

Citizens, Denizens, Aliens

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Faces, Eastside Gallery, Berlin, June 2017. Photo by Catherine S. Ramirez.

LALS 32

Citizens, Denizens, Aliens

Winter 2018

MWF, 12:00-1:05pm

Stevenson Academic 150

Professor Catherine S. Ramírez (cathysue@ucsc.edu (<mailto:cathysue@ucsc.edu>))

831-459-3020

Office Hours: Wednesday, 1:30-3:00pm, Merrill 108 (and by appointment)

[Sign up for Professor Ramirez's office hours here.](http://www.signupgenius.com/go/30e054ba9ab23a0f58-office) (<http://www.signupgenius.com/go/30e054ba9ab23a0f58-office>)

Teaching Assistant: Marie Tolan (mtolan@ucsc.edu (<mailto:mtolan@ucsc.edu>))

Office Hours: Thursday, 3:00-4:30pm, Merrill 14

Sections are mandatory. Sections will begin meeting during the second week of instruction. The 2 sections are:

- 01A (class #43413): Tu, 11:40AM-12:45PM, Cowell Com 134
- 01B (class #43414): Th, 05:20PM-06:25PM, Soc Sci 1 161

Course Description

This course explores theories and practices of citizenship in the United States. Working with broad definitions of citizenship and mobility, we'll examine formal and informal belonging, citizens and non-citizens, and the roles these social actors play in and for the nation, state, civil society, and market. We'll also pay close attention to the ways in which institutions, particularly the immigration apparatus, school, and prison, produce and shape inclusion, marginalization, and exclusion, and the ways in which social actors envision and enact home and mobility. Ultimately, our concern will be with the connections among community, belonging, rights, and justice.

Course objectives include familiarizing students with theories and definitions of citizenship and putting those theories and definitions in dialogue with real-world and current events; bringing into relief the relationship between human agency and social structures; and highlighting the various forms that home, mobility, and incorporation take. Students will also have the opportunity to work with a classmate on producing a podcast (digital audio story), thereby honing their collaborative, analytical, listening, organizational, writing, and speaking skills.

Please note that some students may find some of the subjects and terms discussed and analyzed in this course displeasing or offensive. In addition to unpacking *citizen*, *denizen*, and *alien*, this course sets out to contest those terms and to illuminate their links to relations of power, particularly to practices of

exclusion, marginalization, and social stratification.

Required Texts (available at [The Literary Guillotine](http://www.literaryguillotine.com/) (<http://www.literaryguillotine.com/>), 204 Locust Street, 831-457-1195, and as eBooks via the [University Library](https://library.ucsc.edu/) (<https://library.ucsc.edu/>))

- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2012; eBook: HV9950.A437 2010eb)
- Miné Okubo, *Citizen 13660* (University of Washington Press, 2014; eBook: D805.U504 2014)
- Mandatory course reader (readings available at Canvas under Files in the Readings folder)

Films (to be viewed in class)

- *Documented* (2014), directed by José Antonio Vargas and Ann Lupo (DVD10116)
- *The Visitor* (2008), directed by Tom McCarthy (DVD8242)
- *Fear and Learning at Hoover Elementary* (1997), directed by Laura A. Simón (DVD9907)
- *Welcome* (2009), directed by Philippe Lioret (DVD8729)


All books and films are on reserve at McHenry Library. Web sources are listed at Canvas.

Requirements and Policies





1. Attendance and Participation: **Faithful attendance in lecture and section is mandatory.** The attendance portion of your grade will drop by 5 points (e.g., from 15 to 10) if you have any unexcused absences. More than 3 unexcused absences will result in the failure of the attendance and participation portion of your grade and may result in failure of the entire course. If you must miss class, please notify me in advance (i.e., before class). You will not, however, be excused from preparing the assignments.

THIS CLASS FULFILLS THE COLLABORATIVE ENDEAVOR (PR-E) GENERAL EDUCATION REQUIREMENT. ALL STUDENTS ARE REQUIRED TO WORK WITH AT LEAST ONE PARTNER ON THE PODCAST BOTH IN AND OUTSIDE OF CLASS. IF YOU DO NOT HAVE A PARTNER, YOU MUST INFORM ME AND/OR YOUR TA IMMEDIATELY. FAILURE TO DO SO MAY RESULT IN FAILURE OF THE COURSE.

Please arrive to class on time with the assigned reading(s). You should be prepared to talk about them and the home listening assignments. If you don't participate in discussions of your own accord, expect to be called on.

