CCS 325: Immigration, Nation, and the Media
Spring 2014
Tu/Th 10:00-11:20, Melville Library E4310

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Office: Humanities 2067
Phone: 631-632-7430
Office Hours: Tu/Th 1:00-4:00, and by appointment

Course Description
This course explores the relationship between immigration and ideas of national identity and belonging, with a focus on the role played by media coverage of immigration issues and events. The course is organized around five overlapping themes. After an introduction to the course and migration worldwide, we re-examine common narratives of U.S. history to gain a broader understanding of the multiple histories of the many diverse groups that make up the United States. We pay special attention to the racialized figure of the immigrant outsider, or in today’s language, the “illegal alien.” Next, we outline immigration systems and policies throughout U.S. history, with a focus on the last twenty years. Through these two themes, we will construct a timeline of immigration to the United States, immigration laws, public and political debates, and changing ideas of American identity. Then, we identify common narratives, metaphors, and images evident in media coverage of immigration throughout time. This will allow us to build an analytical “toolbox” for evaluating how past and present media coverage shapes immigration debates and policies, immigrant/citizen interactions, immigration law, and national identity. Finally, the course will put this analytical toolbox to use in an examination of contemporary media coverage of immigration issues and events, with particular attention to the aftermath of 9/11, immigration enforcement initiatives, current efforts at federal immigration reform, state and local responses, and immigration activism. While our primary focus will be on the United States, we also give some attention to the relationship between immigration, nation, and media around the world. Our inquiry will engage a wide range of print, audio, and visual media.

Course Objectives
- Broaden and deepen understanding of the immigration history of the United States
- Contextualize U.S. immigration trends and issues in relation to those worldwide
- Construct a timeline of immigration to the United States, immigration laws, public and political debates, and changing ideas of American identity
- Build an analytical “toolbox” for evaluating how media coverage shapes immigration debates and policies, immigrant/citizen interactions, and national identity
- Apply analytical skills to media coverage of contemporary immigration issues and events
- Develop confidence in communicating ideas through class discussion, media journals, and other written work.

Required Materials
Course materials will include selections from books, scholarly and popular articles, films, visual and audio pieces, and social media.

1) There is one book which you must purchase or rent. It is available at the SBU Bookstore on campus. *You must bring the text to class on days it will be discussed.*
2) Online readings are also required. These are available as PDFs or links on Blackboard in Course Documents. Please see the course schedule for a complete list of readings.

It is required that you print out all course readings and bring them to the class in which they will be discussed. *The cost of the one required text is minimal; therefore, consider the cost of printing as taking the place of buying or renting additional textbooks or a course reader.

As will be further explained below, laptops and other wi-fi enabled devices are not allowed in class.

**Evaluation**

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<th>Percent of grade</th>
<th>Points</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
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<td>Pop Quizzes</td>
<td>10%</td>
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<td>Media Journals (5 Entries; 5% each)</td>
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*This includes comments on others’ journals*

<table>
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<tr>
<th>Percent of grade</th>
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<tr>
<td>Midterm Exam</td>
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<td>Final Paper Presentation</td>
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<td>Final Paper</td>
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*The final point sum will be divided by 4 to obtain your percentage out of 100 and final letter grade.

The following point scale is used to calculate your final grade:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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*Note: Written assignments may also be completed in Spanish.*

**PARTICIPATION AND ATTENDANCE** (15%)

**Participation** will be assessed based on 1) bringing materials assigned for that day to class and coming prepared to discuss them (*i.e., printing readings*); 2) adding content and relevant insights related to the discussion, in both full class and small group forums; 3) posing relevant questions that contribute to the discussion, and 4) Showing consideration and respect for all students in the class. Consequently, it is important to stay on top of the readings and arrive to class ready to participate. **NOTE: If you feel reluctant to voice your opinions, questions, and ideas in class for any reason, please see me to discuss strategies to make sure your participation grade does not suffer.**

**Attendance** is required. More than three unexcused absences (i.e. without official medical, administrative documentation) will lower your Participation and Attendance point total, by approximately 4 points per absence. If you have an emergency or extended illness, please contact the instructor, preferably prior to the class that will be missed. If you miss a class, contact another student for the notes.

