

## The Latina/o Struggle for Inclusion & Social Justice

Fall 2017 semester  
Section FY06 - Mondays and Wednesdays 8:00-9:15 am  
Room 3.79 NB

### **Prof. Gabriela Ramírez-Vargas**

212-237-8710

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**Office:** 8.62.02NB

**Office hours:** Mondays 10:30-11:30  
Tuesdays 11:30-12:30

### **YOUR PEER SUCCESS TEAM**

#### **Peer**

##### **Stephanie Calderon**

stephanie.calderon@jjay.cuny.edu

*Major:* English

*Minors:* Creative Writing and  
Digital Media and Journalism

#### **Librarian**

Robin C. Davis

robdavis@jjay.cuny.edu

212- 237-8261

#### **Advisor**

Hugo Monroy-Caceres

hmonroy-caceres@jjay.cuny.edu

212-621-4106

### **COURSE DESCRIPTION**

You got into college—that's the easy part. Now you have to succeed in your college career. Although Latina/os are the fastest growing population enrolling into college, their rates of four-year graduation lag behind other racial/ethnic groups. For many Latina/os who dream of graduating with a Bachelor's degree, challenges still remain to obtain it. This course will help you become aware of the past and present challenges faced by latino communities. Through this course we will examine the Latina/o experience in New York City and Latin America.

We will examine the intersection of education, health and the criminal justice system and how race, class, gender, immigration, and other factors impact the socioeconomic and educational experience of Latina/o families. Our course will pay attention to Latina/o student activism movements including how, in the 1960s and 1970s, Puerto Rican students successfully fought for more Latinas/os to be admitted into CUNY and to establish Puerto Rican Studies (now known as Latina/o Studies) departments across CUNY and at John Jay College. You will learn tips about how to be a successful student from guest speakers like CUNY administrators, Latina/o graduate school students, and others.

## LEARNING OUTCOMES

Students in this course are expected to:

1. Describe one's own relationship to significant issues of justice affecting Latina/o communities
2. Identify problems facing Latina/o communities and propose solutions through evidence based inquiry
3. Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds
4. Demonstrate effective planning and reflection to accomplish specific outcomes related to the course
5. Engage with co-curricular activities (i.e. clubs, students activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

## FIRST YEAR PROGRAM GOALS

1. **Critical Thinking:** Develop students' ability to apply critical thinking and inquiry skills in academic, social and professional settings.
2. **Agency:** Strengthen students' sense of agency, purpose and personal responsibility. Develop students' ability to identify personal, academic and professional goals and evaluate progress towards them. Develop students' understanding of how to access and maximize the impacts of campus and community resources.
3. **Social Network:** Develop students' understanding of the value of social networks (professional, personal and academic).
4. **Social Responsibility:** Strengthen students' sense of social responsibility to support the development of an engaged and informed citizenry.

## REQUIRED READINGS

There is no required textbook. All readings will be available on our class *Digication* site. Students are responsible for all readings and must bring a hard copy to class.

All students must always bring a copy of the Universal Declaration of Human Rights to class.

New York Times:

You must sign-up for your free NYTs account via the JJC library website at

<https://www.lib.jjay.cuny.edu/nyt>. You are expected to read the NYTs on a daily basis.

## OFFICE HOURS

All students are required to attend office hours at least once before the midterm exam. Contact the professor if you need to schedule an appointment outside of the established office hours.

## GRADING AND REQUIREMENTS

1. Homework: 20%
  - a. Short writing assignments
  - b. NYTs presentation
2. Midterm exam: 20%
3. Digital Story 10%
4. Final research paper and presentation: 35%
  - a. Proposal (5%)
  - b. Presentation (10%)
  - c. Final paper (20%)
5. E-Portfolio, attendance and participation 15%

