

Immigrant Storytelling

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Domenique Himmelsbach de Vries' [A Paper Monument for the Paperless](https://www.himmelsbach.nl/?portfolio=a-paper-monument-for-the-paperless) [_ \(https://www.himmelsbach.nl/?portfolio=a-paper-monument-for-the-paperless\)](https://www.himmelsbach.nl/?portfolio=a-paper-monument-for-the-paperless), [_ \(https://www.himmelsbach.nl/?portfolio=a-paper-monument-for-the-paperless\)](https://www.himmelsbach.nl/?portfolio=a-paper-monument-for-the-paperless) Madrid
(October 2019).

Photo by Catherine S. Ramírez.

LALS 194A

Immigrant Storytelling

Professor Catherine S. Ramírez

Winter 2022

Tuesday, 11:40am-1:15pm (PT)

<https://ucsc.zoom.us/j/94124646907?pwd=UHcxOG5jQ1hySU8zVFZzZjJHQ1JWQT09>

[\(https://www.google.com/url?q=https://ucsc.zoom.us/j/94124646907?](https://www.google.com/url?q=https://ucsc.zoom.us/j/94124646907?)

[pwd%3DUHcxOG5jQ1hySU8zVFZzZjJHQ1JWQT09&sa=D&source=calendar&ust=1641683064521942&usg=AI](https://www.google.com/url?q=https://ucsc.zoom.us/j/94124646907?pwd%3DUHcxOG5jQ1hySU8zVFZzZjJHQ1JWQT09&sa=D&source=calendar&ust=1641683064521942&usg=AI)

Meeting ID: 941 2464 6907

Passcode: 585492

Office Hours: Date and time TBD

Sign up soon for an appointment.

Course Description and Learning Objectives

The twenty-first century has witnessed a boom in narratives by and about immigrants, especially undocumented immigrants—so much so that storytelling has emerged as a strategy for fomenting cultural, social, and political change. Yet why and for whom has storytelling become a tool for effecting social change? What and whose stories are told? How are they told—for example, in what form (e.g., memoir, personal essay, self-portrait, photo essay, documentary film) and via what platform (e.g., newspaper, social media, mainstream press)? By whom and for whom are these stories told? And who benefits or loses from the storytelling turn? Put another way, what social relationships and structures and what historical legacies are challenged or maintained by storytelling?

To address these questions, students will study twenty-first-century first-person accounts by and about immigrants in a variety of genres and media, they will produce their own 2-page personal statement for a graduate or professional school application or job application, and they will analyze (an) immigrant narrative(s) in an 8-10-page textual analysis paper.

In addition to exposing students to twenty-first century first-person narratives by and about immigrants, this course will give students the opportunity to

- Hone their reading, analytical, organizational, writing, and collaborative skills;
- Conduct close and critical readings of literary and visual texts;
- Produce a personal statement for use in a graduate or professional school application or job application;
- Complete a textual analysis paper by
 - Formulating a viable **research question** that can be addressed using textual analysis;
 - Identifying the best **primary and secondary sources** for responding to that question;
 - Developing a sound **thesis**;
 - Identifying and gathering **evidence** and applying a **theoretical framework** to it in the construction of a well-organized and persuasive **argument**.

By the end of the quarter, all students will have completed at least 10 pages' worth of writing. The goal is to wrap up the course with a 2-page personal statement and a polished 8-10-page writing sample, both of which may be used in applications for graduate and professional school and jobs that require strong writing skills.

Course Format and Duration

This course meets remotely. There are no in-person meetings. We'll meet as a class via Zoom 11:40am-1:15pm (PT) on January 4, 11, and 20, and on March 8. January 25-February 22, students will meet with

their writing partners (to be assigned in class) and with me, Professor Ramírez, on an individual basis.

All students are required to meet with me at least once, to meet with their writing partner(s) regularly, and to attend class meetings on the above dates.

Required Texts

Most of the works we'll study are available at Canvas. The following 2 texts are required. Both are available as electronic books and are on reserve at the the [University Library](#)

(<https://library.ucsc.edu/>). You may also purchase and, in some cases, rent these books via the [Bay Tree Bookstore](#) (<https://slugstore.ucsc.edu/>).

