

Instructor Information

Professor Jeffrey Pugh

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Office Location: Wheatley 04-128 (2 doors down from the CR department office)

Office Hours: Tuesday 4-5:30 p.m., Wednesday 4-5:30 p.m.

Note: The following link will assist you in forwarding your UMB email account to your personal account: http://www.umb.edu/it/getting_services/email/office365/o365_forward. Throughout the semester, I will communicate with you via your UMB email account. You may have e-mail redirected from your official UMass Boston address to another e-mail address at your own risk. The University will not be responsible for the handling of e-mail by outside vendors or by departmental servers.

Course Information

Fall 2016: Tuesdays 5:30 - 8:15 p.m., McCormack 02-0205

Credits: 3

Course Description:

This course explores the conflicts that emerge as a result of intergroup encounters when people move to a new host country, whether they are migrating in search of economic opportunity or fleeing violence and oppression. Using an interdisciplinary approach, the course examines the push and pull factors driving migration, as well as the economic and identity factors that explain host-country receptivity or exclusion. It delves into psychological theories of intergroup prejudice, identity formation, and ethnocentrism; sociological theories of networks, assimilation, and group threat, and political explanations of citizenship, political discourse, power, and international institutions to influence migration and refugee policy. The course examines different approaches to addressing conflict between immigrants and the host population, including interpersonal approaches like dialogue, training, trauma awareness, and cross-cultural mediation, as well as system-level approaches like advocacy, human rights accompaniment, networked peacebuilding, public policy, and strategic nonviolent tactics. Drawing concrete case studies from a range of contexts, the course will especially examine anti-immigrant political discourse in the 2016 U.S. presidential elections. It will also study examples including; the 2006 pro-immigration marches in LA and elsewhere; the Minutemen and the Arizona immigration law; the struggle between 'welcome refugees' movements vs. nationalism in Germany; xenophobic violence in South Africa; and relatively progressive policies toward Colombian refugees in Ecuador, among others.

Course

Objectives: By fully participating in this course, you should:

1. understand the different types of migration, and the reasons for varying responses to migration on the part of the host community
2. be able to analyze psychological, economic, cultural, political, and social factors that drive host-migrant conflict, and compare them to other types of intergroup relations

3. know the theories of change behind different conflict resolution intervention approaches, and understand how to adapt them to the context of host-migrant conflict
4. distinguish between direct and structural violence, as well as latent conflict, and understand how all of these are produced by and serve to reinforce host-migrant conflict

Required

Text(s):

No textbooks are required for purchase.

All readings will be made available on the course Blackboard site (<https://umb.umassonline.net/webapps/login/>), or links will be provided to online sources. The course Blackboard site is used for posting readings, for posting class assignments, and updated versions of the syllabus, and you should monitor it regularly.

Required

Assignments:

1. **Short response assignments:** There will be two short response assignments throughout the class, including:
 - i. a migration factual quiz in class at the beginning of the second session [based entirely on the 'Global Migration Trends' report listed for Week I];
 - ii. a 1-2 paragraph reflection post on Blackboard in which you pick out one way in which Donald Trump's Arizona immigration speech either confirms or challenges one or more of the theories or concepts that we have learned in class; provide evidence in the form of direct quotes and/or video clips, an explanation of the theory/concept, and a brief paragraph explaining how this quote/clip illustrates or challenges the theory. This is due BEFORE class on October 25
2. **Public engagement writing assignment:** Write a short article (600-1000 words) on a topic related to immigration and conflict. It should be a persuasive/advocacy article in the style of an op ed or a blog post, intended for a broad audience. You should include at least five references to external sources (of which at least three should be scholarly works), which is generally done in this type of piece by linking to the online version of that source (op eds do not generally use footnotes or works cited). This assignment is due in Week 10 (November 8).
3. **Group presentation:** Each session will begin with a short (less than 5 minutes) presentation by a group of students who will present a news story or specific example of a case involving migrant-related conflict somewhere in the world. They will explain briefly what happened, and draw any ties they can identify with concepts and theories learned in the readings for class during the week in which they are presenting. They will then propose an open-ended discussion question that arose from their case for the class to consider and respond to. Groups may be composed of 2-3 people.
4. **Consultancy Memo:** You will select an actual case of host-migrant conflict occurring in an organization or community (in the U.S. or another country). Imagine that you have been asked by the leaders of the organization or community to advise them on the situation. In

order to do so, you will prepare a 5-6 page single-spaced memo (with subheadings) in which you:

- i. briefly describe the **background of the problem**, explaining what has happened
- ii. **analyze/diagnose the problem**: clearly explain the most important underlying cause(s) of the conflict, drawing on the theories you have learned in class, and any relevant other cases as examples
- iii. **provide recommended strateg(ies)** to address the problem, explaining specifically what you recommend be done, and how it should be done
- iv. give a convincing **rationale**, including underlying theories and evidence from the literature, to back up why you think your recommended strategies will work, and what outcomes you expect to see
- v. specify the needed **resources and timeline** for carrying out the strategy.
- vi. provide a **reference list** with full citation information for all sources you have referred to.

This memo will be due on December 6, Week 14, and should be submitted electronically on Blackboard before class as well as turned in via hard copy in class.

Course Rubric:

Assignment/Deliverable	Grade %
1. Short response assignments	10%
2. Public engagement assignment/op ed	25%
3. Group presentations	10%
4. Consultancy memo	30%
5. Participation (as defined below)	25%

Course

Policies:

Participation -

Participation includes completing all required reading and writing assignments prior to class, thoughtfully participating in discussions, and taking responsibility for helping create a positive learning environment by arriving promptly, listening respectfully, and participating constructively.

- ❖ Attendance is expected in all class meetings. If for some reason you cannot attend a class, prior notice to the instructor is expected.
- ❖ Group Work – Consultation with classmates is encouraged, but all written work must be individual unless otherwise noted.
- ❖ Late Work – Late submissions are not accepted except with prior permission from the instructor, and when granted will generally have half a letter grade deducted per 24-hour period after the specified due date and time (the beginning of class on the date indicated).

Grading

Grading: Grade type for the course is a whole or partial letter grade. (Please see table below)

Note: the lowest passing grade for a graduate student is a “C”. Grades lower than a “C” that are submitted by faculty will automatically be recorded as an “F”. As a

reminder, grad students must maintain at least a 3.0 GPA to remain in good standing in the program.

Please see the Graduate Catalog for more detailed information on the University's grading policy.

Grading Policy			
Letter Grade	Percentage		Quality Points
A	93-100%		4.00
A-	90-92%		3.75
B+	87-89%		3.25
B	83-86%		3.00
B-	80-82%		2.75
C+	77-79%		2.25
C	73-76%		2.00
F	0-72%		0.0
INC	A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are given at the discretion of the instructor. They are awarded when satisfactory work has been accomplished in the majority of the course work, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete		N/A
IF	Received for failure to comply with contracted completion terms.		N/A
W	Received if withdrawal occurs before the withdrawal deadline.		N/A
AU	Audit (only permitted on space-available basis)		N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)		N/A

Course Schedule

1. Overview and Migration types - September 6

- Global Migration Trends

2. Causes of Host-Migrant Conflict I: Economic conflict, group threat, and political power - September 13

- Lincoln Quillian. "Prejudice as a Response to Perceived Group Threat: Population Composition and Anti-Immigrant and Racial Prejudice in Europe." *American Sociological Review* 60, no. 4 (1995): 586-611. <http://www.jstor.org/stable/2096296>.
- Jack Citrin, Donald P. Green, Christopher Muste, and Cara Wong. "Public Opinion Toward Immigration Reform: The Role of Economic Motivations." *The Journal of Politics* 59, no. 3 (1997): 858-81. <http://www.jstor.org/stable/2998640>.

- Rafaela Dansygier. "A Theory of Immigrant Conflict." Chap. 2 in *Immigration and Conflict in Europe*. New York: Cambridge University Press. 2010.
- Giovanni Peri & Vasil Yasenov, "New Evidence on Immigrants and Jobs," *Wall Street Journal*, Jan. 18, 2016, <http://www.wsj.com/articles/new-evidence-on-immigrants-and-jobs-1453162462>.

