

# SOCIOLOGY 545: SEMINAR IN INEQUALITY & SOCIAL JUSTICE

Spring 2020  
W 2-4:50, SS 330/338

## **Professor: Dr. Teresa Sobieszczyk (Dr. Sobie)**

**Office Hours:** M 1:15-3 and Th 3-4 and by appointment

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## **COURSE DESCRIPTION**

International migration is one of the most important markers of the current globalized world. In this course, we will use the lenses of inequality and social justice to examine contemporary migration, refugee, and asylum issues in the US and the world. We will seek to analyze the causes, meanings, and implications of contemporary international migrant flows. Students will be expected to develop a critical perspective as to why certain migration issues are viewed as social problems and why analysts disagree on the extent or nature of these problems. Student performance will be evaluated based on two formal papers, reading question assignments, attendance, peer reviews, and preparation for and participation in class.

## **COURSE OBJECTIVES**

During this term, students will:

1. Develop a critical perspective on contemporary international migration flows, their causes, and their social, economic, and political implications.
2. Analyze historical and contemporary US policies seeking to regulate flows of international migrants.
3. Understand and assess community responses to flows of international migrants.
4. Understand the main socioeconomic, health, population, and education impacts of international migration as well as immigrant separation and detention.
5. Demonstrate research, writing, and citation skills appropriate to graduate students

## **COURSE REQUIREMENTS**

### **Moodle:**

Course readings, review sheets, and announcements will be posted on the Moodle System. In addition, for most lectures, I will post the most important charts and graphs as Power Point files on Moodle. You can access Moodle for this course by clicking on the Moodle link in Cyberbear, and then finding the class by my last name (Sobieszczyk) or SOCI 441. Go to any computer lab on campus or print from home if you have the necessary file readers and computer programs. Students who miss a lecture should be sure to print relevant charts, graphs, and discussion guides from lectures, review class announcements, and obtain the class notes from the missed lecture from a fellow classmate.

### **Classroom Environment**

I will respect you by dismissing class on time each day. In return, please show your respect for me and your fellow class members by coming to class on time, refraining from chatting, texting, web surfing, or otherwise disrupting class. If you need to leave class early, please let me know before class begins so that I don't worry about you! Be sure to turn off your cell phone when you come to class. If I catch you texting or using a computer for something other than taking notes, I will confiscate your device for the remainder of the class period and will subtract 5 points from your in-class activities and homework score.

We will be talking about some sensitive and potentially controversial issues this term. Please treat each other and each other's ideas respectfully. Keep in mind that the University of Montana forbids discrimination on the basis of ethnicity, race, religion, sex, age, marital status, sexual orientation, or disability.

## **Attendance, Class Preparation, Reading Questions, Peer Review, Article Submission, and Participation (20%)**

I expect students to attend each class prepared for discussion and active listening. I expect students to be on time and stay for the entire class. If you are habitually absent or tardy, or if you leave class early, your grade will be lowered. I also expect you to complete assigned readings prior to the class for which they are assigned and to be prepared to discuss them with your peers in class. Several times during the semester, your participation and preparation for class will be evaluated with attendance, discussions, problem solving activities, homework exercises, quizzes, and/or other exercises. Keep in mind that if you miss a class, you may not make up missed class work, quizzes, or attendance, which ultimately lowers your grade. Together, homework assignments, class participation, attendance, class activities, quizzes, extra credit, and preparation for class will be worth 20 percent of your overall grade.

## **Reading Questions**

This term, you must complete 5 (of 7) reading question assignments. A list of homework assignments will be distributed in class in Week 2. All assignments should be printed on a computer printer or hand written very neatly. Be sure to cite your sources using the citation guidelines attached at the end of the syllabus and discussed in class and to attach an alphabetized reference list. Be sure that you write your own homework responses to avoid plagiarism. If you have to miss the class for which a homework assignment is due, please bring it to a class prior to the due date, drop it off in my mailbox before class, or send it to class with a friend; otherwise, it will be considered late. All homework is due at the beginning of class on the date listed in the syllabus. Late homework exercises will be accepted within 1 week of the due date listed in the syllabus; however, assignments turned in later than the class period in which they were due will be lowered one letter grade from what they would otherwise have received. In other words, a homework assignment that would originally have received an "A" will receive a "B." You may turn in one optional additional reading question assignment during the term as extra credit.

## **Contemporary Border and Detention Articles**

Please identify and save as a pdf **two** high quality newspaper or journal articles on the contemporary border and detention issue in the U.S., including the new policy of keeping asylum seekers waiting in Mexico. Post the articles to the file for this class, providing the formal Chicago reference list entry for each as you post them. Post to the file by 5 p.m. 2/12/20.

## **Comparison/Contrast Paper (40%)**

Please write a comparison/contrast paper on a past and current immigration, refugee, asylum, or immigrant detention issue or policy. The paper should be typed, double spaced, in a 12 point font with 1 inch margins and should be 7-9 pages long, excluding references. You should cite your sources and provide an alphabetized reference list using the Chicago style practiced in class and listed in the syllabus. Please see handout on the paper to be distributed in class.