(https://ucsc.primo.exlibrisgroup.com/discovery/search?institution=01CDL-SCR_INST&vid=01CDL_SCR_INST:USCS&tab=AvailableOnline&search_scope=online_access&mode=basic&

You're also free to purchase them from a vendor of your choice. Any edition or format (e.g., paperback, electronic, audio) will do.

- Maria Hinojosa, *Once I Was You: A Memoir of Love and Hate in a Torn America* (New York: Atria, 2020)
- Qian Julie Wang, *Beautiful Country: A Memoir* (New York: Doubleday, 2021)

Course Requirements and Evaluation of Performance

This is a 5-unit course, so you should expect to spend approximately 15 hours per week attending meetings, reading, watching and/or listening to the assigned texts, conducting research, completing the written assignments, meeting with me, and collaborating with your writing partner(s).

This is also a writing course, one in which students work independently and collaboratively (e.g., brainstorming, identifying and compiling sources, sharing and reading drafts, providing and receiving feedback on written work). **Attendance and participation in class meetings and meetings with your writing partner(s) and Professor Ramírez are essential.**

The production of knowledge—in this case, writing an original, organized, and grounded personal statement and textual analysis paper—involves multiple steps. Each step (listed below) is required. Based on these criteria, grades will be determined as follows:

- Attendance and participation in class meetings: 20 points (5 points/meeting)
- [Mandatory student-professor meeting](#) (<https://docs.google.com/document/d/1fsLzakN6USsr7ffFSyikwmC12PfdvtDC2jBneM56k9k/edit?usp=sharing>): 10 points
- Personal statement (2 pp.): 15 points
- Paper working title: 5 points
- Paper research question: 5 points
- Paper thesis statement: 5 points

Paper tasks and points

- Paper abstract (50-100 words): 5 points
- Paper outline: 5 points
- Paper annotated bibliography (3-5 primary & secondary sources, including 1 peer-reviewed source): 5 points
- Literature review (1-2pp): 5 points
- Draft of textual analysis paper (5pp): 10 points
- Final textual analysis paper (8-10pp): 10 points

Written work is due to Canvas by 5:00PM (PT) on Mondays. **Please do NOT use email to turn work in.** This course enjoys the support of a Reader, a graduate student who assists with grading; for the Reader to access the assignments, they must be submitted via Canvas. In addition to submitting your work to Canvas, you'll share it with your writing partner(s) on a weekly basis. Likewise, your partner(s) will share work with you.

Please use Canvas to contact me. Given the high volume of email I receive as a department chair, it's easy for me to miss emails, so please do not email me.



Click on "Assignments" near the top of the column at left to access the

assignments.

Grading Scale

Grades are determined according to 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-
- 60-73: D

Advisory

This course examines the uneven distribution of power in society and the ways people have responded to that unevenness. We grapple with such topics as illegality, racial discrimination, displacement,

poverty, family separation, rape, domestic violence, deportation, persecution by the state, and death. Of particular concern are the ways in which the state has branded certain people “illegal” and “alien.” By contesting these dehumanizing labels, this course endeavors to expose their links to relations of power, particularly to processes of stratification, marginalization, and exclusion.

The personal statement is intended for your graduate or professional school or job applications. It's writing that you would share in a professional context (e.g., with your references, the members of a selection committee, or a prospective employer). The personal statement is *not* a private journal entry or a document that you intend to keep confidential. Even if you're not considering applying to graduate or professional school or a job at this time, writing a personal statement should give you the opportunity to reflect on what you'd like to do after college.

The final paper is about any topic related to stories by and/or about migrants at any moment and in any place in the world. Other than that criterion, students decide for themselves what they'll write about. You should write about a subject about which you wish to write. Because our seminar emphasizes textual analysis, the final paper should *not* involve original research with human subjects.