2. Assignments: All students must complete the **multi-stage podcast assignment**. Please see the [“Podcast Assignment” document](#)  (at Canvas under Files in the Assignments-Forms folder) for more information.
4. Academic dishonesty: Cheating on a quiz or test and claiming credit for work not done or done by others are not only immoral, but violations of university policy and will result in disciplinary action.
5. Students with DRC authorization should contact me *at the beginning of the term* to ensure that their needs are addressed promptly.
6. Students who are experiencing an inordinate amount of stress or other circumstances that may be impairing their ability to collaborate, learn, and thrive at UC Santa Cruz, such as housing or food insecurity, are encouraged to contact [Counseling and Psychological Services](https://caps.ucsc.edu/) (<https://caps.ucsc.edu/>) and/or [Slug Support](https://deanofstudents.ucsc.edu/slugs-support/program/index.html) (<https://deanofstudents.ucsc.edu/slugs-support/program/index.html>).

Grades

- Attendance in lecture & section: 15 points
- Participation in section: 10 points
- [Podcast assignment](#) : 75 points total
 - [In-class Listening Exercise](#) 
 - [Collaboration Form](#)  (uploaded to Canvas by 1/17)
 - Listening Assignment & Response (2-3pp.): 10 points
 - Co-authored Podcast Proposal (1p.): 5 points
 - [Co-authored Storyboard](#) : 10 points
 - Co-authored Script Draft (2-3pp.): 10 points
 - In-class Keywords Quiz: 15 points
 - Co-produced Podcast Preview (30 seconds-1 minute): 5 points
 - Co-produced Final Audio Recording (5-7 minutes): 15 points
 - Co-authored Final Reflection (2pp.): 5 points

Since this is a five-unit course, you should expect to spend about 15 hours per week preparing for lectures (reading, listening to podcasts), writing, collaborating with your classmate(s) on the parts of the podcast assignment, and producing, refining, and reflecting on your podcast.

Grades are determined by the following scale:

97-100:	A+
94-96:	A
90-93:	A-
87-89:	B+
84-86:	B
80-83:	B-
77-79:	C+
74-76:	C
70-73:	C-
67-69:	D+
64-66:	D
60-63:	D-
00-59:	F

If you wish to contest a grade, you must provide me with a one-page justification explaining what grade you believe you deserve and why you deserve it *within one week of receiving that grade*. Please note that I reserve the right to raise or lower a grade issued by a Teaching Assistant or Course Reader.

Digital Scholarship Commons

The [Digital Scholarship Commons \(https://library.ucsc.edu/digitalscholarship/digital-scholarship-commons\)](https://library.ucsc.edu/digitalscholarship/digital-scholarship-commons) (DSC) at McHenry Library offers equipment, software, and space, such as a podcast studio, that can help you create your podcast.

[To borrow equipment \(e.g., microphones, audio converters, laptops\), click here. \(http://cruzcat.ucsc.edu/search~S5/?searchtype=t&searcharg=podcasting+equipment&searchscope=5&sortdropdown=-&SORT=DZ&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=Xpodcasting+equipment%26SORT%3DD\)](http://cruzcat.ucsc.edu/search~S5/?searchtype=t&searcharg=podcasting+equipment&searchscope=5&sortdropdown=-&SORT=DZ&extended=0&SUBMIT=Search&searchlimits=&searchorigarg=Xpodcasting+equipment%26SORT%3DD)

[To reserve the podcasting studio, visit this site.](#)

<http://calendar.library.ucsc.edu/booking/mchmc> In addition, the DSC holds [support hours \(https://guides.library.ucsc.edu/DSC/support\)](https://guides.library.ucsc.edu/DSC/support) during which students may receive support related to podcast production. *All of you are urged to make use of this service.* **Support hours will be held Tuesdays, 2:00-4:00pm, and Wednesdays, 10:00am-12:00pm.** [Click here for more information. \(https://guides.library.ucsc.edu/DSC/support\)](https://guides.library.ucsc.edu/DSC/support)



Reading, Listening & Viewing Schedule (subject to change)