- First version due at beginning of class on 3/4/20. Bring 2 printed copies with you for peer review.
- Final version due at beginning of class on 3/11/20. You may submit this one online as a word document and send it by email to Teresa.
- Optional revision for extra credit due by 5 p.m. on 5/4/20. You may submit this one online as a word document and send it by email to Teresa.

## **Analytical Paper (40%)**

Please write an analytical paper on some issue or case of contemporary immigration, refugees, asylum seekers, border detention, etc. The paper should be typed, double spaced, in a 12 point font with 1 inch margins and should be 10-12 pages, excluding references. You should cite your sources and provide an alphabetized reference list using the Chicago style practiced in class and listed in the syllabus. Please see handout on the paper to be distributed in class.

- First version due at beginning of class on 4/22/20. Bring 2 printed copies with you for peer review.
- Final version due at beginning of class on 4/29/20. You may submit this one online as a word document and send it by email to Teresa.

### **Distribution of Course Grade**

|   |           |
|---|-----------|
| Comparison/Contrast Paper   | 40        |
| Analytical Paper  | 40        |
| Homework, quizzes, participation, attendance, in-class activities | <u>20</u> |
| TOTAL   | 100%      |

A plus / minus system of grading will be employed (e.g. 93+ = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B- and so on). All materials (books, videos) borrowed from Dr. Sobieszczyk must be returned by the final exam for the class or you will earn an 'Incomplete,' which will remain on your record until the materials are returned or replaced. If you are enrolled Pass/Not Pass, you must earn a C-or better to pass.

## **ADDITIONAL INFORMATION**

### **Office Hours**

Please feel free to visit me during office hours. Generally, I will be available for a few minutes after class if you have a quick question. If you are unable to attend my scheduled office hours, you may arrange to meet me at a different time by appointment.

### **Extra Credit**

As noted above, you may turn in an additional set of reading questions for extra credit. You may resubmit your comparison/contrast paper for extra credit (due 5/4/20 by 5 p.m.) Additional extra credit opportunities may arise over the course of the term and will be announced in class.

### **Study Groups**

I recommend that you participate in study groups to discuss readings and work on papers. Students who meet together in study groups tend to do much better on homework assignments and papers than those who do not. Keep in mind that even if you meet in a study group to discuss an assignment, the work you turn in must be written individually, in your own words!

## **Reading/Assignment Schedule (subject to change)**

Films denoted with "TS" are in Dr. Sobie's own collection; films with "ML" are available from the Mansfield Library Reserve Desk. Short films available online are listed by their web address. All films listed will be shown in class, so there is no need to watch them before coming to class. However, readings listed for a given date should be completed **PRIOR** to class as we will be covering them in class. Readings are available on Moodle. Any assignments are due at the beginning of class on the date listed or they will be considered late.

### **Wednesday 1/15/20: Introduction to Course; Borders Reflection Writing; The Other Side of Immigration; Citation and Reference Workshop**

Reading assignment: review pp. 6-8 of syllabus on citations

Film: *The Other Side of Immigration* (available online at <https://www.youtube.com/watch?v=z1P8MOETwiU> (55 min)

In-class assignment: **Complete student bio form & turn in at the end of class**

### **Wednesday 1/22/20: Historical Development of US Immigrant, Refugee, and Asylum Policies Ethical Approaches to Understanding the Contemporary Migration Situation; Quiz**

Reading assignment: (1) Blakemore, Erin. 2019. "A Ship of Jewish Refugees Was Refused U.S.

Landing in 1939. This Was Their Fate." Available at <https://www.history.com/news/wwii-jewish-refugee-ship-st-louis-1939>; accessed 1/14/20.

(2) DeSipio, Louis and Rodolfo O. de la Garza. 2017. "Defining Who We Will Be: The History of US Immigration Policy." In *U.S. Immigration in the Twenty-First Century: Making Americans, Remaking America*, 45-95. Philadelphia, PA: Routledge. Access this online at <https://ebookcentral-proquest-com.weblib.lib.umt.edu:2443/lib/msoumt/detail.action?docID=1771956>

(3) DeSipio, Louis and Rodolfo O. de la Garza. 2017. "From Immigrant to Citizen: U.S. Naturalization Policy." In *U.S. Immigration in the Twenty-First Century: Making Americans, Remaking America*, 131-172. Philadelphia, PA: Routledge. Access this online at <https://ebookcentral-proquest-com.weblib.lib.umt.edu:2443/lib/msoumt/detail.action?docID=1771956>

### Citation & Reference List Quiz

## **Wednesday 1/29/20: The Evolution of US Policies towards Immigrants, Asylum Seekers, and Refugees**

Reading assignment: (1) DeSipio, Louis and Rodolfo O. de la Garza. 2017. "Current Immigration and Immigrant Incorporation Debates: How Did We Get Here?" In *U.S. Immigration in the Twenty-First Century: Making Americans, Remaking America*, 1-44. Philadelphia, PA: Routledge. Access this online at <https://ebookcentral-proquest-com.weblib.lib.umt.edu:2443/lib/msoumt/detail.action?docID=1771956>

(2) Krogstad, Jens Manuel and Ana Gonzalez-Barerra. 2019. "Key Facts about U.S. Immigration Policies and Proposed Changes." Pew Research Fact Tank. Available at <https://www.pewresearch.org/fact-tank/2019/05/17/key-facts-about-u-s-immigration-policies-and-proposed-changes/>; accessed 12 January 2020.