[in-class quiz on migration, based on last week's 'Global Migration Trends' report**]**

3. Causes of Host-Migrant Conflict II: Cultural difference and threat - September 20

- Aristide Zolberg and Long Litt Woon. "Why Islam is like Spanish: Cultural Incorporation in Europe and the United States." *Politics and Society*. March 1, 1999. no. 27 (1): 5-38. doi: 10.1177/0032329299027001002.
- Samuel Huntington. *The Hispanic Challenge*. *Foreign Policy*. March/April 2004. Accessed December 17, 2007. <http://www.foreignpolicy.com>.
- Claire Adida. "Too close for comfort? Immigrant exclusion in Africa." *Comparative Political Studies*. 44 (2011): 1370-1396. doi: 10.1177/0010414011407467.
- John Skrentny, "Why does immigration arouse deep feelings and conflicts?"
- Recommended: Douglas S. Massey, and Sánchez R. Magaly. "Constructing Immigrant Identity." In *Brokered Boundaries: Immigrant Identity in Anti-Immigrant Times*, 1-25. Russell Sage Foundation, 2010. <http://www.jstor.org/stable>.
- Recommended: Jack Citrin, Amy Lerman, Michael Murakami, and Kathryn Pearson. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics*. 5, no. 1 (2007): 31-48. doi: 10.1017/S1537592707070041

4. Psychological bases of prejudice and host-migrant conflict - September 27

- Henri Tajfel. "Social Psychology of Intergroup Relations." *Annual Review of Psychology*. 33, no. 1 (February 1982): 1-39.
- Lotte Thomsen, Eva G.T. Green, & Jim Sidanius. "We will hunt them down: How social dominance orientation and right-wing authoritarianism fuel ethnic persecution of immigrants in fundamentally different ways." *Journal of Experimental Social Psychology*. 44, no. 6 (2008): 1455-1464.
- Donald Kinder & Cindy Kam. "Strangers in the Land," Chap. 6 in *Us against them: Ethnocentric Foundations of American Opinion*. Chicago: The University of Chicago Press, 2010.

5. Contact Theory - October 4

- Thomas F. Pettigrew and Linda R. Tropp. "A Meta-Analytic Test of Intergroup Contact Theory." *Journal of Personality and Social Psychology*. 90, no. 5 (2006): 751-783. doi: 10.1037/0022-3514.90.5.751
- Lauren McLaren. "Anti-Immigrant Prejudice in Europe: Contact, Threat Perception, and Preferences for the Exclusion of Migrants." *Social Forces*. 81, no. 3 (March 2003): 909-936. doi: 10.1353/sof.2003.0038
- Jim Sidanius, Shana Levin, Colette van Laar, and David O. Sears. "The Effects of Close Intergroup Contact: Interethnic Friendship and Dating in College", Chap. 8 in *The Diversity Challenge: Social Identity and Intergroup Relations on the College Campus*. New York: Russell Sage Foundation, 2008.

- Recommended: Thomas F. Pettigrew and Linda R. Tropp. "How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators." *European Journal of Social Psychology*. 38 (March 2008): 922-934. doi: 10.1002/ejsp.504

6. Forced Migrants, Refugees, and Conflict in Receiving Countries - October 11

- Karen Jacobsen. "A Framework for Exploring the Political and Security Context of Refugee Populated Areas." *Refugee Survey Quarterly*. 19, no. 1 (2000): 3-22. doi: 10.1093/rsq/19.1.3.
- Myron Weiner. "Security, Stability, and International Migration," Chap. 6 in *The Global Migration Crisis: Challenge to States and Human Rights*. New York: HarperCollins College Publishers, 1995.
- Fiona Adamson. "Crossing Borders: International Migration and National Security." *International Security* 31, no. 1 (Summer 2006): 165-199.
- Complete Against All Odds video game: http://www.playagainstallodds.ca/game_us.html
Come prepared to discuss your experience in class.