**Arrive promptly to class.** More than three lates (more than 5 minutes) will lower your point total by approximately 1 point per late.

**POP QUIZZES** (10%)

Pop quizzes will be given at the instructor’s discretion. Quizzes will be unannounced, roughly once a week. The lowest quiz grade will be dropped, and then the remaining quizzes averaged.

**MEDIA JOURNALS** (25%)

**Journal Entries** There will be 5 Media Journal entries throughout the semester, in which students select contemporary media pieces (print, visual, audio) and then write a journal entry about the
pieces in response to a specific question. You will select 2 pieces according to the outlined criteria for that entry, and post links to them (or attachments if link not available). Pieces should be from within the last 6 months (unless otherwise specified), and they can be from national or international sources (unless otherwise specified). Then, you will write ~500 words in which you a) briefly summarize each piece (~100 words), and b) respond to the specific question posed (~400 words).

Comments - In addition to the reading statement, you are expected to write comments on at least 3 postings (3 total points given for comments). Your comments should be analytical and thoughtful (Beyond “I agree with…”); perhaps raise a question, offer an alternative view, answer a student the question posed, make connections to class materials and discussions or to another media piece.

Statements must be posted by 8pm the night before the class for which the Media Journal was assigned. Comments must be posted by 10 am on the day of class.

Each Entry is worth 20 points:
- 6 points – appropriate pieces chosen, not already selected by another student
- 2 points – edited, proofread, sufficient length, title
- 3 points – brief summaries of pieces
- 6 points – response to specific question posed
- 3 points – comments on other students’ entries (at least 3)

Media Journals are assigned for:
- Tuesday, February 18
- Tuesday, March 4
- Tuesday, March 25
- Thursday, April 10
- Thursday, May 1

There will be other readings assigned for these days (and possibly pop quizzes), so plan ahead.

How to post to Blackboard
Go to the course Blackboard site (for instruction on this see below).
Click on “Discussions” on the left side of the screen.
Click on the Forum for the correct week (e.g. “Media Journal #1”)

To post your Journal entry, click “Create Thread”.
For “Subject”, write an interesting/informative title (no generic titles, like “Media Journal #1”!) For “Message”, compose or paste your journal entry, then click “Submit”. If you compose directly into Blackboard, make sure that you are on a stable internet connection so you don't lose what you’re writing. If you paste from a Word document, use the "Add Mashup" icon in the Toolbar editor: click on the little blue and white checked box on the right side of bottom row, and select “Paste from Word”. If you paste without doing this, your text can get funky.

To post a comment on another student’s journal entry, open the desired thread, then click on “Reply” to write your comment, then click “Submit”.

MIDTERM EXAM (20%)
This exam will test you on your knowledge of the material covered in the first part of the course. Questions are designed to assess student engagement with course materials and understanding of course themes, as well as encourage thoughtful reflection. Students will be asked to answer multiple choice, short answers, and write essays. You are required to bring blue books to the
midterm exam. If you do not come to class with a blue book, you will have to go get one before taking the exam. More details will be provided prior to the exam.

**FINAL PAPER** (25%)
For the final paper, you will select a contemporary immigration issue or event of interest. Then, you will a) research the historical and political background of the issue or event, b) do case studies of media pieces covering the issue or event, and c) use the analytical tools you have developed in the course to analyze the selected coverage. The paper should be 12-15 pages double-spaced. More details will be provided.

You will submit a short paper proposal on TUESDAY, APRIL 15. This proposal should be ~300 words, and include a possible title and description of what the paper will be about. It should also include at least 5 sources.

Final papers are due **Friday, May 16, at 2 pm.** They must be submitted to my mailbox in hard copy AND submitted through SafeAssign on Blackboard.