WEEK 1: DEFINING CITIZENSHIP & RETHINKING HOME & MOBILITY

M, 1/8

- *United States Citizenship and Immigration Services Policy Manual*, "Citizenship and Naturalization Policies and Procedures," Volume 12, Part A, Chapters 1-3
 - <https://www.uscis.gov/policymanual/HTML/PolicyManual-Volume12-PartA.html> (<https://www.uscis.gov/policymanual/HTML/PolicyManual-Volume12-PartA.html>)
- 14th Amendment
 - <https://www.law.cornell.edu/constitution/amendmentxiv> (<https://www.law.cornell.edu/constitution/amendmentxiv>)
- **IN-CLASS LISTENING ASSIGNMENT:**
 - Storycorps: "In a Family's First House..." (2.19 mins)
 - <http://www.npr.org/2016/11/18/502428864/in-a-familys-first-house-a-lasting-lesson-you-can-always-give> (<http://www.npr.org/2016/11/18/502428864/in-a-familys-first-house-a-lasting-lesson-you-can-always-give>)
 - **IN-CLASS EXERCISE: [LISTENING FORM](#)**

W, 1/10


- [Ryan: "Citizenship"](#) 
- [Berlant: "Citizenship"](#) 
- **HOME LISTENING ASSIGNMENT:**
 - Blumberg: "The Secret Formula" (45.16 mins)
 - <https://gimletmedia.com/episode/16-the-secret-formula/> (<https://gimletmedia.com/episode/16-the-secret-formula/>)
- **IN-CLASS LISTENING ASSIGNMENT:**
 - "Seattle Natives Identify Gentrification..." (4.30 mins)
 - <http://www.npr.org/2016/12/14/505592224/seattle-natives-identify-gentrification-by-whos-riding-the-bus> (<http://www.npr.org/2016/12/14/505592224/seattle-natives-identify-gentrification-by-whos-riding-the-bus>)

F, 1/12

- Stribley: "The Way We Speak about Unauthorized Immigrants Matters"
 - https://www.huffingtonpost.com/entry/the-language-of-illegal-immigration_us_58076b62e4b00483d3b5cdba
(https://www.huffingtonpost.com/entry/the-language-of-illegal-immigration_us_58076b62e4b00483d3b5cdba)
- Scobey-Thal: "Illegal Alien: A Short History"
 - <http://foreignpolicy.com/2014/08/27/illegal-alien-a-short-history/> (<http://foreignpolicy.com/2014/08/27/illegal-alien-a-short-history/>)
- United States Internal Revenue Service: Immigration Terms and Definitions Involving Aliens
 - <https://www.irs.gov/individuals/international-taxpayers/immigration-terms-and-definitions-involving-aliens>
(<https://www.irs.gov/individuals/international-taxpayers/immigration-terms-and-definitions-involving-aliens>)
- International Organization for Migration: *Key Migration Terms*
 - <http://www.iom.int/key-migration-terms> (<http://www.iom.int/key-migration-terms>)
- **HOME LISTENING ASSIGNMENT:**
 - Garsd: "An Immigrant Family Remembers..." (6.24 mins)
 - <http://www.pri.org/stories/2016-12-01/immigrant-family-remembers-past-and-ponders-their-future-under-trump>
(<http://www.pri.org/stories/2016-12-01/immigrant-family-remembers-past-and-ponders-their-future-under-trump>)
- **IN-CLASS EXERCISE: [COLLABORATION FORM](#)**

WEEK 2: CITIZENS, ALIENS & THE COMMUNITY OF VALUE**M, 1/15: MLK HOLIDAY**

W, 1/17

- **CO-AUTHORED COLLABORATION FORM UPLOADED TO CANVAS**
- [Anderson: Excerpt from *Us and Them*](#) 
- **HOME LISTENING ASSIGNMENTS:**
 - Nathan: "The Border between America and America"
 - <https://www.thisamericanlife.org/radio-archives/episode/540/a-front?act=2> (<https://www.thisamericanlife.org/radio-archives/episode/540/a-front?act=2>) (starts at 20.50 mins)
 - Nathan: "Challenging the Checkpoints" (6.34 mins)
 - <http://latinousa.org/2014/10/10/challenging-checkpoints/> (<http://latinousa.org/2014/10/10/challenging-checkpoints/>)

F, 1/19

- *Documented (in-class screening)* [90 mins]
- **[2-3PP. INDIVIDUALLY AUTHORED RESPONSE TO "THE SECRET FORMULA"](#)** (<https://gimletmedia.com/episode/16-the-secret-formula/>) & **[MAEVE IN AMERICA](#)** (<https://www.maeveinamerica.com/>) **UPLOADED TO CANVAS**

