

**Anthropology 3315: Urban Anthropology CRN 13548**  
**Sociology 3315: Urban Sociology: CRN 13704**  
**Women's and Gender Studies: WS 3390 Women and Community Development CRN 16361**  
**WS 5390: Women and Community Development CRN 19136**  
**Tuesdays and Thursdays 1:30 pm to 2:50 pm**  
**Education Building 202**  
**August 28<sup>th</sup> to December 6<sup>th</sup>, Final Exam Dec. 13<sup>th</sup> 1 pm to 3:45 pm**

### Course Syllabus Fall 2018



University of Texas, El Paso  
Department of Sociology and Anthropology and Women's and Gender Studies

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#### **UTEP Help desk information:**

Help Desk Telephone: On-campus extension: 747-4357 (HELP), Off-campus: (915) 747-5257, UTEP directory 747-5000, HELP Desk EMAIL: [helpdesk@utep.edu](mailto:helpdesk@utep.edu). **Student Support Services. The Center for Accommodation and Support Services** is available to register for services and to make necessary accommodations for quizzes, exams, and note takers (visit the Student Union East, Room 106, 747-5148). Please speak to me early in the semester to make arrangements to accommodate your needs. The **University Counseling Center** is located at 202 Union West, 747-5302, for walk in appointments and career, study skills, and personal worth workshops. The **Student Health Center** is located in the Union Building East, Suite 100, 747-5624. The **University Writing Center** is located in the UTEP library Room 227 for drop in tutoring and assistance with your writing assignments and final paper. I strongly encourage you to seek help if and when you need it throughout the semester.

**Email Protocol:** When e-mailing me please write your first and last name at the end of the email so that I know who you are. Also, indicate the class you are enrolled in and the topic or question in the email's subject line: Example: LAST NAME, FIRST NAME, CLASS, Question about first assignment. When e- mailing a file, label your document with your name, class, and a few words that summarize the content. Ex. Núñez, Franco. Urban Anthro. Service learning question

#### **I. Course Description**

Urban Anthropology and Urban Sociology involves the study of human beings and their cultural institutions in cities. This course is also cross-listed with Women's and Gender Studies to focus on women and community development efforts in colonias and the U.S.-Mexico border more broadly. designed to develop a social scientific

awareness of urbanization processes as a local and global phenomenon. Students will examine the impacts of social and physical isolation of colonia residents and other similar settlements by exploring and understanding the impacts of culture, poverty, racism, and environmental and social injustice in colonia communities. We will look at strategies people, as individuals and in groups, use to cope with the demands posed by urban environments. The focus of the course will discuss urbanism (i.e., how large, dense, heterogeneous settlements shape behavior) and urbanization (the processes in which communities develop into urban settlements). Urban Anthropology/Sociology is based primarily on the research experiences of anthropologists and social scientists who study culture in the city and of the city in the United States and in countries throughout the world.

In this course, students will apply the anthropological values of holism and cultural relativity to the study of human behavior within rural-urban contexts. Students will learn to look at cities through an anthropological lens. The class will have a strong research component, requiring students to conduct ethnographic fieldwork with field notes, participant-observation, maps, and photographs of community-based locations. Field notes that provide “thick description” of everyday life in social settings are critical in documenting initial and accumulated experiences in your field sites, observations of behaviors, and in the analysis and writing-up phase of your research. After completing this course, students will have learned what ethnographer and urban social scientists do through their research experiences.

This class has been designated as a Liberal Arts Honors Program [LAHP] course. It has received this designation because it features at least five of the Honors course criteria, which include student leadership, advanced readings and/or reviews, opportunities for intensive writing, opportunities for intensive research, opportunities to utilize technology, opportunities to make extensive use of campus resources, community-based experiences, pre-professional opportunities, and development of critical thinking. In broader terms, this course is honors-designated because of its creativity and/or intellectual rigor, both of which are integral components of the Liberal Arts Honors Program. No additional coursework is necessary for this course to count towards the LAHP Honors minor. If you are not a member of the LAHP, and are interested in the program, please visit the LAHP website at <http://academics.utep.edu/lahp>.

