussions and shows excellent preparation of the materials assigned (this includes preparing the discussion questions in writing). Always uses Spanish in interactions with the professor and peers.
- **B** = Tends to participate in a relevant manner but only when called upon, OR volunteers often but shows some gaps in the preparation of the materials assigned. Always uses Spanish in interactions with the professor and peers.
- **C** = Tends to participate only when called upon AND shows some gaps in the preparation of the materials. May at times use English in interactions with the professor or peers.
- **D-F** = Does not participate much or at all and/or has not prepared the materials. Frequently resorts to English in interactions with the professor or peers.
- **0** = Absent without an excuse.

Participate! It’s the best way to learn, and it’s more fun for all of us. No question or comment is ‘stupid’. You are here to learn and I’m here to help you!

**Community-Based Learning (CBL) Project**

You can choose to complete an optional Community-Based Learning (CBL) Project in the local Latino community. The CBL project involves a weekly commitment for the entire semester starting no later than the last week of September. This extra time investment will be taken into consideration in your final paper.

If you decide to participate, you will be able to choose the specific site and program in consultation with me and the Office of Community-Based Learning. Potential CBL sites include, among others:
• **ISLA (Innovative Services for Latino Achievers):** Focuses on academic success, leadership skills and well-being, and prepares students for the transition from elementary to middle school. In the past ISLA mentors have worked with students Tuesdays, Wednesdays, and Thursdays from 2:30-4:30 at two Worcester sites.

• **Latina Achievers in Search of Success (LASOS):** Engages sixth grade Latina girls and their mothers in an educational after school program which focuses on self exploration, personal development, cultural enrichment, early college awareness and career exploration. The program meets one evening per week for two hours.

• **Iglesia Cristiana de la Comunidad (ICC) Kids Club:** A free faith-based neighborhood program providing after hours recreational, educational, and cultural activities for elementary, middle, and high school youth ages 6 to19. Activities include arts and crafts, basketball, games, movies, dance, open discussions groups on youth issues, job skills, and leadership skills. Past volunteers have worked Monday and Wednesday nights from 5:45-8:00 p.m.

• **The Unaccompanied Minors Program at Lutheran Social Services:** Provides foster home care and supportive case management services to refugee children and teens who have been separated from their families and fled their homelands alone because of war and persecution. Holy Cross students help the adolescents with their homework and serve as mentors and role models. Many of the children are Spanish-speaking.

• **Adult ESL tutoring** at a local community or religious organization (e.g. St. Bernard’s church)

• **Parent outreach programs** (e.g. in Woodland Academy) through *Centro las Américas*

**Final Paper**

You are required to write a final paper on a **topic of your choice**, preferably based on your Community-Based Learning (CBL) project. The minimum length will be shorter for students doing the CBL so as to compensate for the time invested in the project throughout the semester. Thus, the minimum length (typed, double space, not including bibliography, illustrations and appendices) is

- **6 pages** for students who do the CBL Project; and
- **10 pages** for students who do not do the CBL Project.

**You can select your topic** in consultation with me toward the middle of the semester. **Possible topics** (including some that have worked in the past) include:

- An in-depth critical reflection of your experience in the Community-Based Learning Project
- An analysis of the use of ‘Spanglish’ among Holy Cross Latinos or in the local Latino community
- A follow-up of the consequences on the Worcester educational system of the 2002 ballot initiative eliminating bilingual education in Massachusetts
- In-depth interviews with members of the local Latino communities (e.g. regarding their linguistic and educational experiences in the US and/or elsewhere)
- Surveys of language use, linguistic attitudes or controversial topics such as the Official English Movement and bilingual education in the local Latino community
- An analysis of a bilingual classroom (class observations, interviews with teachers, parents and students, etc.)
• An analysis of the representation of the language of Latinos in the US media
• A study on the use of Spanish in a particular sphere in the US (e.g. in advertising, the media, education, the workplace, the legal system)

If you do a CBL project, your paper can be based on your reflections on your experiences (and/or interviews, surveys, observations or other data you obtain) through the CB project, supported by points and observations made in our readings and class discussions. If you do not do a CBL, you can optionally use primary sources (interviews, surveys, your own observations), but you must use other materials besides our course readings (e.g. the additional readings included in our ERes site).

The paper should be organized coherently, and it should showcase your critical and analytical skills, as well as your ability to relate your own ideas to our readings and class discussions.