## CLASS POLICIES

- **Attendance:** More than **four** absences will result in an automatic “**F**” grade. Three lateness will be counted as an absence.
- **Participation** is required on a daily basis. Unprepared and absent students will be affected in their final grades.
- **APA citation:** All students must follow APA citation format. Please attend an APA workshop at the Writing Center as soon as possible. APA formatting resources are available on *Digication*.
- **Quizzes:** The professor reserves the right to give a pop quiz when needed.
- **Extra Credit:** Students may earn extra credit by attending lectures and talks approved by the professor beforehand. To receive credit, the student must submit a one page reflection of the event. Extra credit opportunities will be announced in class, through e-mail and/or posted on *Digication*.
- **Safe Space:** **This class is a safe space for all students regardless of their race, ethnicity, gender, sexual orientation, socioeconomic status and political opinion.** Students must be respectful of each other's identities and opinions. I encourage healthy debate in the classroom but disrespectful behavior is not conducive to dialogue and therefore will not be tolerated.
- **Turnitin.com:** The professor reserves the right to use TURNITIN.COM to help identify plagiarism.
- **Laptops** must be used solely to take class notes. Class notes must be sent to me at the end of class. Use of social media, e-mail and other non-class related use is prohibited and penalties will be applied. If you are caught with non-class related work you will not be allowed to continue using your laptop.
- **Email:** All students must check their John Jay College e-mail with frequency.
- **Peer Success Coach:** All students are required to meet with Stephanie Calderon at least three times during the semester for one-on-one coaching sessions. She is great, very knowledgable and will be able to assist you with any course or school concerns. She is also a great resource for assistance with your Digital Story.

## COLLEGE POLICIES

### **Statement of the College Policy on Academic Integrity**

The college has a zero tolerance policy in terms of violations of Academic Integrity including cheating and plagiarism. Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations of the original source.

In some cases, especially when using the internet for research, it may be difficult to determine who wrote what. When in doubt, cite, cite, cite! (website, website authors, etc.). Also, feel free to send me an email if you are unsure how to/whether to cite an author---be safe rather than sorry!

***Students who violate Academic Integrity will be automatically reported to the Office of Academic Affairs.***

### **Americans with Disabilities Act (ADA) Policies**

"Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L.66 in the new building (212-237-8031). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor."

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4th ed., City University of New York, p. 3.

## STUDENT SUPPORT

|   |  |
|---|--|
| <b>The Writing Center</b><br>Room 1.68 NB<br>212.237.8569   | <b>Women's Center for Gender Justice</b><br>Room L.67 NB<br>646.557.4535<br>womenscenter@jjay.cuny.edu |
| <b>Counseling Center</b><br>Room L.68.00 NB<br>212.237.8111<br>counseling@jjay.cuny.edu   | <b>Career Center</b><br>Room L72.00NB<br>212. 237.8754<br>Chantelle Wright - cwright@jjay.cuny.edu     |
| <b>Wellness Center</b><br>Room L.68.00 NB<br><i>Food Bank:</i> JJCFoodBank@jjay.cuny.edu Mon & Wed 12p- 3 p.m / Thu 10 a.m - 4 p.m.<br><i>Single Stop:</i> Public benefits, legal services & financial counseling<br>Register at: <a href="https://jjay.singlestoptechnologies.com/">https://jjay.singlestoptechnologies.com/</a> |  |

**Week 1:** Introduction

**8/28 College transition**

Nuño, S.A. (2015, August 15). Entering college? Latino professors share some great advice.

*NBC News*. Retrieved from:

<http://www.nbcnews.com/news/latino/entering-college-these-latino-professors-share-some-great-advice-n413251>

(2015, July 30). Advice for New Students From Those Who Know (Older Students). *The New York Times*. Retrieved from:

<https://www.nytimes.com/2015/08/02/education/edlife/advice-for-new-students-from-those-who-know-old-students.html>

Ramírez, T.L. (2016, August 15). 30 Things Every First-Generation Latino College Student Should Know. *The Huffington Post*. Retrieved from:

[http://www.huffingtonpost.com/entry/20-things-every-first-generation-latino-college-student-should-know\\_us\\_55ce4d97e4b07addcb4304e0?utm\\_hp\\_ref=lv-life](http://www.huffingtonpost.com/entry/20-things-every-first-generation-latino-college-student-should-know_us_55ce4d97e4b07addcb4304e0?utm_hp_ref=lv-life)

**8/30 Identity and the Latina/o Community**

UN General Assembly. (1948). Universal Declaration of Human Rights. *United Nations*, Paris,

<http://www.un.org/en/universal-declaration-human-rights/>.

Allen, V.C., et al. (2011) Issues in the assessment of “race” among latinos: implications for research and policy. *Hispanic Journal of Behavioral Sciences* 33(4) 411-424.

**Week 2:**

**9/4 NO CLASS**

**9/6 Digication workshop - Meet in room 1.94NB**

Smith, E. (2012). An introduction to education and social justice. Key issues in education and social justice. SAGE Publications, pp. 1-17

**Due: Homework 1**

**Week 3:**

**9/11 College transition**

Kevane, B. and Schmalzbauer, L. (2016). “Education is everything. It determines your future”: Latino youth and college access in Montana. *Latino studies*, 14(2), 272-280.