Student Support Resources

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you're a student with a disability who requires accommodations to achieve equal access in this course, please send me your Accommodation Authorization Letter from the [Disability Resource Center](https://drc.ucsc.edu/index.html) [_\(https://drc.ucsc.edu/index.html\)](https://drc.ucsc.edu/index.html), as soon as possible, preferably within the first 2 weeks of the quarter.

UC Santa Cruz is also committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under [Title IX](https://titleix.ucsc.edu/about/index.html) [_\(https://titleix.ucsc.edu/about/index.html\)](https://titleix.ucsc.edu/about/index.html). If you've experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, the [Title IX Office](https://titleix.ucsc.edu/index.html) [_\(https://titleix.ucsc.edu/index.html\)](https://titleix.ucsc.edu/index.html), the [Campus Advocacy, Resources & Education office](https://care.ucsc.edu/) [_\(https://care.ucsc.edu/\)](https://care.ucsc.edu/), and [Counseling & Psychological Services](https://caps.ucsc.edu/) [_\(https://caps.ucsc.edu/\)](https://caps.ucsc.edu/) are resources that you can turn to for support. ***Please be aware that instructors, Teaching Assistants, and Readers are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Office should they become aware that you or any other student has experienced sexual violence or sexual harassment.***

A Note about Academic Integrity

We instructors assign particular readings and have students do particular exercises because those readings and exercises lead to particular learning outcomes. To get the most out of this class and your education in general, do the work. Don't shortchange yourself by skimming the readings, fast-forwarding through recordings, or skipping class or a meeting with your instructor. Above all, don't take credit for someone else's work.

You are a member of an academic community at one of the world's leading research universities. Universities like ours create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the research of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and respect for the intellectual property of others. Researchers don't use one another's research without attribution because we want to recognize the foundational work we have drawn on in order to create new knowledge; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi— any class materials) from their classes without the written permission of the instructor. Any exam, paper, report, or recording submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from me, your instructor. In all of your assignments, including drafts, you may use words or ideas written by other individuals, but only with proper citation (e.g., [Chicago](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style) [\(https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and style\)](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style) and correct attribution. If you're not clear about the expectations for citing sources, completing an assignment, or taking an exam, consult our [Library](https://guides.library.ucsc.edu/citesources) [\(https://guides.library.ucsc.edu/citesources\)](https://guides.library.ucsc.edu/citesources). If you're still confused, seek clarification from me, your instructor.

All members of the campus community are expected to demonstrate integrity in all of our academic endeavors. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, denial of admission to graduate school, and the missed opportunity to learn and grow—aren't worth it.

A Note about Zoom Etiquette and Safety

Seminars revolve around conversation and student participation. However, Zoom can make for awkward exchanges. To enhance the flow of our discussions and to participate in class to the fullest extent possible, please activate your camera when you can, especially when you're meeting with classmates in a break-out room and with your writing partner(s). At the same time, please remember to mute your microphone when you're listening to others and not speaking.

Please use your UCSC email account when logging into Zoom. If you must use someone else's device, please notify me in advance about the account name you'll be using. For everyone's safety and

device, please notify me in advance about the account name you'll be using. For everyone's safety and unless I hear from you beforehand, I won't admit anyone into our virtual classroom if the account name isn't on our class roster.

Schedule (*subject to change*)

Week 1: Tu, Jan 4, 11:40AM-1:15PM (PT)

Required Texts (**PLEASE READ THE ESSAYS BY VARGAS, NAYERI & COLE BEFORE OUR FIRST MEETING**)