General Observations Regarding Written Assignments

Your grade will be based on content, organization and language use (i.e. grammar, vocabulary, spelling, and appropriateness of style and register).

You can discuss your ideas with others, but you must write your assignments on your own, and you cannot get help from a FLA. Papers that do not comply with this requirement violate academic honesty and will be subject to a grade penalty (see below).

Late assignments will be subject to a grade penalty. One letter grade will be deducted for each day that the assignment is late (e.g. an A will be lowered to an A- if it is turned in one day late, to a B+ if it is turned in two days late, and so on). Assignments that are not handed in within a week of their due dates will automatically receive a 0. Extensions are available only under exceptional circumstances (e.g. illness or family emergency). To request an extension, you must contact me as soon as feasible (by e-mail, by phone or in person).

You should type all accent marks and tildes, instead of adding them by hand. To do accents on your computer, go to Control Panel > Regional and Language Options > Languages (tab) > Details. Select ‘Keyboard’, click ‘Add’, select ‘United States International’. This will allow you to type accents and tildes (e.g. by typing the apostrophe ‘ and then the letter a, you will get á).

Sources and Citations

You are welcome to use any sources or materials you may need (magazine articles, business models posted on-line, websites, etc.). You may use Wikipedia, but this CANNOT be your only or most important source (and, of course, if you have used Wikipedia, you need to cite it).

You should always cite all the sources you have used in your assignments, particularly in your oral presentation and in all your written work. You must cite your sources even if you are only borrowing someone’s ideas (as opposed to actual quotes). Failure to do so constitutes plagiarism, which is a very serious breach of academic honesty and will be subject to disciplinary action in accordance with College policies (see below).

Sources should be cited in the body of the text (immediately after the corresponding idea or quote), cross-referenced with a full bibliographic citation in the bibliography at the end of the assignment.

Suggested citation format
• In the **body** of your paper or presentation
  
  o Direct quote: Author’s last name, year & page
  
  o Idea (not direct quote): Author’s last name & year

• In the **bibliography**:


  o e.g. # 2 (article): Siegel, Jeff. 2007. ‘Recent Evidence against the Language Bioprogram Hypothesis: The pivotal case of Hawai’i Creole’. *Studies in Language* 31, pp. 51-88.

  o e.g. # 3 (newspaper article): Banana, Juanito. "El español es fantástico". *El País*, viernes 15 de octubre de 2009.


  o e.g. # 5 (video or audio broadcast): Ape Genius. 2008. PBS *Nova* video. Written, produced and directed by John Rubin.

**Academic Honesty**

All assignments handed in during the semester must be written by the student alone. Among other things, this means that you cannot ask FLAs to proofread, edit or correct your papers.

The main violations of academic honesty include

- **Plagiarism**: the act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one’s own.

- **Cheating**: the use of improper means or subterfuge to gain credit or advantage. Forms of cheating include the use, attempted use, or improper possession of unauthorized aids in any examination or other academic exercise submitted for evaluation; the fabrication or falsification of data; misrepresentation of academic or extracurricular credentials; and deceitful performance on placement examinations. It is also cheating to submit the same work for credit in more than one course, except as authorized in advance by the course instructors.

- **Collusion**: assisting or attempting to assist another student in an act of academic dishonesty."

For further information, please refer to the College’s **Academic Honesty policy**. In case of doubt, please consult with me!

**INTERNET RESOURCES**

- **Sociolinguistics**
  
  - *'El español en EEUU' - Centro Virtual Cervantes*: Links to additional resources and readings (in Spanish) relevant to our course
  
  - **James Crawford’s Language Policy Website**: A source of up-to-date, relevant information about bilingual education (including links to the recent Massachusetts
program changes), the English Only movement, and language policy and legislation, among others

- **US English Website**: Official site of *U.S.English*, a citizens’ action group that advocates for official English legislation in the USA
- **Rickford’s Site on Ebonics**: A collection of articles and links regarding Black English Vernacular (a.k.a. Ebonics)

**General Linguistics Resources**

- **Ethnologue**: An encyclopedic reference work cataloging all of the world’s 6,912 known living languages
- **I love languages.com**: One of the largest guides to language-related websites (formerly known as The Human-Languages Page)
- **Lexicon of Linguistics**: Provides searchable definitions of linguistic terms (mainly in theoretical linguistics)
- **Links to Language Resources** (in Spanish)

**Interactive maps**

- US Westward expansion
- Growth of a Nation (animatedatlas.com)

**Linguistics Videos and Multimedia Sites**

- **LSA Videos on the Web**: A great collection of video clips on syntax, semantics, morphology, dialects, language acquisition and more!
- **TED Linguistics Lectures**
- **Patricia Kuhl: 'The Linguistic Genius of Babies'**
  - This is a 5-part series. You can find the other parts here too.
- **Speech Accent Archive**: Video archive with over 200 samples of accented speech of speakers from many different language backgrounds.