**FINAL PAPER PRESENTATION** (5%)
You will present your final paper topic to the class. Use of visual media aids is required. More details will be provided. Presentations will be on the last 2 days of class, **May 6 and May 8.**

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**Course Policies**

*Course materials* - It is **required** that you print out all course readings and bring them to the class in which they will be discussed. If you cannot participate adequately in class discussions because you do not have the printed readings, your participation grade will be negatively impacted.

*Electronic devices* - Laptops and other wi-fi enabled devices are not allowed in class. As difficult as it may be, refrain from checking email, texting, etc., or your participation grade will be negatively impacted.

*Email* – Email is a great way to get in touch with me between classes – to touch base, ask a question, set up a meeting, etc. To send me an email:

1) Please start a new email (do not reply to a mass email I have sent to the class; emails often get lost in my inbox this way)
2) In the subject line, write the course number (WST 301), and then briefly indicate the subject in the subject line (i.e. “WST 301 - Question about reading”, “WST 301 - problem with Blackboard”, “WST 301 - can we meet?” etc.)
3) Start the email with a greeting, like “Dear Professor Hiemstra” or “Hello Nancy”
4) Compose your email, and Send.

I will normally respond within 36 hours, with the exception of weekends. If you aren’t already, please get in the habit of **regularly checking your Stony Brook email** address. I will occasionally send a mass email out to the class.

*Office Hours* – Please come visit me in office hours! If you can’t make it during my office hours (Thursdays 1-4) then schedule a different time.

*Blackboard* – Course information and readings can be found on Stony Brook’s Blackboard site: www.blackboard.stonybrook.edu. To log in, you need your Blackboard user name and password. Your user name is your University user name (NetID, which is usually your first initial and the
first seven letters of your last name). Your password is your NetID password. If you do not know these, you can both verify and change them through SOLAR. You can go to a SINC site (public computer labs on campus) to look up your user name. For SINC locations and schedules, go to http://it.stonybrook.edu/services/sinc-sites. Check the course Blackboard site frequently for announcements.

**Late Work** – I reserve the right to refuse to grade late work. Work submitted late (without appropriate documentation) and that I do accept will be penalized a letter grade for every day that it is late.

**Religious observances** - If you have religious observances that conflict with scheduled assignments and/or class attendance, see me at least 2 weeks prior to discuss accommodations.

**Class learning environment** – Creating and sustaining a productive learning environment involves listening, contributing thoughtful and relevant discussion, a civil exchange of ideas, and showing respect for peers and instructor. To these ends, please observe the following guidelines:

- Come to class on time, and leave when the class officially ends.
- Turn off or silence cell phones and other mobile devices. Do not use wifi-enabled devices during class, unless express permission is given to use the device for class purposes.
- Refrain from creating distractions such as holding private conversations or engaging in activities not related to the class. Do not text, email, surf the internet, etc. during class.
- Listen to and respectfully engage the ideas of others in class, especially when you encounter viewpoints with which you disagree. It is important that we maintain a cordial, fair, and open environment in which all feel comfortable expressing their opinions and ideas.

**Additional Policies**

The University Senate has authorized that the following required statements appear in all teaching syllabi on the Stony Brook Campus:

**Americans with Disabilities Act:** If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. [https://web.stonybrook.edu/newfaculty/StudentResources/Pages/DisabilitySupportServices.aspx](https://web.stonybrook.edu/newfaculty/StudentResources/Pages/DisabilitySupportServices.aspx).

**Academic Integrity:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person’s work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at [http://www.stonybrook.edu/uaa/academicjudiciary/](http://www.stonybrook.edu/uaa/academicjudiciary/).

**NOTE from instructor:** Plagiarism is plagiarism even if it is accidental. Please be extremely careful with your note-taking (in class and on readings) and any use of online sources; these are the areas in which I most often see “accidents” occur.

**Critical Incident Management:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.
COURSE SCHEDULE

NOTE: This schedule is flexible, and changes will be made to meet the needs of the class. Changes will be announced in class and on Blackboard. Make sure to always check the latest version of the syllabus on Blackboard before beginning assignments.

*All readings except for Takaki (the required text) will be available on the course Blackboard site in the Course Documents folder, either as PDFs or links. They are listed by the last name of the author first, generally in the order in which they appear on the syllabus.

