University of Maryland Department of History  
HIST 428M: Foreigners as Citizens: Recording Oral Histories of Immigration  

[Insert season & year, days & times of classes, and room location]  

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Office Hours: [insert dates & times]  
& By Appointment  

Course Description and Goals  
Since the mid-20th century, the demographics of the United States of America have profoundly altered, as decade by decade, increasing numbers of people have arrived from around the globe. This vast movement of people has had as profound an impact on our country as it has on the immigrants themselves. In this class you will explore the impact of this migration on the DC Metro Area through the eyes of local immigrants. As participants in the Metro DC Area Immigrant Voices Project, your goal in this course is three-fold. You will learn the techniques and skills of the oral historian in order to produce (in collaboration with your immigrant interviewee) an oral history interview and thus an original historical source. Through class activities and individual research you will explore your immigrant’s experience in the context of his or her home country, the history of the Metro DC area, and of the U.S. more broadly. In the process, you will work to develop your cultural competency as a member of the diverse community in which we live. The interviews you conduct will become part of the Immigrant Voices Archive of UMD’s Center for History of the New America, meaning that you will directly contribute to ongoing research on immigration.  

Learning Outcomes: (This is a GEN ED Distributive Studies AND Diversity course)  
- To understand the concept of culture, & effectively compare immigrant cultures in the Metro DC area.  
- To understand how cultural beliefs about immigrants (held by communities and individuals, including immigrants themselves) have influenced behaviors and attitudes toward immigrants to America.  
- To develop cultural competency skills needed to effectively negotiate cross-cultural situations or conflicts involving immigrants.  
- To appropriately select and critically evaluate scholarship about immigration, cultural competence, and oral history.  
- To apply oral history methodology and immigration theory in preparing for, conducting, analyzing, and editing a local immigrant’s interview so as to produce a useful contribution to the Metro DC Area Immigrant Voices Oral History Project.  
- To apply scholarship to your research findings and communicate them through a presentation at the Class Conference and in the final “One Immigrant Life” research paper.  
- To collaborate with fellow students to share knowledge about oral history/immigration/cultural competency in ways that support each other’s research projects and intellectual growth.  

Required Texts & Equipment  
Texts: Except for materials chosen by each student for individual research, all required texts for this course will be available as documents or links through the CANVAS system (at https://myelms.umd.edu/login) or otherwise provided by the instructor.  

Equipment: Students are responsible for obtaining their own recording equipment. We will discuss options in detail early in the class, including borrowing equipment from UMD.
Grading & Assignments

Class Participation = 20% (includes Discussions, Reflections, In-Class Interview & Transcript, & other activities)

Interviewee Choice Statement = 5% [Sept 15]
Oral History Research Paper Proposal = 7.5% [Oct 1]
Interview Recording, Permission Forms & Photos = 10% [Oct 22]
Interview Transcript = 10% [Nov 3 or 5, as assigned]
Peer Review of Transcript = 7.5% [Nov 12]
Research Paper Abstract = part of paper grade [2 parts: Draft Nov 17; Final Version Nov 24 or Dec 3 as assigned]
Presentation = 10% [Dec 1, 3, 8 or 10 as assigned]
One Immigrant Life Research Paper = 20% [Dec 10]
Final Analysis Paper & Edited Transcript (with Intro & Keywords) = 10% [Dec 18]

All assignments are due AT THE BEGINNING OF CLASS on the date specified unless otherwise noted. Any late work will be penalized 1/3 grade for each day late. Be sure to check the instructions (and, if necessary, with the instructor) about the required format & the method via which you must turn in each element of the assignment. BE AWARE: To get a C or better in this course you must complete ALL major assignments!

Class Participation:

Preparation: It is extremely important that you have read/viewed, intellectually processed, and taken notes on assigned texts before class. The Class Schedule tells you which of the weekly readings are due each class period, and you are expected to bring a copy of these readings with you that class. Reflections are also an important part of your preparation for class.