**Organizations**

- **Linguistic Society of America (LSA)**
- **American Association for Applied Linguistics**
- **Center for Applied Linguistics (CAL)**: Carries out research, teacher education, design and development of instructional materials, program evaluation, and other activities.
- **American Anthropological Association**
- **The Society for the Study of the Indigenous Languages of the Americas**: An international organization focusing on the scientific study of the languages of the native peoples of North, Central and South America
- **Linguist List**: Includes many links and resources for linguists, including academic programs world wide
- **American Council on the Teaching of Foreign Languages (ACTFL)**

**Dictionaries and Encyclopedias (Spanish, Spanish-English and other)**

- **Spanish Wikipedia**
- **Spanish Wikcionario**: On-line Spanish dictionary associated with the Spanish Wikipedia
- **Diccionarios.com**: Quality on-line dictionaries (Spanish-English/English-Spanish, and monolingual Spanish)
- **Diccionario de la Real Academia Española**
- **Spanish-English & English-Spanish dictionary**
- **Diccionarios El País**
- **Kalipedia** (on-line Spanish encyclopedia)

**General Resources for Learning Spanish**

- On-line grammar exercises from Colby College
- Practice exercises and grammar self-tests
- Spanish verb conjugator
- Pronunciation practice, with audio files (just be patient with the ActiveX Control windows that may pop up before all files are downloaded)
- University of Iowa site that shows you how to pronounce Spanish sounds with audio examples
- Dictations (with corrections!)
- University of Minnesota Spanish Writing Center: Downloadable handouts, useful transitions, MLA style sheet and more
- Página del español: Lots of links & resources for those interested in the Spanish language
- Spanish Pronto
- Spanish News and Current Events (Newspapers, Radio & TV)
  - Spanish Newspapers: Links to Spanish newspapers, classified by country
  - Zoom.in
  - Radio Televisión española (RTVE)
  - CNN+
  - Yahoo en español
  - RFI en español
  - Radialistas
  - Univisión
  - CNN en español
  - El País (newspaper from Spain )
  - Zona Latina
  - Latin American Network Information Center
  - Yahoo news ( Spain )
  - Noticias de Google Argentina (for other Spanish-speaking countries, click on the links at the bottom of the page)
- Other
  - US Census (2000): Official US Census Bureau site including a wide range of up-to-date statistical information about Latinos and the general US population from the latest census. The information is fully searchable by category, and it is displayed in clear, printable tables.
FALL 2012 DAILY PROGRAM

- All readings are available through ERes.
- You should **print the articles** and **bring them to class** on the assigned dates.
- All readings and assignments should be completed before coming to class. You should also **answer all discussion questions about each reading in writing**, even when there is an oral presentation (see below).
- This program **can be modified** according to the specific needs of our section. **Please check our Moodle site** before each class session to make sure you are aware of any changes.

KEY **OP:** Oral Presentation  ▶ = to be handed in

**WEEK 1** (Aug 29 – 31)

Thu **Introduction**

**WEEK 2** (Sep 3 – 7)

Mon **Common myths about bilingualism and multilingualism**

- **Read** our **class policies** in this syllabus (all the sections above our daily program)

Tue

- **Read** Barac & Bialystok (2011):“El desarrollo cognitivo de los niños bilingües” [2+16]

Thu


**WEEK 3** (Sep 10 – 14)

Mon

- **Busca en internet** lo que dice la Hipótesis del Periodo Crítico (en inglés *Critical Period Hypothesis*) sobre el efecto que parece tener la edad de un individuo en su capacidad de adquirir una lengua.

Tue **Basic notions of linguistics & sociolinguistics**

- **Deadline to decide whether** you will be doing a **Community-Based Learning Project**. By now you should have talked to someone at the CBL Office to explore the options and decide in which site you would want to work. If you are doing a CBL, **bring to class** a brief statement
indicating (i) **the person in the CBL office with whom you spoke**, (ii) **which site** you have chosen, (iii) **what you will be doing** there, and (iv) **which of our course objectives** you think **your CBL will help you achieve** (please review our course description and Student Learning Outcomes in the syllabus above to refresh your mind).