This course offers Service-Learning (SL) and undergraduate research components, which is coordinated by UT El Paso’s Center for Civic Engagement. Service learning is a pedagogical tool that encourages students to step outside of the classroom and apply their skills, knowledge, and commitment towards working with others at the local community level. There is significant research that indicates there are a number of benefits associated with Service Learning as a “high impact practice in higher education,” as such, students are invited to consider this option. If you are not an El Paso resident, you may take responsibility for identifying a local organization to do your service learning, so as long as you can secure access to this location and a find a site supervisor who can agree to oversee your service and validate your 20 hours throughout the length of the semester (2 hours over 10 weeks = 20 hours of service learning over the span of the semester).

## II. Course Learning Goals and Objectives

### ***Knowledge:***

- \* To understand the study of human populations and communities from an anthropological perspective.
- \* To comprehend the differences between urbanism and urbanization.
- \* To gain theoretical knowledge of urban anthropology/sociology, political ecology, and gendered perspectives on urbanization and community development.
- \* To demonstrate critical understanding of theories of urbanization, population movements, and colonias on the U.S.-Mexico border.
- \* To examine the social forces that alienate and marginalize populations in urban-rural settings.
- \* To understand the effects of class, gender, ethnicity and power differentials in urban settings in diverse nations.
- \* Learn the differences between conducting research in rural versus urban settings.
- \* To critically examine the global processes and impacts of migration and transnationalism on urbanization.

### ***Skills:***

- \* To conduct independent participant observation research, take field notes in an urban setting.

- \* To develop team-based learning experiences through group discussion and presentations.
- \* To examine ethnographic cases of urban life in diverse geographic locations to gain familiarity with local and global urban settings.
- \* To identify how individuals, groups, and families establish and maintain formal and informal networks in urban settings.
- \* To develop critical thinking and writing skills through constructive and collaborative course discussions.
- \* To develop conflict resolution skills via open and respectful communication with group members.
- \* To build community among group members.
- \* To gain ethnographic research experiences through service learning or alternative research options.

### III. Required Texts and Materials:

- 1) Gmelch, George and Petra Kuppinger. 2018. *Urban Life: Readings in the Anthropology of the City*. 6<sup>th</sup> ed. Long Grove, Illinois: Waveland Press, Inc. USBN # Look for **[UL: Author's Last name(s)] in the class schedule to learn which readings are due.**
- 2) Nunez M., Gina and Azuri L. Gonzalez. 2018 *Community Engagement and High Impact Practices in Higher Education*. Dubuque, IA: Kendall Hunt. ISBN 978-15249-6037. CE: Author's Last Name in class schedule
- 3) Digitized readings in the forms of PDFs and hyperlinks using the UTEP library to cover additional class contents and materials available via Blackboard. Please buy/rent the required texts as soon as possible. Don't wait until you have to take a quiz to get your books as the bookstore is likely to return unpurchased books.
- 4) Binder paper to work on weekly writing prompts and submit these for attendance and participation credit. Composition book for your field notes throughout the semester. Three green scantrons for your exams.

### IV. Grading

**Personal Interest and Commitment Form = 10 points**

**Attendance and Participation (via in class writing prompts, short writing assignments, and group presentations) = 100 points**

**Guest Speaker/Film Reflection Papers (4 x 10) = 40 points**

**Participant observation of two community events or lectures (2 x 10) = 20 points**

**Exams (150 points)**

**Final paper due on Service Learning Practicum or Research = 150 points**

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**Total Points = 470 points total**

**Grading Scale:**

470 to 423 points => A	422- to 376 points = B	375 to 329 points = C
328 to 282 points => D	281 points and below = F	

#### **Course Grading Scale Defined:**

A= An "A" is designated for assignments that go beyond the requirements of the assignment; exceptional and outstanding work, well written, well documented/cited, and argued.

B= A "B" is designated for assignment that go beyond some of the requirements of the assignment; better average work, for the most part, well written and argued, but with a few errors in writing or reasoning.

C= A "C" is designated for assignments that meet requirement of the assignment, but is average work, average writing, thesis lacks clarity, reasoning is insufficient, and/or there are errors in writing.

D= A "D" is designated for assignments that do not meet all requirement of the assignment; generally less than average work, less than average writing, no thesis, reasoning is faulty, or substantial errors in writing.

F= A "F" fails to meet most of the requirements of the assignment; far below average work, faulty reasoning,

massive errors in writing.

**Important Note about Academic Integrity:** Students must present their own efforts and contributions in all assignments and examinations. Copying, cheating, plagiarism, and falsifying research data is unacceptable behavior. Plagiarism is taking someone else's work and representing it as one's own. Honesty and respect for your work and the work of others is essential to your success in this course and in your academic career.