Active Engagement: You are expected to actively participate in the classroom. The first step toward participating is to be present! Students are encouraged to attend all classes and arrive on time. If you know in advance that you will miss class due to medical reasons or religious observances please let the instructor know. You should be an engaged listener and active contributor in all classroom activities, including discussion, reflection, partner and group work, debates, peer-review, in-class response papers, conference planning, and possibly even eating! Keep in mind that the point is to learn (often through trial and error) so mistakes are expected and even encouraged. There is seldom just one right answer and asking questions is as important as answering them! Your engagement in the class will be assessed on an ongoing basis as part of your participation grade. JUST showing up for class cannot earn you better than a low C (if that) as a participation grade. If for some reason you feel you cannot actively participate in class come and see me during the first two weeks of the semester.

The Metro DC Area Immigrant Voices Projects:

In this class you will all be working on what I call the the Metro DC Area Immigrant Voices Project, which has as its goal creating a body of work that allows Washington area immigrants to tell their stories. In addition to working with your fellow students in class as described above, you will thus also be doing the work of an oral historian; interviewing an immigrant member of the local community and creating and presenting an oral history research paper based on this
This process is divided into a number of graded components, which are as follows (more detailed information will be provided on each assignment as it comes due):

1. **Reflections** (1-2 pages) - During the semester you will write Reflections in which you provide your thoughts on particular activities done for the class.

2. **Interviewee Choice Statement** (1 page) - Introduction of individual you plan to interview, explaining why this person is an appropriate subject for the project.

3. **Proposal** (3 pages) - Description of your proposed approach to your interview and research paper, with bibliography & interview outline/sample questions

4. **Interview Recording & Permission Forms** - Copies of interview recording & signed permission forms provided to instructor.

5. **Interview Transcript** – Written transcript of your interview provided to BOTH instructor and student partner.

6. **Peer Review of Transcript** (1-2 pages) – Review of student partner’s transcript provided to both instructor and partner.

7. **Paper Abstract** (200-300 words) – Concise description of Research Paper

8. **‘One Immigrant Life’ Research Paper** (7-8 pages) - Paper in which you consider cultural, social, economic and political aspects of immigration from the perspective of your interview subject. You will place this individual’s personal experience into the context of the history of immigration into the DC metropolitan area and of emigration from his or her homeland, paying particular attention to what her or his experiences convey about the Washington community. Your paper should be focused on an interpretive argument, with a clear thesis backed up by evidence from your interview and other primary and secondary material.

9. **Presentation** – Presentation about your research paper given during the Class Conference near the end of the semester.

10. **Final Analysis Paper & Edited Transcript** – At the end of the course, you will turn in the edited transcript of your interview (along with a brief Introduction & Keywords) AND a short essay (3 to 5 pages) that addresses the following questions:
    - What did you like about doing oral history? What did you find most difficult?
    - What advantages did working with a student partner bring to your development as a cultural competent oral historian? Any disadvantages?
    - What was the most interesting thing you learned about DC area immigrants in this class?
    - In what ways do you think this course affected your understanding of and ability to cope with cultural beliefs/challenges/conflicts related to immigration and migration?
    - What do you think are the main strengths and weaknesses of oral history as a research method for exploring immigration? For learning about cultural competency?

**Performance Standards:** The following scale out of a total of 100 points will determine your grade.

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(For details see http://www.umd.edu/catalog/index.cfm/show/content_section/c/27/ss/1584/s/)
Academic Integrity
Violations of the University’s Code of Academic Integrity will not be tolerated in this class (http://www.president.umd.edu/policies/docs/III-100A.pdf). Violations include (but are not limited to) cheating on tests, submitting the same paper for credit in two courses without authorization, buying papers, facilitating academic dishonesty, submitting fraudulent documents, forging signatures, and plagiarizing written work. Plagiarism is broadly defined as follows:

- Repeating another’s sentence as your own
- Adopting a particularly apt phrase as your own
- Paraphrasing someone else's argument as your own
- Presenting someone else's line of thinking in the development of a thesis as your own

All quotations taken from other authors (including from the Internet) must be indicated by quotation marks and properly referenced using Kate Turabian A Manual for Writers of Term Papers, Theses, and Dissertations 8th Edition as your guide (a Quick Guide to Turabian Citation is available in CANVAS). You are also expected to write and sign the UMD Honor Pledge “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination” on all major assignments. You are also expected to have completed the Academic Integrity Tutorial (http://osc.umd.edu/CEE/programs.aspx) in the first week of class.