7. Migration and structural violence - October 18

- Marc Pilisuk and Jennifer A. Roundtree. "The Hidden Structure of Violence." Chap. 3 in *Who Benefits from Global Violence and War: Uncovering a Destructive System*. New York: Monthly Review Press, 2015.
- Michael Welch. "The Role of the Immigration and Naturalization Service in the Prison-Industrial Complex." *Social Justice* 27, no. 3 (81) (2000): 73-88. <http://www.jstor.org/stable/29767232>.
- Chico Harlan. "Inside the Administration's \$1 Billion Deal to Detain Central American Asylum Seekers." *Washington Post*. August 14, 2016.
- Nancy Lindborg. "Stopping Europe's Refugee Crisis at the Source." *Foreign Policy*, September 18, 2015. <http://foreignpolicy.com/2015/09/18/stopping-europes-refugee-crisis-source-syria-iraq-aid/>.

8. Contemporary U.S. Politics as Laboratory for Anti-Immigrant Conflict: Explaining the Tea Party & Trump - October 25

- Ariane Chebel d'Appollonia. "The Immigration-Security Nexus" and "The Framing of Immigration as a Security Issue." in *Frontiers of Fear: Immigration and Insecurity in the United States and Europe*. Ithaca: Cornell University Press, 2012.
- Vanessa Williamson, Theda Skocpol, and John Coggin. "The Tea Party and the Remaking of Republican Conservatism." *Perspectives on Politics* 9, no. 1 (2011): 25-43. doi: 10.1017/S153759271000407X.
- Amanda Taub. "The Rise of American Authoritarianism." March 1, 2016. <http://www.vox.com/2016/3/1/11127424/trump-authoritarianism>.
- Philip Bump. "Here's what Donald Trump said in his Big, Immigration Speech, Annotated." *The Washington Post*. August 31, 2016. <https://www.washingtonpost.com/news/the-fix/wp/2016/08/31/heres-what-donald-trump-said-in-his-big-immigration-speech-annotated/>.

9. How to build host-migrant peace I: Macro approaches - November 1

- Dina Okamoto and Kim Ebert. "Group Boundaries, Immigrant Inclusion, and the Politics of Immigrant-Native Relations." *American Behavioral Scientist* 60, no. 2(2016): 224-250. doi: 10.1177/0002764215607580.

- Robert F. Barsky. "Want to Prevent Lone-Wolf Terrorism? Promote a 'Sense of Belonging'." August 30, 2016. <https://theconversation.com/want-to-prevent-lone-wolf-terrorism-promote-a-sense-of-belonging-63487>.
- Jeff Pugh. "Build bridges, Not Walls, Foster Peace and Security as Refugees Arrive." June 17, 2016. <http://www.counterpunch.org/2016/06/17/bridges-not-walls-foster-peace-and-security-as-refugees-arrive/>.
- Claire L. Adida, David D. Laitin, Marie-Anne Valfort. "The challenge of Muslim Migrants into Christian-Heritage Societies." and "What is to be done?" in *Why Muslim Integration Fails in Christian-Heritage Countries*. Cambridge: Harvard University Press, 2016.
- Recommended: Sharon Edington and Caroline Hughes. "Refugees and Peacebuilding: 'Poor Country Problems' in Cambodia and Bosnia-Herzegovina," Ch. 6 in *Practical Approaches to Peacebuilding: Putting Theory to Work*. Boulder: Lynne Rienner Publishers, 2016.
- Recommended: Jacob Bercovitch. "A Neglected Relationship: Diasporas and Conflict Resolution." *Diasporas in conflict: Peace-makers or peace-wreckers* (2007): 17-38.