- **Vargas: "My Life as an Undocumented Immigrant"**
[_ \(https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html\)](https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html) (available as a **PDF** ↓ [_ \(https://canvas.ucsc.edu/courses/49864/files/4870099/download?download_frd=1\)](https://canvas.ucsc.edu/courses/49864/files/4870099/download?download_frd=1))
- **Nayeri: "The Ungrateful Refugee"** [_ \(https://www.theguardian.com/world/2017/apr/04/dina-nayeri-ungrateful-refugee\)](https://www.theguardian.com/world/2017/apr/04/dina-nayeri-ungrateful-refugee) (available as a **PDF** ↓ [_ \(https://canvas.ucsc.edu/courses/49864/files/4870097/download?download_frd=1\)](https://canvas.ucsc.edu/courses/49864/files/4870097/download?download_frd=1))
- **Cole: "In Dark Times, I Sought Out the Turmoil of Caravaggio's Paintings"**
[_ \(https://www.nytimes.com/2020/09/23/magazine/caravaggio.html\)](https://www.nytimes.com/2020/09/23/magazine/caravaggio.html) (available as a **PDF** ↓ [_ \(https://canvas.ucsc.edu/courses/49864/files/4884313/download?download_frd=1\)](https://canvas.ucsc.edu/courses/49864/files/4884313/download?download_frd=1))
- To discuss in class:
 - Syllabus
 - Components of a Textual Analysis Research Paper Guide (click "Assignments" in the column at left)
 - Primary and secondary sources
 - Primary source: **Good Chance Theatre: The Walk** [_ \(https://www.walkwithamal.org/\)](https://www.walkwithamal.org/)
 - Secondary sources:
 - **DW: "Little Amal: Larger-Than-Life Refugee Puppet Pursues Journey"**
[_ \(https://www.dw.com/en/little-amal-larger-than-life-refugee-puppet-pursues-journey/a-58648198\)](https://www.dw.com/en/little-amal-larger-than-life-refugee-puppet-pursues-journey/a-58648198)
 - **Marshall, Gall, and Povoletto: "Four Months, 5,000 Miles"**
[_ \(https://www.nytimes.com/2021/11/10/theater/little-amal-the-walk.html\)](https://www.nytimes.com/2021/11/10/theater/little-amal-the-walk.html) (available as a **PDF** ↓ [_ \(https://canvas.ucsc.edu/courses/49864/files/4884327/download?download_frd=1\)](https://canvas.ucsc.edu/courses/49864/files/4884327/download?download_frd=1))
 - **Taylor: "The Journey of Little Amal"**
[_ \(https://www.theatlantic.com/photo/2021/11/photos-little-amal/620656/\)](https://www.theatlantic.com/photo/2021/11/photos-little-amal/620656/)
 - **CBS News: "'Little Amal's' Giant Mission to Soften Europeans' Hearts to Refugees"** [_ \(https://www.cbsnews.com/news/little-amal-puppet-europe-refugees-immigration/\)](https://www.cbsnews.com/news/little-amal-puppet-europe-refugees-immigration/)
 - **Kitsantonis and Marshall: "Giant Puppet Ruffles Some Feathers on a Long Walk through Greece"** [_ \(https://www.nytimes.com/2021/08/27/world/europe/greece-syria-refugees-puppet.html\)](https://www.nytimes.com/2021/08/27/world/europe/greece-syria-refugees-puppet.html) (available as a **PDF** ↓ [_ \(https://canvas.ucsc.edu/courses/49864/files/4884328/download?download_frd=1\)](https://canvas.ucsc.edu/courses/49864/files/4884328/download?download_frd=1))

- [Armitstead: "Meet Little Amal, the Puppet Girl Refugee about to Walk 8,000km"](https://www.theguardian.com/stage/2021/jul/04/meet-little-amal-the-puppet-girl-refugee-about-to-walk-8000km) (<https://www.theguardian.com/stage/2021/jul/04/meet-little-amal-the-puppet-girl-refugee-about-to-walk-8000km>)
- [Cascone: "A 12-foot Puppet of a Syrian Girl Will Travel 5,000 Miles This Summer..."](https://news.artnet.com/art-world/little-amal-syrian-refugee-puppet-1967315) (<https://news.artnet.com/art-world/little-amal-syrian-refugee-puppet-1967315>)

- Lesson 1 slide show (available after class)

Week 2: Tu, Jan 11, 11:40AM-1:15PM (PT)

Required Texts (complete before class)