A Note on General Internet Use: Students are encouraged to expand their knowledge about class topics by seeking information on the Internet. However, if an assignment specifies that students should not consult outside sources, you must refrain from consulting Internet sources as well as outside paper sources. In addition, due in part to copyright considerations, students must not post ANY material about the course on the internet without the permission of the instructor.

If you have any questions about Academic Integrity, especially about plagiarism and proper use of the Internet, please consult your instructor!

Miscellaneous Announcements
Contacting the Instructor:
You are always welcome to visit me during office hours and I encourage you to do so! If you cannot come during these times, I will be happy to make an appointment with you. Other than office hours the best way to contact me outside of class is via email. I will make announcements and contact you individually via email – check your email regularly!

Available Resources:
You are encouraged to take your papers to the UMD Writing Center for help improving your writing. Feel free to consult with Learning Assistance Services as needed:
Writing Center, 1205 Tawes Hall (http://www.english.umd.edu.academics/writingcenter)
Learning Assistance, 2202 Shoemaker Building (http://www.counseling.umd.edu/LAS/)

Policy on Electronic Devices:
Unless otherwise notified by the instructor, ALL electronic devices (including cell phones) must be TURNED OFF during class. The only exception to this rule is the use of laptops for taking notes only, and only if this does not prove to be a distraction. During activities, you may be asked to put laptops away, so be sure to bring paper & pen for taking notes. If any student uses an unauthorized electronic device during class time, he or she may be required to leave the room for the remainder of the class period. If there are more than 3 instances of students using
Unauthorized electronic devices during class, the entire class will be given a pop quiz that will count toward your participation grade.

**Inclement Weather Policy:**
If UMD closes the campus due to inclement weather during the time when this class normally meets, our class will be cancelled. Go to the UMD website http://www.umd.edu or call 301-405-SNOW for information about university weather cancellations or delays. If a class is cancelled due to inclement weather conditions, but campus is not closed, you will be informed via email and an announcement on CANVAS. Your instructor will also inform you, via email, or by other means as necessary, if there are any changes in due dates for assignments, tests, or exams due to class cancellations.

**Disabilities:**
If you have a documented disability, please inform the instructor of your needs in the first two weeks of the semester. See www.counseling.umd.edu/DSS/ for UMD’s support services.

This syllabus is subject to change by the instructor at any time (including changes in texts). Students will be notified in advance of changes that could affect grading and assignments.

**CLASS SCHEDULE**
All readings are due on the date specified. They are available in CANVAS unless otherwise noted. Bring readings to class with you on the date due unless otherwise instructed.

**Week One: Immigration, Oral History & Cultural Competency**
Sept 1 – Introductions: Oral History, Immigrants & Cultural Competency
  **Readings/Preparation:** First class, no preparation necessary
Sept 3 – Immigration Story of America I
  **Readings/Preparation:** Read Alejandro Portes & Rubén Rumbaut “Nine Stories”; Immigration to the United States by Decade 1790-2010; Number of Slaves Transported 1621-1866; Timeline US Immigration History 1789-2012; Immigrants in US by Number & Percent 1850-2012. Bring in completed Student Information Sheet.

**Week’s Class Activities:** Instructor overviews syllabus, texts, and expectations. Students complete Student Information Sheets. We institute ‘brave space’ ground rules for discussion. We then discuss the intersection of oral history, immigrants & cultural competency (What is oral history? How has it been used with immigrants? How might we use it to understand the Metro DC community? What is culture? What role might cultural competency play in our ability to be effective oral historians?) / The class discusses immigration in America before and since the 1965 Immigration Act using the “Good Immigrant” exercise. (What is the “New America”? How is it different from the “Old America”? What role have immigrants played in developing it? How do individual experiences presented in ‘Nine Stories’ reflect this context?)