10. How to build host-migrant peace II: Micro approaches - November 8

- Barbara Tint, Vincent Chirimwam, Caroline Sarkis. "Diasporas in Dialogue: Lessons from Reconciliation Efforts in African Refugee Communities." *Conflict Resolution Quarterly* 32, no. 2 (2014): 177-202. doi: 10.1002/crq
- Jeffrey D. Pugh, David Sulewski and Julie Moreno. "Adapting Community Mediation for Colombian Forced Migrants in Ecuador," *Conflict Resolution Quarterly*. doi: 10.1002/crq.21184.
- Patricia Gurin, Biren (Ratnesh) A. Nagda, and Ximena Zúñiga. "The Practice of Intergroup Dialogue," Ch. 2 in *Dialogue across Difference: Practice, Theory, and Research on Intergroup Dialogue*. New York: Russel Sage Foundation, 2013.
- Helma Lutz. "In Between or Bridging Cultural Gaps: Migrant Women from Turkey as Cultural Mediators." *New Community* 19, no. 3 (1993): 485-492.
- Recommended: Jeffrey D. Pugh, "Peacebuilding among Transnational Youth in Migrant-Receiving Border Regions of Ecuador," *Journal of Peacebuilding and Development* 11, no. 3 (2016): 1-15. doi: 10.1080/15423166.2016.1222591
- Recommended: Mark P. Orbe & Tina M. Harris. "Moving from the Theoretical to the Practical," Ch. 12 in *Interracial Communication*. 3rd ed. Thousand Oaks: Sage Publications, 2008.

[public engagement writing assignment due at the beginning of class. Should be submitted electronically on Blackboard before class AND turned in via hard copy**]**

11. Social integration and negotiating identities - November 15

- Elizabeth Theiss-Morse. "The Need for a Social Theory of National Identity," Ch. 1 in *Who counts as an American?* New York: Cambridge University Press. 2009.
- Kara Cebulko and Maroa Galvao. "The Criminalization of Brazilian Immigrants," Ch. 11 in *The Immigrant Other*. Edited by Rich Furman, Greg Lamphear, and Douglas Epps. New York: Columbia University Press. 2016.
- Mary Patrice Erdmans. "Immigrants and Ethnics: Conflict and Identity in Chicago Polonia," Ch. 25 in *Conflict & Culture*. Edited by Pat K. Chew. New York: New York University Press. 2001.

- Jeffrey D. Pugh, "Negotiating Identity and Belonging through the Invisibility Bargain: Colombian Forced Migrants in Ecuador."
- Saadia Ahmad. "I'm a Muslim — ask me about Islam." *The Boston Globe*. November 19, 2015. <https://www.bostonglobe.com/opinion/2015/11/19/saadia-ahmad-muslim-ask-about-islam/KuZ7PqboSznrQRciyYa1ll/story.html>
- Recommended: Bridget Anderson. "The Chrysalis for Every Special of Criminal? Vagrancy, Settlement, and Mobility, Ch. 1 in *Us & Them? The Dangerous Politics of Immigration Control*. Oxford: Oxford University Press. 2013.

12. Political participation and strategies in a context of power imbalance - November 22

- Ewa Morawska. "Structuring Immigrants' Civic-Political Incorporation into the Host Society," Ch. 8 in *Outsiders No More? Models of Immigrant Political Incorporation*. Edited by Jennifer Hochschild, Jaqueline Chattopadhyay, Claudine Gay, and Michael Jones-Correa. Oxford: Oxford University Press. 2013.
- Els de Graauw. "The Local Politics of Immigrant Integration" in *Making Immigrant Rights Real: Nonprofits and the Politics of Integration in San Francisco*. Ithaca: Cornell University Press. 2016.
- Kathleen Staudt and Josiah Heyman. "Immigrants organize against everyday life victimization," Ch. 6 in *Immigrant Other: Lived Experiences in a Transnational World*. Edited by Rich Furman, Greg Lamphear, and Douglas Epps. New York: Columbia University Press. 2016.
- Recommended: Antje Ellerman. "Undocumented Migrants and Resistance in the Liberal State." *Politics and Society* 38, no. 3(2010): 408-429. doi: 10.1177/0032329210373072.
- Recommended: Peter Nyers. "No one is Illegal between City and Nation." *Studies in Social Justice* 4, no. 2 (2010): 1277-143.
- Recommended: Beth Elise Whitaker & Jason Giersch. "Political Competition and Attitudes towards Immigration in Africa." *Journal of Ethnic and Migration Studies* 41, no. 10 (2015): 1536-1557. doi: 10.1080/1369183X.2014.996534.