- **Fernandes:** [↓](https://canvas.ucsc.edu/courses/49864/files/4870096/download?download_frd=1) (https://canvas.ucsc.edu/courses/49864/files/4870096/download?download_frd=1) [↓](https://canvas.ucsc.edu/courses/49864/files/4870121/download?download_frd=1) (https://canvas.ucsc.edu/courses/49864/files/4870121/download?download_frd=1) and [↓](https://canvas.ucsc.edu/courses/49864/files/4870122/download?download_frd=1) (https://canvas.ucsc.edu/courses/49864/files/4870122/download?download_frd=1))
- **Ganz: "Telling Your Public Story: Self, Us, Now"** (<https://www.welcomingrefugees.org/sites/default/files/documents/resources/Public%20Story%20Workst>) (available as a **PDF** [↓](https://canvas.ucsc.edu/courses/49864/files/4870117/download?download_frd=1) (https://canvas.ucsc.edu/courses/49864/files/4870117/download?download_frd=1))
- **Banulescu-Bogdan, Malka, and Culbertson: How We Talk about Migration** (https://www.migrationpolicy.org/sites/default/files/publications/narratives-about-migration-2021_final.pdf) (pp. 1-7) (available as a **PDF** [↓](https://canvas.ucsc.edu/courses/49864/files/4884314/download?download_frd=1) (https://canvas.ucsc.edu/courses/49864/files/4884314/download?download_frd=1))
- **United We Dream: Immigrant Made** (<https://unitedwedream.org/zine/?source=toolkit>) (read the **foreword** <https://unitedwedream.org/zine/?source=toolkit>) to volume 1 and a text of your choosing)
- To discuss in class:
 - Textual & Visual Analysis Guide: How to Do a Close Reading (click "Assignments" in the column at left)
 - **Lucify: The Flow towards Europe** (<https://www.lucify.com/the-flow-towards-europe/>)
 - **Reyes: "The Legalities of Being" (3:54 mins)** (<https://youtu.be/8eSpVOw3nBo>)
 - Lesson 2 slide show (available after class)

Week 3: Tu, Jan 18, 11:40AM-1:15PM (PT)

Required Texts (complete before class)

- **[SIGN UP HERE](https://docs.google.com/document/d/1fsLzakN6USsr7ffFSyikwmC12PfdvtDC2jBneM56k9k/edit?usp=sharing)** (<https://docs.google.com/document/d/1fsLzakN6USsr7ffFSyikwmC12PfdvtDC2jBneM56k9k/edit?usp=sharing>) **(BEFORE CLASS) FOR YOUR MANDATORY INDIVIDUAL MEETING WITH PROF. RAMIREZ.**
- **Hinojosa: Once I Was You**

Wang: Beautiful Country

- Wang: *Beautiful Country*
- To discuss in class:
 - Peer Review Guide & Feedback Review Form (click "Assignments" in the column at left)
 - Personal Statement Guidelines and Prompt (click "Assignments" in the column at left)
 - Lesson 3 slide show (available after class)

WRITING PARTNERS ARE ASSIGNED BY THE END OF WEEK 3. PARTNER ASSIGNMENTS CAN BE FOUND BY CLICKING "PEOPLE" IN THE COLUMN AT LEFT. THEN CLICK "WRITING PAIR/TRIO" AT THE TOP OF THE PAGE. PLEASE NOTIFY PROF. RAMIREZ IF YOU DO NOT HAVE A WRITING PARTNER BY THE END OF WEEK 3. PLEASE MEET WITH YOUR WRITING PARTNER(S) IMMEDIATELY.

Week 4: Jan 24-28

- **2-PAGE PERSONAL STATEMENT DUE TO CANVAS AS A WORD DOCUMENT OR PDF BY 5:00PM (PT) ON MON, JAN 24.**
- **MEET WITH WRITING PARTNER(S) AND/OR PROF. RAMIREZ TU, JAN 25, 11:40AM-1:15PM (PT).**