WEEK 3: BORDERS**M, 1/22**

- *Documented (continued)*
- **HOME LISTENING ASSIGNMENTS:**
 - Giammarco: "After Fifty Years..." (4.59 mins)
 - <http://www.pri.org/stories/2016-11-30/after-50-years-legal-immigrant-i-spent-18-months-immigration-detention-without>
 - Merina: "These Deported Vets Risked Their Lives for the U.S." (5.09 mins)
 - <https://www.pri.org/stories/2017-06-26/these-deported-vets-risked-their-lives-us-now-they-struggle-return>
(<https://www.pri.org/stories/2017-06-26/these-deported-vets-risked-their-lives-us-now-they-struggle-return>)
 - O'Neill: "Deported to a Strange New Land" (4.39 mins)
 - <http://latinousa.org/2014/10/10/deported-home-strange-land/> (<http://latinousa.org/2014/10/10/deported-home-strange-land/>)

W, 1/24


- *The Visitor (in-class screening)* [1 hour, 44 mins]

F, 1/26

- *The Visitor (continued)*
- **[CO-AUTHORED PODCAST PROPOSAL](#) UPLOADED TO CANVAS**

WEEK 4: DEPORTATION

M, 1/29

- *The Visitor* (continued)
- [Kanstroon: Excerpt from *Deportation Nation*](#) 
- May: "Los Infiltradores"
 - <http://prospect.org/article/los-infiltradores> (<http://prospect.org/article/los-infiltradores>)
- HOME LISTENING ASSIGNMENT:
 - May: "Breaking the Ice" (27 mins)
 - <https://www.thisamericanlife.org/radio-archives/episode/498/the-one-thing-youre-not-supposed-to-do>
(<https://www.thisamericanlife.org/radio-archives/episode/498/the-one-thing-youre-not-supposed-to-do>)
- IN-CLASS LISTENING EXERCISE:
 - Baxter: "How an Immigration Raid Threw a Small Iowa Town into Economic Crisis" (4.33 mins)
 - <https://www.marketplace.org/2017/08/03/economy/postvilles-long-recovery-after-raid>
(<https://www.marketplace.org/2017/08/03/economy/postvilles-long-recovery-after-raid>)
- EXTRA CREDIT: "[PUERTO RICO: COLONIALISM AND RESISTANCE AFTER HURRICANE MARIA.](https://circ.ucsc.edu/news-events/news/puerto-rico-colonialism-resistance-after-hurricane-maria.html)" (<https://circ.ucsc.edu/news-events/news/puerto-rico-colonialism-resistance-after-hurricane-maria.html>) A MULTIMEDIA PRESENTATION BY JOURNALIST & LALS DOCTORAL STUDENT, JUAN C. DAVILA, 5:30-6:30PM, CHAS. E. MERRILL LOUNGE. ONE-PAGE RESPONSE EMAILED TO CATHYSUE@UCSC.EDU (<mailto:CATHYSUE@UCSC.EDU>) BY 12:00PM, WED, JAN 31. (2 POINTS)

W, 1/31

FIELD TRIP TO DIGITAL SCHOLARSHIP COMMONS

F, 2/2

FIELD TRIP TO DIGITAL SCHOLARSHIP COMMONS

WEEK 5: DENIZENSHIP

M, 2/5

MANDATORY IN-CLASS [STORYBOARD](#) & [SCRIPT](#) WRITING WORKSHOP

W, 2/7

- Alexander: *The New Jim Crow*
- IN-CLASS LISTENING ASSIGNMENT:
 - Storycorps: "Navigating Life..." (3.05 mins)
 - <http://www.npr.org/2016/06/03/480449806/at-the-end-of-the-day-i-m-a-25-year-old-convicted-felon>
(<http://www.npr.org/2016/06/03/480449806/at-the-end-of-the-day-i-m-a-25-year-old-convicted-felon>)

F, 2/9

MANDATORY IN-CLASS AUDIO EDITING WORKSHOP WITH RACHEL DEBLINGER

WEEK 6: ALIEN & SUBSTANTIVE CITIZENSHIP

M, 2/12

- [Glenn: "Constructing Citizenship"](#) 
- [Carbado: "Racial Naturalization"](#) 

W, 2/14

- Okubo: *Citizen 13660*
- HOME LISTENING ASSIGNMENT:
 - "Executive Order 9066 & Japanese Internments, Part I" (39.16 mins)
 - <http://www.missedinhistory.com/podcasts/order-9066-japanese-internments-pt1.htm> (<http://www.missedinhistory.com/podcasts/order-9066-japanese-internments-pt1.htm>)