**Week Two: The Metro DC Area and Migration**
Sept 8 – Immigration Story of America II: Washington DC as a Migrant Metropolis
  **Readings/Preparation:** Read Alejandro Portes & Rubén Rumbaut “Who They Are and Why They Come” 12-36; Audrey Singer “Metropolitan Washington: A New Immigrant Gateway (2012)”
Sept 10 - Who wants to talk? Choosing Oral History Narrators for our Project

Readings/Preparation: Bring in Reflection #1 (up to 1 page) describing your own cultural background. Review Audrey Singer “Metropolitan Washington: A New Immigrant Gateway (2012)” & read William Schneider “Interviewing in Cross-Cultural Settings”

Week’s Class Activities:
Students listen to 2006 NPR broadcast on the 1965 Immigration Law & then discuss how U.S. Immigration Policy has affected the nature of Metro DC Area Immigrants. (What are the parameters of the Metro DC Area? Where do Metro DC Area immigrants come from? Why do they come?) / We discuss students’ & instructor’s cultural backgrounds. Students then trade ideas about possible interviewees for individual projects. Finally students choose mock interview partners (Who would we like to interview? What are our own cultural identities & how does this affect our choices? What is the interviewer’s relationship with interviewee/narrator? How can we partner to allow for best understanding of cultural differences/similarities?)

Week Three: Cultural Competence & Interviewing
Sept 15 – Interviewing I: Questions & Answers *Interviewee Choice Statement Due*
Readings/Preparation: Complete Interviewee Choice Statement. Read Mary Kay Quinlan “The Dynamics of Interviewing.”
Sept 17 – Caribbean Stories & Making Contact

Week’s Class Activities: Do mock interviews with partners (conducted in pairs in front of class, recorded & posted to CANVAS to be transcribed for homework). / Instructor goes over Tracking Log with students. Class listens to & works with excerpt from Caribbean immigrant (L. Melville) interview. Using the Johnson reading as a focus, students discuss issues of race & class for Caribbean immigrants (How are race & class viewed in the Caribbean? What does history have to do with this? Why might American understandings of identity be confusing for migrants from the Caribbean? What happens when your own ethnic/racial/cultural identity clashes with the ways others see you? How might this be an issue in your interviews?)

Week Four: Behind the Scenes – Race, Culture & Identity
Sept 22 – African Stories
Readings/Preparation: Read Jill Wilson “African-Born Blacks in the Washington DC Metro Area” and Elizabeth Chacko “Ethiopians in Washington DC”
Sept 24– Interviewing II: Listening & Questioning
Readings/Preparation: Transcribe the in-class interview that you conducted. Listen to and take notes about the in-class interview your partner conducted with you. Bring both the completed transcript & the notes to class. Read David Mould “Interviewing” and Baylor’s “Creating an interview outline” & “Composing Questions.”

Week’s Class Activities: Discussion of African immigrant groups (Nigerians, Ethiopians etc.) in the DC area with special attention to groups likely to be represented in students’ interviews.
Possible guest speaker. Students confirm that interview appointments are scheduled & arrangements made for recording equipment. Students review mock interview transcripts with partners, groups, and as a class. Entire class discusses solutions for issues raised by Mould reading, our mock interviews & transcribing work (Are transcripts accurate? Are questions appropriate? Any cultural disconnects?)

**Week Five: Oral History, Immigrants & the Law**

Sept 29 – Legality & Ethics in Oral History

*Readings/Preparation:* Complete & Bring in **Reflection #2** on what you learned from the practice interview & transcribing exercise. Provide date & time of your scheduled interview to Dr. Rush if you have not already done so. Read John A. Neuenschwander “The Legal Ramifications of Oral History”; CHNA Oral History Legal Release Agreement; DRUM License & FERPA Waiver.

Oct 1 – South Asian Stories *Oral History Proposal Due*

*Readings/Preparation:* Read Karen Leonard “India” OR Nazli Kibria “South Asians” as assigned; also Shamita Das Dasgupta selections; Rama Lakshmi “Modi’s Attitude Warms Indian Americans.” Do “Questions for S. Asian Readings” & bring to class.