Week 5: Jan 31-Feb 4

- **WORKING TITLE, RESEARCH QUESTION, THESIS STATEMENT & 50-100-WORD ABSTRACT DUE TO CANVAS AS A SINGLE WORD DOCUMENT OR PDF BY 5:00PM (PT), MON, JAN 31.**
 - **USE THE WORKING TITLE, RESEARCH QUESTION, THESIS STATEMENT & ABSTRACT WORKSHEET TO DEVELOP YOUR TITLE, RESEARCH QUESTION, THESIS STATEMENT, AND ABSTRACT AND TO HELP YOUR WRITING PARTNER DEVELOP THEIRS. CLICK "ASSIGNMENTS" IN THE COLUMN AT LEFT TO ACCESS THIS ASSIGNMENT.**
- **MEET WITH WRITING PARTNER(S) AND/OR PROF. RAMIREZ TU, FEB 1, 11:40AM-1:15PM (PT).**

Week 6: Feb 7-11

- **OUTLINE & ANNOTATED BIBLIOGRAPHY (3-5 PRIMARY & SECONDARY SOURCES, INCLUDING 1 PEER-REVIEWED SOURCE) DUE TO CANVAS BY 5:00PM (PT), MON, FEB 7.**
 - **YOU MAY SUBMIT YOUR OUTLINE & ANNOTATED BIBLIOGRAPHY AS A SINGLE WORD DOCUMENT OR PDF OR AS 2 SEPARATE DOCUMENTS. USE THE GUIDE FOR CREATING YOUR OUTLINE & ANNOTATED BIBLIOGRAPHY. CLICK "ASSIGNMENTS" IN THE COLUMN AT LEFT TO ACCESS THIS ASSIGNMENT.**

- **MEET WITH WRITING PARTER(S) AND/OR PROF. RAMIREZ TU, FEB 8, 11:40AM-1:15PM (PT).**

Week 7: Feb 14-18

- **1-2-PAGE LITERATURE REVIEW DRAFT DUE TO CANVAS AS A WORD DOCUMENT OR PDF BY 5:00PM (PT), MON, FEB 14.**
 - **USE THE LITERATURE REVIEW WORKSHEET AS A GUIDE. CLICK "ASSIGNMENTS" IN THE COLUMN AT LEFT TO ACCESS THIS ASSIGNMENT.**
- **MEET WITH WRITING PARTER(S) AND/OR PROF. RAMIREZ TU, FEB 15, 11:40AM-1:15PM (PT).**

Week 8: Feb 21-25

- **TEXTUAL ANALYSIS PAPER DRAFT DUE TO CANVAS AS A WORD DOCUMENT OR PDF BY 5:00PM (PT), MON, FEB 21.**
 - **YOUR DRAFT SHOULD BE A MINIMUM 5 PAGES, INCLUDING WORKING TITLE, ABSTRACT, RESEARCH QUESTION, THESIS STATEMENT, & DISCUSSION OF THEORETICAL FRAMEWORK.**
- **CLICK "ASSIGNMENTS" IN THE COLUMN AT LEFT TO ACCESS THIS ASSIGNMENT.**
- **MEET WITH WRITING PARTER(S) OR PROF. RAMIREZ TU, FEB 22, 11:40AM-1:15PM (PT).**

Week 9: Feb 28-Mar 4

- **COMPLETE A FULL (8-10-PAGE) DRAFT OF YOUR TEXTUAL ANALYSIS PAPER THIS WEEK.**
- **MEET WITH WRITING PARTER(S) TU, MAR 1, 11:40AM-1:15PM (PT).**

Week 10: Tu, Mar 8, 11:40AM-1:15PM (PT)

- **FINAL CLASS MEETING: DISCUSSION OF PERSONAL STATEMENTS OR FINAL PAPERS. PLEASE COME TO CLASS PREPARED TO DISCUSS EITHER OF THESE ASSIGNMENTS.**






FINAL 8-10-PAGE PAPER DUE TO CANVAS AS A WORD DOCUMENT OR PDF BY 5:00PM (PT), WEDNESDAY, MARCH 16.

CLICK "ASSIGNMENTS" IN THE COLUMN AT LEFT TO ACCESS THIS ASSIGNMENT.