THEME I: INTRODUCTIONS

WEEK 1
Tues, Jan. 28 – Introduction to the course

Thurs, Jan. 30 – Migration: World view, numbers, and terms

*QUIZ: On Syllabus contents

THEME I: HISTORIES OF U.S. IMMIGRATION AND NATION

WEEK 2
Tues, Feb. 4 – America’s first (voluntary and forced) immigrants
   1) Takaki, pp. 1-62 (Chapters 1,2, and part of 3)

Thurs, Feb. 6 – Irish immigrants and early immigration policies
   1) Takaki, pp.131-154 (Chapter 6)

OPTIONAL – For 3 extra credit points (added to your course point total):
*Read Takaki: pp.262-291 (The Exodus from Russia) and pp. 311-340 (To “The Land of Hope”: Blacks in the Urban North)
*Write 300-400 words summarizing the readings (to hand in), and email to me before class.
*Prepare 3-4 Powerpoint slides to teach the chapters to the class, and email to me by 9 pm the night before class (Wed night).

WEEK 3
Tues, Feb. 11 – Asian immigrants and the first immigration restrictions
   1) Takaki, pp.177-205 (Chapter 8)
   2) Takaki, pp. 232-261 (Chapter 10)
   3) Takaki, pp. 341-350 (part of Chapter 14)

Thurs, Feb. 13 – CLASS CANCELLED DUE TO WEATHER
WEEK 4

**Tues. Feb. 18 – Mexicans in “El Norte” and early deportations**

1) Takaki, pp. 155-176 (Chapter 7)
2) Takaki, pp. 292-310 (Chapter 12)

**OPTIONAL – For 4 extra credit points (added to your course point total):**

*Read Takaki: pp.350-382 (rest of WW II chapter) and pp. 383-404 (Out of the War: Clamors for Change)*

*Write 300-400 words summarizing the readings (to hand in), and email to me before class.*

*Prepare 3-4 Powerpoint slides to teach the chapters to the class, and email to me by 9 pm the night before class (Wed night).*

**Media Journal #1:**

*Select and post in the week's Discussion Forum for media journal entries 2 links for news media pieces that at least touch on:

- two different immigrant groups we have been reading about in Takaki

**NOTE:** You must select pieces not already posted by other students – so make sure to check the links already posted!

*In your Media Journal Entry on BB, post: a) a brief (~100 words) summary of each piece, then b) ~400 words answering the question: How does (or does not) Takaki help your understanding of these news pieces?*

*In class: Be ready to talk about your selections and journal entry.*

**Thurs. Feb. 20 – Who are immigrants today?**

1) Takaki, pp. 405-439 (Chapters 16 and 17)
   Download full report, print and read the Executive Summary (i-viii) and skim (DON'T NEED TO PRINT!) pp. 1-24

*Start watching The Other Side of Immigration

**THEME II: IMMIGRATION SYSTEMS AND POLICIES**

WEEK 5

**Tues. Feb. 25 – Theorizing immigration: The “why” of immigration to the U.S. today**


Film: The Other Side of Immigration (1 hour 30 minutes)

Thurs, Feb. 27 – Immigration policies before and after 9/11/2001

2) "Appendix: Immigration and Naturalization Legislation" from The New Americans, pp. 687-99. (Skim this, look for major shifts and trends in laws)

EXTRA CREDIT OPTION (for 3 points):
*Write 200-300 words summarizing the readings (to hand in), and email to me before class.
*Prepare 3-4 Powerpoint slides to teach the chapters to the class, and email to me by 9 pm the night before class (Wed night).

WEEK 6
Tues, March 4 – Continued Discussion of 1970s-2000s Contexts, and Media Journal

*Come to class with Discussion Guide from Thursday, Feb. 27 (also posted on BB in the “Class Lectures/Discussions/Notes” folder in the Documents folder) completed.