You should become acquainted with the Code of Ethics of the American Anthropological Association found at <http://www.aaanet.org/committees/ethics/ethcode.htm>. Understand that as a UTEP student, you represent the Department of Sociology and Anthropology as well as the overall university at all times. Be respectful of yourself, your classmates, your professor, your scholarship, and your key research informants during the length of your fieldwork. In conducting fieldwork, please practice safety, integrity, respect, and common sense.

**Note on late penalties:** In the interest of fairness, extensions on assignments or exams will be granted **only** in the case of **documented** medical or family emergencies. Assignments not turned in on time will be penalized 10 points or the equivalent of a letter grade for every day late.

#### **V. Class Attendance, Discussion Participation Guidelines**

Each student is required to attend class prepared to discuss course readings. Students will be asked to respond to short writing prompts in class based on the assigned course readings. Students will also be presenting course readings in short group presentations. We will have 3 to 4 readings assigned per week.

Writing Prompts will be evaluated on the following criteria (5 points):

Does the student:

- Does the student response show evidence of student having closely read the assigned materials?
- Does the student show evidence of deep thinking about the reading beyond just summarizing it? (This may include extension of a topic to new circumstances, other readings, contemporary events, contradictory evidence, internal (in)consistencies, and analyses of assumptions.)
- Does the student include relevant evidence, key arguments, citations of readings, and analysis to support the points made?

Weekly presentations will be evaluated on the following criteria (10 points):

- A. **Communication of assigned reading** contents in a clear and effective form.
- B. **Reflection** on new knowledge and meanings gained: describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion within your group.
- C. **Understanding:** Discusses understanding of relevant themes, concepts, main ideas, components or relationships among ideas. Or, identified hidden assumptions or fallacies in reasoning
- D. **Elaborating:** Builds on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
- E. **Applying:** Provides examples of how principles or concepts can be applied to class or "real world" situations, discusses the implications that theory has to life practice.
- F. **Analyzing:** Integrates multiple views to provide a summary, a new perspective, or a creative articulation of ideas.
- G. **Evaluating:** Assesses the accuracy, reasonableness, or quality of ideas.
- H. **Creating:** Creates new written outcomes or points of view, develops new initiatives.

**VI. Guest Speaker or Film Reflections.** We will have guest speakers come to class to discuss their research and community engagement efforts. We will also be watching films addressing urbanization, gentrification, and other

topics related to this course. Students are responsible for taking notes and writing up their observations and reflections based on the speaker's presentation in a 1 to 2 page double spaced narrative. 10 points.

**VII. Exams.** We will have three exams this semester about four weeks apart and a final exam based on course readings and lectures. Each exam is worth 50 points each for a total of 150 points.

**VIII. Final Paper based on Applied Research Practicum, Library Based Research, or Undergraduate Research (150 points)**

Ethnographic fieldwork is one of the definitive aspects of Anthropology. This class provides students with the opportunity to gain field research experience by conducting a research practicum via Service Learning in a school, agency or non-profit organization in El Paso or in your local community. Students may choose from a number of organizations and projects offered by the Center for Civic Engagement or partnering organizations identified and agreed upon with Dr. Núñez. I strongly encourage students to participate in Service Learning, as a strategy for creating meaningful experiences while helping others and helping yourselves by developing social networks and by building professional work experience prior to graduation. Also, studies indicate that students reap many benefits of engaging and participating in activities outside of classes as a way of enhancing their college experience and classroom-based education. If for some reason, doing Service Learning is not possible, you have another option:

**Option 1: Service learning in a local organization (@3000 words (8-10 pages, double spaced))**

This class is being taught with an applied anthropological focus. As such, students are strongly encouraged to gain applied research experience and real life experience by conducting a service-learning **practicum** in a local agency or organization in El Paso or in the city you are living in. A **minimum of 20 hours are required** to be spread over the length of the entire semester (approximately 2 hours per week over the length of 10 weeks). By dividing your time over the length of the semester, you will be more likely to establish personal relationships and professional networks, gain a broader perspective on issues impacting your community, and gain experience outside of the classroom. You are also more likely to enhance your personal insights, build your social networks, and develop valuable experiences over the long run if you pace your 20 hours over the length of the semester. Students doing Service Learning should contextualize their field experiences with **five contemporary academic sources**, mainly academic journal articles, to provide a critical analysis of key issues you are observing in the community. Sources are to be cited within the paper's text and listed in alphabetic order in a bibliography using the **APA citation style** (See: <http://library.williams.edu/citing/styles/apa.php> for examples of how to cite accordingly). **Field notes**, including date, time, and location, of your participation and service learning experiences should be taken within **24 hours** and incorporated in your final paper. Students conducting the practicum are expected to follow through with their commitments while representing themselves with professionalism knowing they represent themselves, the Department of Sociology and Anthropology and Women's and Gender Studies, and the University of Texas at El Paso with utmost respect and integrity in our community. Total: 20 hours + 5 academic citations of theoretical/methodological sources related to your Service Learning practicum. Students interested in conducting longer internships prior to graduation, please make an appointment to speak to me about partnering with a community organization and drafting an internship agreement. This semester, students will have an opportunity to do court observations of domestic violence cases, tutor English/Citizenship courses, and will have an option of community organizations to choose from.