**Week’s Class Activities:**

Class reviews interview appointment schedule & troubleshoots any last minute problems. We then discuss oral history permissions and other legal and ethical issues (What is required? What pitfalls might you encounter? What accommodations can be made? How does research enhance your cultural competence in this area?) Students use role playing exercises as needed to practice dealing with ethical issues that may arise during the interviewing process. They also locate necessary legal documents for interviews. / After instructor’s overview, students prepare in groups and then conduct a debate focused on the South Asian experience, immigration, and gender in the context of South Asians in DC area.

**Week Six: Meetings with Students *Interviews are Ongoing this week!***

Oct 6 & 8 – No regular classes. Scheduled Individual Meetings with instructor.

*Week’s Readings/Preparation:* Bring list of items you plan to have with you when you do your interview & be prepared to talk about one of your resources. Conduct interviews as scheduled. Begin individual research for paper – you should continue this in the coming weeks.

**Week’s Class Activities:** No regular class. Instead students meet with instructor to discuss their Proposal and prepare for their oral history interviews. Instructor works through detailed checklist with each student and addresses individual questions as necessary.

**Week Seven: Remembering Immigration Stories *Interviews are Ongoing this week!***

Oct 13 – Issues of Memory

*Readings/Preparation:* Read Alistair Thomson “Memory and Remembering in Oral History. Conduct interviews as scheduled.

Oct 15 – East Asian Pacific Stories

*Readings/Preparation:* Read Fae Myenne Ng “My Confusion Program”; “SAA-POMS-GN00301 Chinese Confession Cases”; “Qing Shan Liang”; “Hoan Dang”; “Rise of Asian Americans.” Conduct interviews as scheduled.
**Week’s Class Activities:**
Students work together to address questions provided and discuss how the nature of memory affects historical sources. (What is memory? How reliable is it? Is there a collective memory? Is oral history unique in facing the problems of memory? What role does culture play?) A group memory exercise follows. / The class discusses East Asian Pacific communities in DC and the greater U.S., their origins and experiences. (Where is the Asian Pacific? How are DC Asians linked to other Asian communities in America? What divisions has U.S. law created within East Asian immigrant communities? How has it affected their culture?)

**Week Eight: Clarifying Voices – It Takes Time** *Interviews must be done by Oct 21*

Oct 20 – Latin American Stories: Migrants & Immigrants
**Readings/Preparation:** Read Aubrey Singer “Latin American Immigrants in the Washington Metropolitan Area: History and Demography” OR Michael Jones-Correa “Latinos in the Washington Metropolitan Area” (as assigned) in Kate Brick “Local Goes National: Latino Immigrants in DC”

Oct 22 – Transcription & Translation *Interview Recording, Permissions & Photos Due*
**Readings/Preparation:** Turn in digital recording of interview, photo & permission forms. Read Maze “The Uneasy Page: Transcribing and Editing” and answer questions in “Student Guide to Transcription Discussion.”

**Week’s Class Activities:** View & discuss short films “The Blending of Culture: Latino Influence on America” & “Carlos Vaquerano.” (What is a Latino American? What is the difference between a migrant and an immigrant? How might cultural research in Central/South America help us understand the ‘New America’ & the ‘new DC’?) / Interview de-briefing takes place today – students talk together about what they learned during the interviews. We also discuss transcription (What are the issues/choices relating to transcription? How have transcriptions been used? Is transcription necessary in the digital age? Can cultural competence assist with transcribing?) Students select transcription review partners.

**Week Nine: Preservation**

Oct 27 – More American Immigrant Stories: Canadians
**Readings/Preparation:** Complete and bring in Reflection # 3 (1-2 pages) about your interview. Read Jie Zong, Hataipreuk Rkasnuam, & Jeanne Batalova “Canadian Immigrants in the United States”

Oct 29 – Middle Eastern Stories
**Readings/Preparation:** TBA

**Week’s Class Activities:** View & Discuss film clip “Illegal Border Hopping from Canada to the United States.” (How does relationship of America & Canada impact immigration? Why are Canadian immigrants to the U.S. usually ignored? Why do U.S. citizens immigrate to Canada? How does looking at the immigration border to the north impact our view of North America?) / Students view & discuss the film “American Arab.” (Who are the Arab Americans? What roles do xenophobia & cultural competence play in the New America?) Students engage in group work and exercises on cultural conflict before and after 9/11.
Week Ten: Meetings with Students *Interview Transcript Due*

Nov 3 & 5 - No regular classes. Scheduled small group meetings with instructor.  
**Week’s Readings/Preparation:** Bring 2 copies of your Interview Transcript (one for instructor, one for student partner) to your scheduled group meeting. Continue individual research for paper & begin working on actual paper & presentation!