Goldenberg, C., and Wagner, K. (2015, Fall). Bilingual Education: Reviving an American Tradition. *American Educator*. Retrieved from:

[https://www.aft.org/sites/default/files/ae\\_fall2015goldenberg\\_wagner.pdf](https://www.aft.org/sites/default/files/ae_fall2015goldenberg_wagner.pdf)

### **9/13 Education and social justice: Movements in the 20th century**

Jimenez, L. (2009, Fall). Puerto Rican and Educational Rights. *Centro Journal*, XXI(2), pp. 159-176.

Lopez, R.A. (2004, Winter). Mendez v. Westminster: The Latino Brown v. Board of Education. *Reflections*. pp. 39-48.

**Due: Digital Story proposal**

### **Week 4: Education and social justice: Student movements**

#### **9/18 Ayotzinapa/ Chile/Puerto Rico**

Bellei, C. & Cabalin, C. (2013). Chilean student movements: sustained struggle to transform a market-oriented educational system. *Current Issues in Comparative Education* (15)2: 108-123.

**Due: Homework 2**

**2/20 NO CLASSES**

### **Week 5: Education and social justice: Student movements**

#### **9/25 Undocumented Students**

Chan, B. (2010). Not Just a Latino Issue: Undocumented Students in Higher Education. *Journal of College Admission*,(206), 29-31.

Gomez, R., Lopez, W. and Overton, B. (2017). Mentors, Resiliency, and Ganas: Factors Influencing the Success of DACAmented, Undocumented, and Immigrant Students in Higher Education. *Journal of Hispanic Higher Education* 16(2), pp 144–161.

Anderson, S. (2017, June 19). Dreams and difficulties: being undocumented at John Jay. *Justice Matter Magazine*

<http://justicematters.jjay.cuny.edu/wordpress/index.php/2017/06/19/dreams-and-difficulties-being-undocumented-at-john-jay/>

#### **Recommended reading:**

Enriquez, L. E. (2011). "Because we feel the pressure and we also feel the support": Examining the educational success of undocumented immigrant Latina/o students. *Harvard Educational Review*, 81(3), 476-500.

**9/27. Gender**

Robinson, D. (2017). Ethnic Differences in the Experiences of Sexual Assault Victims. New York University. Retrieved from:  
<http://steinhardt.nyu.edu/appsych/opus/issues/2015/spring/robinson>

Bejarano, C.R., Manzano, S. and Montoya, C. (2011). Tracking the Latino Gender Gap: Gender Attitudes across Sex, Borders, and Generations. *Politics & Gender* 7(4), pp.521-549.

**Due: Homework 3**

**Week 6:**

**10/2 Health**

Freudenberg, N., et. al., (2011, April). Food Insecurity at CUNY: Results from Survey of CUNY Undergraduate Students. The Campaign for a Healthy CUNY, pp. 1-8

Tsui, E. et. al. (2011, April). Housing Instability at CUNY: Results from a Survey of CUNY Undergraduate Students. The Campaign for a Healthy CUNY, pp. 1-7

National Center for Mental Health Checkups. (2012, February 24). Youth Mental Health and Academic Achievement. Columbia University.

**10/4 Education, health and welfare**

Committee for Hispanic Children and Families, Inc. (2011). The State of Latino Families in New York

**Due: Homework 4**

**Week 7:**

**10/09 NO CLASSES**

**10/11 Digital Stories**

Committee for Hispanic Children and Families, Inc. (2011). The State of Latino Families in New York

**Due: Digital Stories must be uploaded before class.**

**Week 8:**

**10/16 Digital Stories**

**10/18 Midterm**

## **Week 9: Reasons for Latino immigration to the USA**

**10/23**

Gonzalez, J. (2011). Puerto Ricans: Citizens Yet Foreigners. In Harvest of Empire, pp 81-95.

**Due: Homework 5**

**10/25**

Gonzalez, J. (2011). Mexicans: Pioneers of a Different Type. In Harvest of Empire, pp. 96-107

## **Week 10:**

### **10/30 Refugees, Asylees and Human Trafficking**

United Nations. Femicide. Latin American Model Protocol for the Investigation of Gender-related Killings of Women, pp. 13-15.