Students unable to conduct a Service Learning practicum have the option of generating an annotated bibliography and a final paper on a topic or policy issue of choice relating to colonias, women and development, or a topic directly related to urban anthropology/sociology. Consult with Dr. Núñez for guidance on choosing your final research paper's topic.

**Option 2:** Library/Online/Community-based research paper on a topic related to urbanization (2500-5000 words, 8-10 pages). Using the major themes and topics discussed in class (urbanization, political ecology, gender, migration, social networks, transportation, etc.), students should base their research on a contemporary issue study **one urban ethnography (book)** of choice plus **ten** contemporary academic sources, mainly academic journal articles, to then

generate a **final paper** on this research topic. Sources are to be cited within the paper's text and listed in alphabetic order in a bibliography using the **APA citation style** (See: <http://library.williams.edu/citing/styles/apa.php> for examples of how to cite accordingly). Avoid "copying and pasting" (i.e. plagiarizing) from Internet sources that may or may not be peer reviewed and academically sound. Papers will be turned into the Dean of Students if these are believed to have been plagiarized. Students can choose to study a topic related to youth, urban gardens, colonias, immigrants, a soup kitchen, food bank, etc. Total: Critical Analysis of one ethnographic study (book) + 10 contemporary academic citations of theoretical/methodological sources related to your ethnography of choice. Community based research papers can be based on a local organization's research needs, which will require students to identify data, resources, and materials to report back to the community partner. Please seek guidance and consultation on this effort from Dr. Nunez and your community partner.

**Final Paper Guidelines: @3000 words (8-10 pages)**

This project involves conducting a research project on Option 1 or 2 on a topic related to urban anthropology, sociology, and/or women's and gender studies. You will define the topic, write a research design, carry out the study, analyze your data, and write up your results. You may do your project on one of the three options discussed above or another topic discussed and approved by your professor.

- Tues, 9/11 One-paragraph description of research proposal citing at least 5 academic sources (APA style) (20 points)
- Tues, 10/9 3-page research design. The research design defines the problem or question you are researching and describes how you will gather data: interviews, participant-observation, library research, mapping, photography, etc. A brief annotated bibliography with a one paragraph description for each source must be included; 10 citations at minimum. (30 points)
- Thurs, 12/6 Final Paper @3000 word (8-10 pages) research paper due with the following sections:
  - abstract
  - introduction
  - methods
  - findings
  - significance of the research
  - problems and ways you would address them if you were to do the project again
  - conclusion
  - attach to your paper typed field notes, evidence of hours completed for SL option, maps, or photographs. For ideas on mapping and documenting public spaces, see [http://www.nytimes.com/2009/11/17/technology/internet/17maps.html?\\_r=2&hp&](http://www.nytimes.com/2009/11/17/technology/internet/17maps.html?_r=2&hp&). (100 points total for the final research paper and 50 points total for preliminary reports)

**COURSE CALENDAR\***

<b>Week/Dates</b>	<b>Lecture Topics:</b>	<b>Class Presentations on Readings:</b>
<b>Wk 1</b> 8/28 to 8/30	<b>Introduction to course: What is Urban Anthropology? How are colonias relevant to urbanization and the development of the U.S.-Mexico Border? What roles do women play in community development efforts on the U.S.-Mexico Border?</b> Review Course Syllabus, texts, requirements, expectations, ethics, student, and professor's responsibilities.	Read and Review your class syllabus for class expectations, assignments, and important dates. <b>For TH: Read introduction of Nunez and Gonzalez' <i>Community Engagement and High Impact Practices in Higher Ed.</i> book – Look on Blackboard for your groups</b> <b>PDF: Coronado's <i>La Vida en las Colonias de la Frontera/Life in the Colonias on the Border</i></b> <b>UL: Foster and Kemper's <i>Anthropological Fieldwork in Cities</i></b> <b>UL: Bestor's <i>Networks, Neighborhoods, and Markets: Fieldwork in Tokyo, Japan</i></b>