F, 2/16

[STORYBOARD](#) DUE IN HARDCOPY FORM TO TA**WEEK 7: ECONOMIC CITIZENSHIP & THE WELFARE STATE**

M, 2/19: PRESIDENTS' DAY

W, 2/21

- [Jacobson: Excerpt from *The New Nativism*](#) 

- [Proposition 187](#) 
- Hernández, et al.: "Jared Kushner's Sister Highlights Family Ties in Pitch to Chinese Investors"
 - <https://www.nytimes.com/2017/05/06/world/asia/jared-kushner-sister-nicole-meyer-china-investors.html>
(<https://www.nytimes.com/2017/05/06/world/asia/jared-kushner-sister-nicole-meyer-china-investors.html>)
- Abrahamian: "Who Loses When a Country Puts Citizenship Up for Sale?"
 - <https://www.nytimes.com/2018/01/05/opinion/sunday/united-arab-emirates-comorans-citizenship.html>
(<https://www.nytimes.com/2018/01/05/opinion/sunday/united-arab-emirates-comorans-citizenship.html>)
- **HOME VIEWING ASSIGNMENT:**
 - Schwartz: "Jeff Sessions: 'What Good Does It Do to Bring Somebody Who Is Illiterate into Their Own Country?'" (5.03 mins)
 - [https://www.realclearpolitics.com/video/2018/01/16/jeff_sessions_what_good_does_it_do_to_bring_in_somebody_who_is_illiterate_in_their_own_cour](https://www.realclearpolitics.com/video/2018/01/16/jeff_sessions_what_good_does_it_do_to_bring_in_somebody_who_is_illiterate_in_their_own_country.html)


(https://www.realclearpolitics.com/video/2018/01/16/jeff_sessions_what_good_does_it_do_to_bring_in_somebody_who_is_illiterate_in_their_own_cour)
- **IN-CLASS LISTENING ASSIGNMENT:**
 - Margolis: "Swedes Ask: Can We Take in More?" (5.57 mins)
 - <http://www.pri.org/stories/2016-02-05/swedes-ask-can-we-take-more-migrants-and-maintain-our-generous-social-benefits>
(<http://www.pri.org/stories/2016-02-05/swedes-ask-can-we-take-more-migrants-and-maintain-our-generous-social-benefits>)
 - **EXTRA CREDIT: *IO SONO LI/SHUN LI AND THE POET*** (<https://clrc.ucsc.edu/news-events/news/news-article-crossing-film-series.html>) **FILM SCREENING, WEDNESDAY, FEBRUARY 21, 5:30-7:30PM, HUMANITIES 2, ROOM 259.** (<https://clrc.ucsc.edu/news-events/news/news-article-crossing-film-series.html>) **ONE-PAGE RESPONSE DUE IN CLASS ON MONDAY, FEBRUARY 26. (2 POINTS)**

F, 2/23

- *Fear and Learning at Hoover Elementary* (in-class screening) [53 mins]
- **2-3PP. [SCRIPT DRAFT](#) UPLOADED TO CANVAS & DUE IN HARDCOPY FORM AT THE BEGINNING OF CLASS**

WEEK 8: INFORMAL CITIZENSHIP & THE MARKET

M, 2/26

- [Chauvin & Garcés-Mascreñas: "Beyond Informal Citizenship"](#) 
- Dickerson: "DACA May Be the Most Talked about Policy in Washington..."
 - <https://www.nytimes.com/2018/01/23/us/daca-dreamers-shutdown.html> (<https://www.nytimes.com/2018/01/23/us/daca-dreamers-shutdown.html>)
- **IN-CLASS LISTENING ASSIGNMENT:**
 - Garsd: "Coming to America: A Mistake?" (5.22 mins)
 - <https://www.pri.org/stories/2017-09-08/coming-america-mistake-many-parents-daca-recipients-are-wondering>
(<https://www.pri.org/stories/2017-09-08/coming-america-mistake-many-parents-daca-recipients-are-wondering>)