Media Journal #2:
*Select and post in the week's Discussion Forum for media journal entries 2 links for news media pieces:
  • Somehow related to immigration laws and policies we have read about or discussed so far in this course.
  TIPS:
  ➤ While the pieces should be recent (roughly last 2 years), they can tie to historical as well as contemporary laws and policies.
  ➤ Think about this broadly; a piece doesn’t have to be specifically about a particular law or policy. You can also think about this in terms of effects of laws/policies

NOTE: You must select pieces not already posted by other students – so make sure to check the links already posted!
*In your Media Journal Entry on BB, a) a brief (~ 100 words total) summary of each piece, then b) : What policies or laws do these media pieces relate to? AND What did you find interesting, thought-provoking, and/or surprising about the pieces, and why? (~400 words total)
*In class: Be ready to talk about your selections and journal entry.

*Review materials for exam distributed
Thurs, March 6 - Review for exam
*We will finish up pending discussions and review for Midterm Exam
*Bring to class: 3 possible multiple choice questions that could go on the midterm. If one of your questions is used, you will get 1 bonus point.

WEEK 7
Tues, March 11 MIDTERM EXAM
*Bring Blue Books to class; if you do not have a blue book you will have to go get one before beginning the exam.

THEME III: DISCOURSES OF IMMIGRATION AND THE MEDIA

Thurs, March 13 – Images, Icons, Metaphors

WEEK 8
March 17-23 SPRING BREAK

WEEK 9
Tues, March 25 – Visual Media and Immigration
NOTE: Keep in mind that today is a heavy day with both reading and Media Journal #3, but there is no reading for Thursday!

   1) Chapter 3 “Toward a Framework for Reading Magazine Covers” pp.34-52
   2) Chapter 4 “A Lexicon of Images, Icons, and Metaphors for a Discourse on Immigration and the Nation” pp. 53-81

Media Journal #3
*Select and post in the week’s Discussion Forum for media journal entries 2 links for media pieces (can be images, cartoon, videos, articles, etc):
   ● in which images, icons, metaphors, etc. that we have discussed are apparent.

NOTE: You must select pieces not already posted by other students – so make sure to check the links already posted!
*In your Media Journal Entry on BB, a) a brief (~ 100 words) summary of each piece, then b) Interpret and reflect on the use if images, icons, metaphors, etc. in the pieces you selected, making clear links to course material. (~400 words)
*In class: Be ready to talk about your selections and journal entry.
**Thurs, March 27 –Film AND FILM WRITE-UP**

**Class does not meet; watch the FILM: 9500 Liberty (1 hr 20 min)**

**OPTIONS FOR VIEWING:**

1) **on Blackboard:** On the course BB site, at the bottom of the left-hand side column, select "EchoCenter". Once that page loads, select “9500 Liberty”. *Note: Quality will depend on the speed of your internet connection and computer capability.*

2) **watch online through snagfilms.com:**
   http://www.snagfilms.com/films/title/9500_liberty
   [NOTE: I have had better luck with this option than through BB; just have to watch a few ads]

3) **on reserve in library**

**Turn in (on Blackboard) by Friday, March 28 at noon:**

*Write 200-300 words about 9500 Liberty. Give a short summary of the movie (making sure to give overview of whole movie, to show you watched it!), and then briefly write about 1-2 things that you found interesting, surprising, provocative, etc. *NOTE: don’t spend a lot of time on this; the goal is to show you’ve watched the film (instead of a quiz on it next week).*

*Submit on Blackboard: Click on the “Assignments” folder (left hand side of BB page). Click on “9500 Liberty write-up”, and upload your document.

*This will count as a quiz grade, out of 10 points.