13. Framing Immigration: Media, discourse, & language in host-migrant peace and conflict - November 29

- Heaven Crawley, Simon McMahon, Katharine Jones. "Victims & Villains: Migrant Voices in the British Media." Centre for Trust, Peace, and Social Relations. 1-8. 2016.
- Michael Diedring. "Refugee crisis: How language contributes to the fate of refugees." (blog) *The Elders*. <http://theelders.org/>.
- Roland Bleiker, David Campbell, Emma Hutchison, and Xzarina Nicholson. "The visual dehumanization of refugees." *Australian Journal of Political Science* 48, no. 4 (2013): 398-416. doi: 10.1080/10361146.2013.840769.
- Recommended: Ted Brader, Nicholas A. Valentino, and Elizabeth Suhay. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues, and Immigration Threat." *American Journal of Political Science* 52, no. 4 (2008): 959-78. <http://www.jstor.org/stable/25193860>.

14. The power of connection: Building strong networks for social resilience - December 6

- Susan Allen Nan. "Social Capital in Exclusive and Inclusive Networks." Ch. 11 in *Social Capital and Peace-Building: Creating and Resolving Conflict with Trust and Social Networks*. Edited by Michaelene Cox. New York: Routledge. 2008.

- Loren Landau and Marguerite Duponchel. "Laws, Policies, or Social Position? Capabilities and the Determinants of Effective Protection in Four African Cities." *Journal of Refugee Studies* 24, no. 1(2011): 1-22.
- Lana Balyk and Jeffrey Pugh, "Networked governance in Ecuador's Border Regions." *Forced Migration Review* 43(2013).

[Consultancy memo due at the beginning of class**]**

15. Forum/guest speaker/topic TBD by class - December 13

Note that the **Conflict Resolution Colloquium will take place today from 5:30-7 p.m., and will be a panel on **Immigration & Political Discourse**. Everyone is expected to attend, since it will take place during the first part of class time. It will take place in **Campus Center 3545**, and we will all come back to our classroom together afterward for the remainder of class.**

Additional Resources for Exploration

Sources for data and research—several key hubs for high quality original research and data on migration-related topics are:

Migration Policy Institute-www.migrationpolicy.org

Russell Sage Foundation- <https://www.russellsage.org/research/race-ethnicity-immigration>

Pew Hispanic Center-<http://pewhispanic.org/>

Department of Homeland Security-www.dhs.gov

Journals—the following scholarly journals often publish research on immigration and/or conflict resolution: *International Migration Review*, *Journal of Ethnic & Migration Studies*, *International Migration*, *Forced Migration Review*, *Negotiation Journal*, *Journal of Conflict Resolution*, *Conflict Resolution Quarterly*, *Journal of Peace Research*, *International Journal of Conflict Management*, *Journal of Human Security and Migration*, *International Studies Quarterly*, *World Politics*, *Peace & Conflict*, *Comparative Political Studies*, *American Behavioral Scientist*, *Journal of Refugee Studies*, *Migration Studies*

Methods of Instruction

This course is structured primarily as an interactive seminar, with a primary focus on in-depth discussion, complemented by lectures and occasional practical exercises. Attendance is expected in all classes. If you need for some reason to miss a class, please inform me in advance. Please come to class prepared by having read the listed readings for that class from the syllabus, as well as preparing any assignments ahead of time.

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. <http://www.umb.edu/academics/vpass/disability/> After registration with the Ross Center, a student should present and discuss the accommodations with the professor. Although a student can request accommodations at any time, we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

Academic Integrity and the Code of Student Conduct

Code of Conduct and Academic Integrity

It is the expressed policy of the University that every aspect of academic life--not only formal coursework situations, but all relationships and interactions connected to the educational process--shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student's own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and relevant program student handbook(s). [UMB Code of Student Conduct](#)

You are encouraged to visit and review the UMass website on *Correct Citation and Avoiding Plagiarism*: <http://umb.libguides.com/citations>