W, 2/28

IN-CLASS KEYWORDS QUIZ

F, 3/2

MANDATORY IN-CLASS PEER REVIEW OF SCRIPTS**WEEK 9: STATELESSNESS**

S, 3/4

- **OPTIONAL (NOT MANDATORY): SUBMISSIONS DUE FOR [CLRC PHOTO SCHOLARSHIP CONTEST: VISUALIZING HOME & MOBILITY](https://clrc.ucsc.edu/news-events/news/photo-scholarship-contest-home-mobility.html)**
(<https://clrc.ucsc.edu/news-events/news/photo-scholarship-contest-home-mobility.html>)

M, 3/5

- *Welcome* (in-class screening) [1 hr, 50 mins]

W, 3/7


- *Welcome* (continued)

F, 3/9

- *Welcome* (continued)
- **[30-SECOND-1-MINUTE PODCAST PREVIEW](#) UPLOADED AS AN MP3 FILE TO CANVAS**

WEEK 10: MOBILITY & STASIS

M, 3/12

- [Anderson: "Exclusion and Failure"](#) 
- **IN-CLASS VIEWING EXERCISE:**
 - Anderson: "Imagining a World without Borders" (10.47 mins)
 - [TEDxEastEnd - Bridget Anderson - Imagining a world without borders](https://www.youtube.com/watch?v=zht-6BrX1b4) (<https://www.youtube.com/watch?v=zht-6BrX1b4>)



<https://www.youtube.com/watch?v=zht-6BrX1b4>

W, 3/14

- Badger: "What Happens When the Richest U.S. Cities Turn to the World?"
 - <https://www.nytimes.com/2017/12/22/upshot/the-great-disconnect-megacities-go-global-but-lose-local-links.html>
(<https://www.nytimes.com/2017/12/22/upshot/the-great-disconnect-megacities-go-global-but-lose-local-links.html>)
- Leonhardt: "The American Dream, Quantified at Last"
 - http://www.nytimes.com/2016/12/08/opinion/the-american-dream-quantified-at-last.html?_r=0 (http://www.nytimes.com/2016/12/08/opinion/the-american-dream-quantified-at-last.html?_r=0)
- **HOME LISTENING ASSIGNMENT:**
 - *This American Life*: "Our Town" (1 hour, 5 mins)
 - <https://www.thisamericanlife.org/radio-archives/episode/632/our-town> (<https://www.thisamericanlife.org/radio-archives/episode/632/our-town>)










F, 3/16

- Higgins: "Two Irish Girls Who Made It to New York"
 - http://www.nytimes.com/2016/12/30/opinion/sunday/aliens-of-extraordinary-and-ordinary-ability.html?_r=0
(http://www.nytimes.com/2016/12/30/opinion/sunday/aliens-of-extraordinary-and-ordinary-ability.html?_r=0)
- **IN-CLASS LISTENING ASSIGNMENT: *Maeve in America***
 - <https://www.maeveinamerica.com/> (<https://www.maeveinamerica.com/>)

MONDAY, MARCH 19, 4:00PM

- **3-PART FINAL ASSIGNMENT UPLOADED TO CANVAS:**
 - [5-7-MINUTE CO-PRODUCED FINAL PODCAST](#)
 - **CO-AUTHORED LIST OF SOURCES**
 - [2-PAGE, CO-AUTHORED FINAL REFLECTION](#)

Course Summary:

Date	Details	
Mon Jan 8, 2018	 Listening Exercise (https://canvas.ucsc.edu/courses/8922/assignments/26626)	due by 11:59pm
Wed Jan 17, 2018	 Collaboration Form & Podcast Collective Creation (https://canvas.ucsc.edu/courses/8922/assignments/26535)	due by 12pm
Fri Jan 19, 2018	 Listening Assignment & Response (https://canvas.ucsc.edu/courses/8922/assignments/26628)	due by 12pm
Fri Jan 26, 2018	 Proposal (https://canvas.ucsc.edu/courses/8922/assignments/27067)	due by 12pm
Fri Feb 16, 2018	 Storyboard (https://canvas.ucsc.edu/courses/8922/assignments/27068)	due by 12pm
Fri Feb 23, 2018	 Script Draft (https://canvas.ucsc.edu/courses/8922/assignments/27069)	due by 12pm
Fri Mar 9, 2018	 Preview (https://canvas.ucsc.edu/courses/8922/assignments/27070)	due by 12pm
Mon Mar 19, 2018	 Final Audio Recording (https://canvas.ucsc.edu/courses/8922/assignments/27071)	due by 4pm
	 Final Reflection (https://canvas.ucsc.edu/courses/8922/assignments/27072)	due by 4pm