\*Ribando Seelke, C. (2016, October 13). *Trafficking in Persons in Latin America and the Caribbean*. Congressional Research Service. Retrieved from <https://fas.org/sgp/crs/row/RL33200.pdf>

### **Recommended Readings:**

The Typology of Modern Slavery. The Polaris Project. Retrieved from:

<https://polarisproject.org/typology>

*\*Pending release of the 2017 report*

### **11/1 Latino communities in the USA**

Haslip-Viera, G. (1996). The Evolution of the Latino Community in NY. In C. A. Remeseira, (Eds.), *Latinos in New York: Communities in Transition*. pp. 33-56.

### *Interactive maps:*

Demographic and Economic Profiles of Hispanics by State and County, 2014

Latinos as percent of population, by state, 2014

Hispanic Population and Origin in Select U.S. Metropolitan Areas, 2014

**Due: Research Paper Proposal**

## **Week 11:**

### **11/6 Latino communities in the USA**

Eisenach, J.A. (2016, December 6). Making America Rich Again: The Latino Effect on Economic Growth. NERA Economic Consulting. Retrieved from:

[http://www.nera.com/content/dam/nera/publications/2016/PUB\\_LDC\\_Prosperty\\_1216.pdf](http://www.nera.com/content/dam/nera/publications/2016/PUB_LDC_Prosperty_1216.pdf)

**Due: Homework 6**



**11/8 Library research session - Room TBD**

You must check in with your peer

**\*\*Please bring your Research paper proposal**

**Week 12:**

**11/13 JJC Career Services**

<http://www.jjay.cuny.edu/Career-services>

**11/15 Latinos and Environmental Justice**

Maroko, A. R.; Weiss Riley, R. & Reed, M. (2014, June). Direct observation of neighborhood stressors and environmental justice in the South Bronx, New York City. *Population and Environment*, 35 (4), pp 477–496.

**Week 13:**

**11/20 School to Prison Pipeline**

Elias, M. (2013, Spring). The School-to-Prison Pipeline Policies and Practices that Favor Incarceration Over Education do us All a Grave Injustice. *Teaching Tolerance*, pp. 39-40.

Castillo, J. (2014). Tolerance in Schools for Latino Students: Dismantling the School-to-Prison Pipeline. *Harvard Journal of Hispanic Policy*, 26, 43-58.

**Recommended Readings:**

Seroczynski, A.D. and Jobst, A.D. (2016). Latino Youth and the School-to-Prison Pipeline: Addressing Issues and Achieving Solutions. *Hispanic Journal of Behavioral Sciences* 38(4), pp. 423–445.

**Due: Homework 7**

**11/22 Latina/os in prison**

Morín, J. L. (2008). Latinas/os and U.S. Prisons: Trends and Challenges. *Latino Studies*, 6 (1-2), 11-34.

Links Between Higher Education and the Prison Industry

**Week 14:**

**11/27 Stop and frisk**

ACLU. (2011). Stop and Frisk NYCLU Briefing, pp. 1-27. Retrieved from:  
[http://www.nyclu.org/files/publications/NYCLU\\_2011\\_Stop-and-Frisk\\_Report.pdf](http://www.nyclu.org/files/publications/NYCLU_2011_Stop-and-Frisk_Report.pdf)

**Due: Homework 8**

**11/29 Student presentations**

**Week 15:**

**12/4 Student presentations**

**12/6 Student presentations**

**Thursday, December 7, 2017 (Mandatory)**

**10th Annual First Year Showcase**

**1:30 – 3:00pm**

**Week 16:**

**12/11 Reflection**

J. M. Bermudez, J. M. & Mancini, J. A. (2012, July 7). Familias Fuertes: Family Resilience Among Latinos. In: Becvar D. (eds) Handbook of Family Resilience. Springer, New York, NY, pp 215-227.

Lopez, P.D. (2016, October 12). Resilience Of Latinos Transcends Past Hardships And Injustices. Huffington Post. Retrieved from:  
[http://www.huffingtonpost.com/p-david-lopez/resilience-of-latinos-tra\\_b\\_12448592.html](http://www.huffingtonpost.com/p-david-lopez/resilience-of-latinos-tra_b_12448592.html)

**Thursday 12/14 Final Papers due**

Students must submit a hard copy by 5:00pm in room 8.62.02NB

## **Assignments**

### **The New York Times**

Choose a news article from The New York Times related to Latin American and/or Latinos in the US. Present a short 5 minute summary, interesting points and and brief analysis of the news article. All news articles must be dated no earlier than 3 days before the day of the class you are presenting. You must send the news article to all students before the start of the class.