**WEEK 10**

**Tues, April 1- The Making of Illegality**


**Thurs, April 3- Immigration Myths and the Media**


WEEK 11

**Tues, April 8 – Immigration Discourses after 9/11**


**EXTRA CREDIT OPTION – 3 points**

1) Chapter 3: “Latina Sexuality, Reproduction, and Fertility as Threats to the Nation” pp. 70-95
2) Chapter 4: “Latina Fertility and Reproduction Reconsidered” pp. 96-110
*Write 300-400 words total summarizing the chapters (to hand in), and email to me before class, Tuesday April 8.*
*Prepare 2-3 Powerpoint slides to teach the chapters to the class, and email to me by 9 pm the night before class (Monday night, April 7).*

**Thurs, April 10 – Media Journal #4**

*Finish up previous discussions
*Discuss Media Journal #4

**Media Journal #4**

*Select and post in the week’s Discussion Forum for media journal entries 1 piece from a U.S source, and 1 piece from a non-U.S. source
* in which common immigration myths are somehow discussed or alluded to

*NOTE: You must select pieces not already posted by other students – so make sure to check the links already posted!*

*In your Media Journal Entry on BB, a) a brief (~100 words) summary of each piece, then b) Identify the myths that your pieces refer to, then reflect on why these myths persist, consequences of them, or the future of these myths, making clear links to course material. (~400 words)*

*In class: Be ready to talk about your selections and journal entry.

**EXTRA CREDIT OPTION – 4 points**

*Attend the talk by Professor Tiffany Joseph, “We Don’t Really Have White People in Brazil”: How Migration to the U.S. and Back to Brazil Alters Brazilians’ Racial Classifications*, on **Wednesday, April 9th at 1:00PM**, in SBS Room N-403
*Then submit a short write-up (~200-300) summarizing the talk: Give a brief summary and list the main points, by **10 pm** that night (because I want to talk about it the next day in class).
THEME V: IMMIGRATION IN THE NEWS TODAY
With a focus on impacts of immigration discourse

WEEK 12
Tues, April 15 – Hate Crimes
FILM: Marcelo Lucero documentary Deputized

*Final Paper proposals due

Thurs, April 17 – Raids, Detention, and Deportation


http://www.washingtonpost.com/wp-dyn/content/article/2007/03/17/AR2007031701113.html

READ:
- Executive Summary, pp. 1-2
- Introduction pp.3-5
- Skim section titles of pp. 6-19 (and read more where interested)
- Chart on legal maze, p.20-21
- Part 3: Visitation provides a course of accountability, pp. 27-31
- Visitation as a source of improvement: advocating for humane conditions, pp. 32-34
- Conclusion: policy recommendations, pp.35-38
NOTE: YOU DO NOT NEED TO PRINT THE REPORT.


WEEK 13
Tues, April 22 – Immigration Industrial Complex
2) Hodai, Beau. 2010. Corporate Con Game AND Ties That Bind: Arizona Politicians and the Private Prison Industry. *In These Times*, June 21:
http://www.inthesetimes.com/article/6085/ties_that_bind_arizona_politicians_and_the_private_prison_industry/
   [http://theinvestigativefund.org/dialogs/print/?id=1755](http://theinvestigativefund.org/dialogs/print/?id=1755) (Read, and watch video)


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**Thurs, April 24- Protesting Immigration Enforcement**


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**WEEK 14**

**Tues, April 29 – DREAMERS**


4) Do some searching on the internet to find out about Deferred Action for Childhood Arrivals (DACA): what? When? How does it work? What do supporters and opponents say about it?

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**Thurs, May 1- MJ#5**

*Finishing up loose ends & MJ #5

**Media Journal #5**

*Select and post* in the week’s Discussion Forum 2 links to media pieces about the same immigration-related issue or event (can be from U.S. and/or non-U.S. sources)

- Both pieces should be about the same immigration-related issue or event, but from different perspectives. For example, a piece in support of Arizona law SB1070, and a piece against it.

**NOTE:** You must select pieces not already posted by other students – so make sure to check the links already posted!
*In your Media Journal Entry on BB, a) a brief (~100 words) summary of each piece, then b) draw on past course materials and discussions to explain the clues that the two pieces have different stances toward the issue/event; how do you know they have different positions? (~400 words)
*In class: Be ready to talk about your selections and journal entry.

WEEK 15
_Tues, May 6 and Thurs, May 8 – student presentations of paper topics_

**FINAL PAPERS** – due **Friday, May 16, at 2 pm.** They must be submitted to my mailbox in hard copy
AND submitted through SafeAssign on Blackboard.