Thu

- **Reflexión crítica # 1 due**: Concéntrate en las ideas sobre el bilingüismo y el multilingüismo que discutimos en las primeras cuatro clases. (To see what you are supposed to do, re-read the ‘Reflection Journal’ section in the syllabus above.)
- **Deadline to choose the reading(s) you would like to present for your oral presentation** (see below for dates and articles marked with the icon OP; note that some presentations --those marked as ‘2 slots’-- are to be done in pairs). You should **bring to class a written list with three choices, ranked** in order of preference.

**WEEK 4 (Sep 17 – 21)**

Mon

- **Read** Finegan: “¿Qué es el lenguaje ‘correcto’?” [2]
- **Read** Birner: “¿Está cambiando el inglés?” [3]

Tue

- Continued

Thu **Spanish-speaking communities in the USA**

- **Read** López Morales & Domínguez (2008): “Introducción a la demografía hispánica en los Estados Unidos” [22]

**WEEK 5 (Sep 24 – 28)**

Mon

- **Read** Silva Corvalán et al. (2008): “Mexicanos” (only up to the end of p. 254) [8]

Tue

- **Read** López Morales (2008a). “Cubanos” (only up to ‘Usos, dominios, resultados’ on p. 314) [4]

Thu


**WEEK 6 (Oct 1 – 5)**
Mon

- Read Alba & Gutiérrez (2008): “Los dominicanos” (only up to ‘Las organizaciones comunitarias’ on p. 131, skip ‘Precisiones demográficas’ on pp. 125-127) [8]
- Read Alba (2008): “Dominicanos” (pp. 357-367 & 374-376) [13]

Tue


Thu EXAM 1

WEEK 7 (Oct 8 – 12. FALL BREAK: No classes)

WEEK 8 (Oct 15 – 19)

Mon


Tue Spanish and the Law: The Official English Movement

- Read de la Cuesta (2008): “La lengua española y la legislación estadounidense” [10]

Thu


WEEK 9 (Oct 22 – 26)

Mon


Tue


Thu

- ▶ Reflexión crítica # 2 due: Concéntrate en las ideas que discutimos la semana pasada y esta semana.
WEEK 10 (Oct 29 – Nov 2)

Mon Spanish and the US Education System: Bilingual Education

Tue

   - Read Fillmore (2004): "Language in Education" [20]

Thu

   - Read “No Benefit Found in English-Only Instruction” (2006) [3]

WEEK 11 (Nov 5 – 9)

Mon

   - Read “For Hispanic Parents, Lessons on Helping with the Homework”.

Tue


Thu

   - ► POSITION PAPER due: La educación bilingüe. Please E-MAIL me the paper by 11 am today.

WEEK 12 (Nov 12 – 16)

Mon ‘Spanglish’

   - Lecture on ‘Spanglish’ (no reading assigned)

Tue Lecture on ‘Spanglish’ (continued)

Thu Lecture on ‘Spanglish’ (continued)

   - ► Deadline to chose the topic of your final paper. Read the information about the final paper provided in the first part of this syllabus. Then write a short paragraph explaining which topic you would like to explore and which sources you may use.
**WEEK 13** (Nov 19 – 20. No class Wednesday through Friday – Thanksgiving Break)

Mon

- **Read** Ohlson (2007): “*Baby I’m sorry, te juro, I’m sorry*: Subjetivización versus objetivización mediante el cambio de código inglés/español en la letra de una canción de bachata actual” [14]

Tue **EXAM 2**

Thu **No Class** (Thanksgiving)

**WEEK 14** (Nov 26 – 30)

Mon **Language and Identity: A Closer Look**

- **Read** Urcioli (2008): “Whose Spanish?” The Tension between Linguistic Correctness and Cultural Identity”. (NOTE: This is a difficult reading. Don’t worry if you don’t understand all the ideas. Just concentrate on the discussion questions.) [20]

Tue


Thu


**WEEK 15** (Dec 3 - 7)

Mon

- Discussion of the format, content and expectations of the final paper

Tue **Discussion of final paper**

Thu **Discussion of final paper (continued)** (see above)

**FINAL PAPER due** (via e-mail) by Thursday, December 14, at 12 noon.

- Your paper should have the following file name: 
  FirstName_LastName_Final_Paper_413 (e.g. Josep_Alba-Salas_Final_Paper_413)