Post the summary and analysis of the article and any interesting points discussed in class on your e-Portfolio. The short written portion is due on your e-Portfolio the day after you present.

***More details are available on Digication.***

### **Short writing:**

All homework must be typed, written in essay form and must be between 250-500 words unless otherwise noted.

Format: Times New Roman, 12pt, double space & 1 inch margins

Citation: APA

Header must include name, class and section, date and homework number.

- **Homework 1:**

*Part I.*

Write a short autobiography. Who are you? What is your background? What are your interests? Why did you choose to attend John Jay College? What do you plan to achieve throughout your college career? Any other information you would like to share with the class and John Jay community? Please have an electronic copy ready for the Digication workshop. (250- 350 words)

*Part II.*

Choose three advices given by students and professors. Briefly explain why you chose each advice and how it will help you in your college career. (Max. 200 words)

### **Due, September 6, 2017**

- **Homework 2:**

Compare your experience of applying to college with that of the students from Montana. Did you face the same obstacles? Did your family impact your decision to attend college? If so, in what way? Did they advise you to go or not to go to college? What was your experiences with your college counselor? What did you learn from your experience of researching schools and applying for college? Did anyone help you with your college applications and FAFSA forms? How important is it for your family that you are attending college and that you complete your degree?

### **Due: September 18, 2017**

- Homework 3:

Go to <https://www.citiprogram.org/Default.asp?> and complete the Collaborative Institutional Training Initiative (CITI) certificate training. Bring a printout of the completion certificate to the next class.

WARNING: This exam is very lengthy. Do not wait until the night before to complete it. Add this to your resume after completion certificate is issued.

**Due: September 27, 2017**

- Homework 4:

*You must meet with your peer prior to writing this assignment.*

Select at least two majors that interest you. Why did you select these majors? How will these majors help you achieve your career goals? Is there any minor(s) that interest you? How did your discussion with your peer mentor influence these choices?

You can research majors at <http://www.jjay.cuny.edu/majors> and minors at <http://www.jjay.cuny.edu/minors>.

**Due: October 4, 2017**

- Homework 5:

Read The Lazy Person's Guide to Saving the World

<http://www.un.org/sustainabledevelopment/takeaction/>

What is justice? What is Latin@ Justice? What issues has the organization LatinoJusticePRLDEF tackled over its history? (Hint: Research this organization and be prepared to discuss your findings.) Which issues are of most interest to you? Why?

What can you do to help your solve some of the issues/concerns/problems that exist in your community? List an issue(s), recommend a solution, or propose a remedy.

**Due: October 23, 2017**

- Homework 6:

Part I:

Make a list of the courses you are taking this semester. Look at the course offering and select the courses you believe you need or want to take in the Spring 2018 semester.

Part II:

Make an appointment to speak with **your academic advisor Hugo Monroy-Caceres** [hmonroy-caceres@jjay.cuny.edu](mailto:hmonroy-caceres@jjay.cuny.edu), 212-621-4106, L.73.12NB. Make sure to take the list of

courses from this semester and Spring 2018 semester. Write a reflection on your experience with your advisor. What did you gain from the conversation? Evaluate the advice you were given. Explain how the advice has altered your academic plan, if at all. After your conversation, identify some academic goals and a detailed plan to attain your goal(s), including which institutional resources, faculty and staff you can use and how you plan to use them.

Provide me with proof the appointment was made and attended and post it on your ePortfolio.  
500-550 words

**Due: November 6, 2017**

- Homework 7:

Choose an event posted on the Digication page. Attend the event and write a reflection. What was the topic of the event? What was the nature? Who was presenting or who created the event/exhibition? What did you find the most interesting? And the most troubling?

Post a picture of yourself in the place/event.

Bonus points: Talk to a presenter or person in charge of the event. Did you gain further insight of the topic through your conversation? What new points did he/she/they raise? Post a picture on *Digication* together with the person. Remember to note the name, position and workplace of the person.

**This homework can be completed any time during the semester. The deadline is November 20th, 2017**

- Homework 8:

Write an Opinion Editorial (OpEd) on a subject discussed in class. Resources on how to write an OpEd are posted on Digication under *The New York Times* tab. Specific instructions will be given in class two weeks before the assignment is due.