		<i>PDF on Women and Community Development</i>
<b>Wk 2</b> 9/4 to 9/6	<b>UNIT 1: Anthropological Fieldwork in Cities</b>  <b>**</b> Brainstorm, options for your service learning or topics for a research paper.	<b>Read and take notes:</b> <b>UL: Gmelch's</b> <i>Nomads in the City: Studying Irish Travellers</i> <b>UL: Cadlwell, Melissa L.</b> <i>Moscow Encounters: Ethnography in a Global Urban Village</i> <b>UL: Gmelch and Gmelch</b> <i>Student Fieldworkers in Village and City</i> <b>Community Engagement Group</b> Presentations Round 1. Ch 1- 5
<b>Wk. 3</b> 9/11 to 9/13	<b>Anthropological research in cities</b>  <b>**Turn in one paragraph with your choice of research topic or Service Learning option describing your choice and its connection to your current/future research interests and professional goals (20 points possible).</b>	<b>UL: Alyanak, Ayuadandni, Martin-Saiz, Crossland-Marr,</b> <i>Shadowing as a Methodology</i> <b>UL: Low's</b> <i>The Edge and the Center: Gated Communities and the Discourse of Urban Fear</i> <b>Community Engagement Group</b> Presentations Round 2. Ch 6- 10 Read: AAA Statement of Ethics and Professional Responsibilities at: <a href="http://www.aaanet.org/profdev/ethics/upload/Statement-on-Ethics-Principles-of-Professional-Responsibility.pdf">http://www.aaanet.org/profdev/ethics/upload/Statement-on-Ethics-Principles-of-Professional-Responsibility.pdf</a>
<b>Wk. 4</b> 09/18 to 09/20	<b>Doing Ethnography in Rural and Urban Communities</b> Learning to observe, listen, take notes, and pay attention to human behavior in public spaces. How is space a culturally constructed and mediated?	<b>PDF Reading Núñez</b> <i>The Political Ecology of Colonias on the USA-Mexico Border: Ethnography for Hidden and Hard to reach Communities</i> <b>UL Ghannam</b> <i>Thick Connections: Daily Life in Urban Community in Egypt</i> <b>UL: Zenner's</b> <i>Beyond Urban and Rural Communities in the 21st Century</i> <b>Proxemics and Fieldnotes</b> <b>See video on Non-Verbal Communication and Proxemics (take notes of video lecture)</b> <a href="http://0-www.insight-media-digital.com.lib.utep.edu/index.php?option=com_dma&amp;view=dma&amp;Itemid=231">http://0-www.insight-media-digital.com.lib.utep.edu/index.php?option=com_dma&amp;view=dma&amp;Itemid=231</a> <b>Community Engagement Group</b> Presentations Round 3. Ch 11- 15
<b>Wk. 5</b> 09/25 to 09/27	<b>UNIT II. Urban Communities and Enclaves</b> <b>The Chicago School of Urban sociology/anthropology</b>	<b>Exam 1 on TH PDF Wirth's</b> <i>Urbanism as a Way of life.</i> <b>PDF Lewis'</b> <i>The Culture of Poverty</i> <b>UL: Merry's</b> <i>Urban Danger: Life in a Neighborhood of Strangers</i> <b>UL: Jankowiak and Moore's</b> <i>Families, Friends, Neighbors, and Communities in Chinese Cities</i> <b>Community Engagement Group</b> Presentations Round 4. Ch 16- 21
<b>Wk. 6</b> 10/2	<b>Refugees, ghettos, banlieues, social movements.</b> <b>What squatter cities teach us: TED talk</b>	<b>UL: Gabiam's</b> <i>Rethinking Camps: Palestinian Refugees in Damascus, Syria</i> <b>UL: Newman's</b> <i>And the Wall was Knocked</i>