Course Summary:

Date	Details	Due
Tue Jan 4, 2022	 Immigrant Storytelling https://canvas.ucsc.edu/calendar?event_id=306058&include_contexts=course_49864	11:40am to 1:25pm
	 Week 1-Components of a Textual Analysis Research Paper Guide https://canvas.ucsc.edu/courses/49864/assignments/306137	due by 11:40am
Tue Jan 11, 2022	 Immigrant Storytelling https://canvas.ucsc.edu/calendar?event_id=306059&include_contexts=course_49864	11:40am to 1:25pm
	 Week 2-Textual & Visual Analysis Guide: How to Do a Close Reading https://canvas.ucsc.edu/courses/49864/assignments/306138	due by 11:40am
Tue Jan 18, 2022	 Immigrant Storytelling https://canvas.ucsc.edu/calendar?event_id=306060&include_contexts=course_49864	11:40am to 1:25pm
	 Week 3-Peer Review Guide & Feedback Review Form https://canvas.ucsc.edu/courses/49864/assignments/306139	due by 11:40am
Mon Jan 24, 2022	 Week 4-Personal Statement Assignment https://canvas.ucsc.edu/courses/49864/assignments/311046	due by 5pm
Tue Jan 25, 2022	 Immigrant Storytelling https://canvas.ucsc.edu/calendar?event_id=306061&include_contexts=course_49864	11:40am to 1:25pm
Mon Jan 31, 2022	 Week 5-Working Title, Research Question, Thesis Statement & Abstract Assignment https://canvas.ucsc.edu/courses/49864/assignments/306141	due by 5pm

Date	Details	Due
	 Week 5-Working Title, Research Question, Thesis Statement & Abstract Worksheet (https://canvas.ucsc.edu/courses/49864/assignments/306140)	due by 5pm
Tue Feb 1, 2022	 Immigrant Storytelling (https://canvas.ucsc.edu/calendar?event_id=306062&include_contexts=course_49864)	11:40am to 1:25pm
	 Week 6-Outline & Annotated Bibliography Assignment (https://canvas.ucsc.edu/courses/49864/assignments/306143)	due by 5pm
Mon Feb 7, 2022	 Week 6-Outline & Annotated Bibliography Guide (https://canvas.ucsc.edu/courses/49864/assignments/306142)	due by 5pm
	 Immigrant Storytelling (https://canvas.ucsc.edu/calendar?event_id=306063&include_contexts=course_49864)	11:40am to 1:25pm
Tue Feb 8, 2022		
	 Week 7-Literature Review Assignment (https://canvas.ucsc.edu/courses/49864/assignments/306145)	due by 5pm
Mon Feb 14, 2022	 Week 7-Literature Review Worksheet (https://canvas.ucsc.edu/courses/49864/assignments/306144)	due by 5pm
	 Immigrant Storytelling (https://canvas.ucsc.edu/calendar?event_id=306064&include_contexts=course_49864)	11:40am to 1:25pm
Tue Feb 15, 2022		
	 Week 8-Textual Analysis Paper Draft Assignment (https://canvas.ucsc.edu/courses/49864/assignments/306146)	due by 5pm
Mon Feb 21, 2022		
	 Immigrant Storytelling (https://canvas.ucsc.edu/calendar?event_id=306065&include_contexts=course_49864)	11:40am to 1:25pm
Tue Feb 22, 2022		

Date	Details	Due
Tue Mar 1, 2022	 Immigrant Storytelling (https://canvas.ucsc.edu/calendar?event_id=306066&include_contexts=course_49864)	11:40am to 1:25pm
	 Immigrant Storytelling (https://canvas.ucsc.edu/calendar?event_id=306067&include_contexts=course_49864)	11:40am to 1:25pm
Tue Mar 8, 2022	 Attendance & Participation in Class Meetings (https://canvas.ucsc.edu/courses/49864/assignments/306149)	due by 1:15pm
	 Mandatory Student-Professor Meeting (https://canvas.ucsc.edu/courses/49864/assignments/311235)	due by 1:15pm
Wed Mar 16, 2022	 Final Assignment-Final Textual Analysis Paper (https://canvas.ucsc.edu/courses/49864/assignments/306136)	due by 5pm