400-450 words

**Due: November 27, 2017**

## Digital Story

Students will be placed into pairs. Both students will work together and create a 3-5 minute digital story focusing on particular issues of your choosing related to concepts learned in class and Latin@s and Justice. **Begin this assignment as soon as you are assigned your partner(s)**

**DUE: October 11, 2017**

**NOTE:** This project must be filmed together in the same location and you must appear in the video.

### Part I: Proposal

You must choose two articles from the Universal Declaration of Human Rights (UDHR). All groups must choose different UDHR articles or a combination not used by another group. Students with a topic and UDHR articles well thought out and typed will get priority in the order their topic is received as long as it is approved by the professor.

### Part II: Choose two news articles

Using your NY Times subscription, work equally with your partner(s) on finding an article in *The NY Times* that relates to a Latinx and Justice issue using the United Nations Universal Declaration of Human Rights. Then, compare the NY Times article your team selected with a reporting of the same topic or similar topic found in either the Guardian (<http://www.theguardian.com/us>) or Aljazeera (<http://america.aljazeera.com/>) online newspapers.

### Part III: Filming and editing

Clearly summarize the topic first and its relation to our class discussions on Latin@s and Justice. Discuss how the NY Times presents the issues and then compare it to your second newspaper selection from either the Guardian or Aljazeera. Discuss your findings in an organized manner. You can even speak about the experience of finding the article in each online newspaper. Integrate the UN UDHR into the discussion of the topic. Discuss the application of the UDHR to you and your life or its application to your issues and what you are discussing about your issue. What do you think of the topic you selected? Why did you select it? Do you support or not support the issues being discussed? Do you agree or disagree with the reporting of the issue? Why? What are your recommendations or proposed solutions to the issue or to help resolve the issue?

### Part IV: Upload your video

Each group will upload their digital story to the e-Portfolio website and individually submit a reflection paper of no less than one full page typed for full credit. Post your reflection to your on your e-Portfolio.

I strongly recommend you speak to your peer mentor on how to find resources for technical assistance with this assignment as soon as possible. You can also contact the librarian for extra help.

## **Final Paper**

### **Part I: Proposal (5%)**

Choose a investigation/research project topic and involving Latin@s and Justice NOT covered in the syllabus or class lectures. The topic should discuss issues relating to race, class, ethnicity, and/or gender in regards to Latina/os and justice integrating the UDHR. Write a one page proposal in which you detail the topic, time period (no more than a decade), geographical location, and specific population. Create an outline of topics you would like to cover on your paper.

**Note:** The same topic cannot be used by more than one student. You must submit a proposal of your topic and it must be approved by the professor.

### **Part II: Oral Presentation (10%)**

You must clearly identify and analyze the problem and propose recommendations and/or solutions for the chosen topic. Your presentation must be no more than 5 minutes. You may use Powerpoint, Prezi or Google Slides.

### **Part III: Final Paper (20%)**

You must expand on your oral presentation. Clearly identify and analyze the problem and propose recommendations and/or solutions for the chosen topic. Take into consideration the feedback and recommendations provided during the oral presentation. When writing your paper, you must use evidence from scholarly articles, NGO reports, IO's reports (UN, Organization of American States etc.). You may also use up to two news articles.

A handout with details will be provided in class and posted on Digication.

*Remember:* All topic proposals must be submitted to the professor for prior approval early.

### **Requirements:**

5-7 pages

APA formatting and citation

### **Due dates:**

**Final Paper Proposal** - November 1, 2017

**Oral Presentation** - All students must be ready to present on November 29 as students will be called at random.

**Final Paper** -Thursday December 14, 2017

Students must submit a hard copy by 5:00pm in room 8.62.02NB

## Important dates

| Status | Assignment*            | Due date                   |
|--------|------------------------|----------------------------|
|        | Homework 1             | Sept. 6                    |
|        | Digital Story Proposal | Sept. 13                   |
|        | Homework 2             | Sept. 19                   |
|        | Homework 3             | Sept. 27                   |
|        | Homework 4             | Oct. 4                     |
|        | Digital Story          | Oct. 11                    |
|        | Homework 5             | Oct. 23                    |
|        | Final Paper Proposal   | Nov. 1                     |
|        | Homework 6             | Nov. 6                     |
|        | Homework 7             | Nov. 20 (or before)        |
|        | Homework 8             | Nov. 27                    |
|        | Oral Presentation      | Nov. 29                    |
|        | Final Paper            | Dec. 14 5:00pm (or before) |

**Midterm:** October 18, 2017

**New York Times presentation:** Make sure to be ready to present the day your sign up for.

**Showcase:** December 7, 2017

\*All assignments must be uploaded to your e-Portfolio within 24 hours of the due date.