**Week’s Class Activities:** No regular classes. Students meet in small groups with the instructor to discuss peer review of transcripts, progress on research, the upcoming conference and any other ongoing issues.

Week Eleven: More Stories – Our Project Emerges  
Nov 10 – European Stories  
**Readings/Preparation:** Read Donna Gabaccia “Europe: Western”; Steven Gold “Russia” & oral histories from Shasha & Shron Red Blues (as assigned).  
Nov 12 – Putting it all together: Our Project Emerges *Peer Transcript Review Due*  
**Readings/Preparation:** Read partner’s transcript carefully & bring that transcript and two copies of your Peer Review of it to class.

**Week’s Class Activities:** The class discusses the role of Europeans in post-1965 migration. We focus on individuals from countries represented among student interviewees – readings will thus vary for each class. / Students discuss their Peer Transcript Reviews in pairs and then as a class, sharing advice for how to approach individual papers. The entire class pools data collected from their interviews using the Immigrant Information Tables provided by instructor. Students also use maps to locate immigrants in the DC area and the world. We then consider themes for the DC Metro Area Immigrant Project that are suggested by the data.

Week Twelve: Presenting Your Findings  
Nov 17 – Citizenship & Trans-nationalism: Migrants, Immigrants or Something Else?  
**Preliminary Draft of Paper Abstract Due**  
**Readings/Preparation:** Read Elliott Barkan “America in the Hand, Homeland in the Heart”  
Nov 19 – Planning Our Oral History Conference I  
**Readings/Preparation:** TBA

**Week’s Class Activities:** The entire class debates the issue of trans-nationalism & considers how far this concept relates to their interviewees. (How have scholars understood trans-nationalism? How does trans-nationalism relate to the citizenship dilemma? Is it just about legality? Should assimilation be the goal? Do the ideas of trans-national and/or trans-local fit into our current social/political structures? How does cultural competency help us navigate new ideas about belonging?) / Students begin planning for the Class Conference. The entire class decides the overall structure of the conference, its title, and assigning conference tasks (chairs, commentators, timekeepers, program creators, etc). Students then form small groups to plan panels.

Week Thirteen: Setting Voices Free: Class Conference I  
Nov 24 – Planning our Conference II *Final Paper Abstract Due for Week 14 Presenters*  
**Readings/Preparation:** Read Paul Edwards “How to Give an Academic Talk.”
Week’s Class Activities: Students complete planning for the conference. Instructor ensures everyone knows their assigned tasks in addition to their presentation dates. The class then discusses the specific nature of a conference talk. Class breaks into pairs to engage in practice exercises to prepare for the conference presentations.

Nov 26 - THANKSGIVING – NO CLASS

Week Fourteen: Class Conference I
Dec 1 – Student Presentations
Readings/Preparation: Review Abstracts for today’s presentations.
Dec 3 – Student Presentations *Final Paper Abstract Due for Week 15 Presenters*
Readings/Preparation: Review Abstracts for today’s presentations

Week’s Class Activities: Students present their work and do all the tasks needed to run the conference.

Week Fifteen: Class Conference II
Dec 8 – Student Presentations
Readings/Preparation:
Dec 10 – Student Presentations *Research Papers Due at Beginning of Class*
Readings/Preparation: Review Abstracts for today’s presentations.

Week’s Class Activities: Students present their work and do all the tasks needed to run the conference. The conference concludes with a summing up by the instructor.

Friday, December 18th at 1:30pm: Reflection #4 (1 page, on the conference), Final Analysis Paper & Edited Transcript Due in lieu of Final Exam.