to 10/04	<a href="http://www.ted.com/playlists/29/our_future_in_cities.html">http://www.ted.com/playlists/29/our future in cities.html</a>	<i>Down, Movements, Politics, and the Built Environment in Multiethnic Paris</i> <b>PDF: Castañeda's Places of Stigma: Ghettos, Barrios, and Banlieues</b> <b>PDF: Núñez and Klamlinger: Centering the Margins</b>
<b>Wk. 7</b> 10/09 to 10/11	<b>UNIT III. Urban Structures and Institutions</b>  <b>Research Design (3 pages mapping out your final paper is due 10/09)</b>	<b>UL: Goode's How Urban Ethnography Counters Myths About the Poor</b> <b>UL: Adkins The View from the Front Desk: Addressing Homelessness and the Homeless in Dallas</b>
<b>Wk. 8</b> 10/16 to 10/18	<b>Gangs, Geo-politics, and the Negotiation of Urban life, Gender, and Identities</b>	<b>UL: Bourgois' Office Work and The Crack Alternative</b> <b>UL: Vigil's Gangs, Poverty, and the Future</b> <b>PDF: Murphy Erfani' Globalizing Tenochtitlan: Geo-Politics : Mexico City as a Borderland</b> <b>PDF Macdonald's Border Signs:P Graffit, Contested Identities, and Everyday Resistance in Los Angeles</b>
<b>Wk. 9</b> 10/23  to 10/25	<b>UNIT IV. Regional and Comparative Urbanization in the U.S.-Mexico Borderlands</b> <b>Movement and Barriers to Movement in the City and in the U.S.-Mexico borderlands/Colonias</b>	<b>Exam 2</b> <b>PDF: Núñez and Heyman Entrapment Processes and Immigrant Communities in a Time of Heightened Border Vigilance</b>  <b>PDF Núñez: Housing, Colonias, and Social Justice in the U.S.-Mexico Border Region.</b>
<b>Wk. 10</b> 10/30 to 11/1	<b>Women and Community Development efforts on the U.S.-Mexico Border</b>	<b>PDF on Dolhinow's Mexican Women's Activism in New Mexico's Colonias</b>  <b>PDF Coronado's Styles, Strategies, and Issues of Women Leaders at the Border</b>  <b>PDF: Meyler and Peña, Walking with Latinas in the Struggle for Justice: A Case Study of El Centro Mujeres de la Esperanza</b>
<b>Wk. 11</b> 11/06 to 11/08	<b>UNIT V. Migration, Transnationalism, and Adaptation to City Life, Social Networks, and Urban Cultures</b>	<b>UL: Brettell and Kemper Cityward Migration in Comparative Perspective</b>  <b>UL: Foner's Transnationalism, Old and New-New York Immigrants</b>  <b>PDF: Cooke and Belanger: First Nations Migration: The Case of Western Canada</b>  <b>UL: Kemper's The Extended Community: Migration and Adaptation in Tzintzuntzan, Mexico</b>
<b>Wk. 12</b> 11/13	<b>Globalization and Transnationalism</b>	<b>UL: Miles' From Cuenca, Ecuador, to New York, USA: Families and Transnational Lives</b>



to 11/15	<b>Research Day on Thursday 11/15</b>	<b>UL: Gmelch's</b> <i>A West Indian Life in Britain</i> <b>PDF Tsuda's</b> <i>Japanese Brazilian Ethnic Return Migration</i>
<b>Wk. 13</b> 11/20 to 11/22	<b>Thanksgiving 22-23<sup>rd</sup></b>	<b>Work on Final research paper</b> <b>No Class on TH</b>
<b>Wk. 14</b> 11/27 to 11/29	<b>Transnational Migration, Transactions, and Transformations</b>	<b>UL: Shandy's</b> <i>Global Transactions: Sudanese Refugees Sending Money Home</i> <b>UL Isaksen Leonard's</b> <i>Hyderabad: Continuities and Transformations</i> <b>UL: Chodsee's</b> <i>Sofia: City of Contradictions</i>
<b>Wk.15</b> 12/04 to 12/06	Final Papers due TH. Dec. 6 <sup>th</sup>	<b>Papers due on last day of class TH Dec 6th</b> <b>Final Paper Presentations in Class 12/04 and 12/06</b>
<b>Finals</b>	<b>Final Exam is on TH, Dec. 13<sup>th</sup> 1 pm to 3:45 pm</b>	<b>Final grades are due on Dec.18th.</b>

**\*Note: Course Schedule is Subject to Change. Modifications and updates will be communicated via email and will be updated online on Blackboard**

**Learning Community/ Classroom Contacts:**

<b>Name</b>	<b>Email</b>	<b>Phone number</b>