(3) Schmidt, Paul Wickham. 2019. "An Overview and Critique of US Immigration and Asylum Policies in the Trump Era." *Journal on Migration and Human Security* 7 (3): 92-102.

(4) Scribner, Todd. 2017. "You Are Not Welcome Here Anymore: Restoring Support for Refugee Resettlement in the Age of Trump." *Journal on Migration and Human Security* 5 (2): 263-284.

Due: RQ #1

Film: Vargas, Jose Antonio, prod. 2014. *Documented: A Film by an Undocumented American*. New York, NY: BOND/360. (ML DVD 364.137 DOC, 90 min.)

## **Wednesday 2/5/20: Detention at the Border - Book**

Reading assignment: Dow, Mark. 2004. *American Gulag: Inside U.S. Immigration Prisons*. Berkeley, CA: University of California Press. (Read pp. ix -109 only)

Due: RQ#2

## **Wednesday 2/12/20: Library Session; Writing Workshop (MEET IN MANSFIELD LIBRARY, BUCKHOUSE ROOM IN BASEMENT AT 2 P.M.)**

Reading assignment: Felton, John. 2010. "Aiding Refugees: Should the U.N. Help More Displaced People?" In *Global Issues: Selections from CQ Researcher*, 239-322. Thousand Oaks, CA: Pine Forge Press.

Due: **Articles on contemporary border detention must be posted to file by 5 p.m.**

## **Wednesday 2/19/20: Immigrant Detention & Border Issues; Discussion**

Reading Assignment: (1) Hylton, Wil S. 2015. "The Shame of America's Detention Camps." *New York Times*, 4 Feb.

(2) Gilman, Denise and Luis A. Romero. 2018. "Immigration Detention, Inc." *Journal on Migration and Human Security* 6 (2): 145-160.

(3) Silverman, Stephanie S. and Ben Lewis. 2017. "Families in US Immigration Detention: What Does It Mean to Do 'The Right Thing'?" *Contemporary Readings in Law and Social Justice* 9(2): 95-115.

(4) Please browse through the statistics and policies available at <http://ice.gov>

Film: Gavia, Marcela, prod. 2018. *Separated: Children at the Border*. Boston, MA: WGBH. (TS; 60 min.)

## **Wednesday 2/26/20: Focus on Child Migrants (DACA, separations); Writing Workshop**

Reading assignment: (1) Brabeck, Kalina M., M. Brinton Lykes, and Cristina Hunter. 2014.

“The Psychosocial Impact of Detention and Deportation on U.S. Migrant Children and Families.” *American Journal of Orthopsychiatry* 84 (5): 496-505.

(2) MacLean, Sarah A., Priscilla O. Agyeman, Joshua Walther, Elizabeth K. Singera, Kim A. Baranowskia, and Craig L. Katza. 2019. “Mental Health of Children Held at a United States Immigration Detention Center.” *Social Science & Medicine* 230: 303-308.

(3) Terrio, Susan J. 2015. *Whose Child Am I? Unaccompanied, Undocumented Children in U.S. Immigration Custody*. Oakland, CA: University of California Press. (This is an ebook, available online.

You need to log in to cyberbear to access it: <https://ebookcentral-proquest-com.weblib.lib.umt.edu:2443/lib/msoumt/detail.action?docID=1882091> Please read Chapters 3-5.

(4) Roth, Benjamin J. 2017. “Youth Outreach Centers in El Salvador: Providing Alternatives to Displacement.” *Force Migration Review* 56 (Feb.): 50-52.

Film: Cammisa, Rebecca and James Lavino, prod. 2010. *Which Way Home?* New York, NY: Docurama. (ML DVD 04526, 83 min.)

Due: **RQ #3**

### **Wednesday 3/4/20: Immigrant Services in the US (UM, Missoula, Omaha); Peer Review**

Reading assignment: (1) Benson, G. Odessa Gonzalez. “How Refugee Community Groups Support Resettlement.” *Force Migration Review* 54 (Oct.): 24-26.

(2) Browse through the International Rescue Committee’s website and note key issues or questions you have: <https://www.rescue.org/>

(3) Browse through Soft Landing’s website and note key issues or questions you have:

<https://softlandingmissoula.org/what-we-do>

Due: **Compare/contrast paper (version 1) (bring 2 complete copies with you to class)**

Short NPR clip: <https://www.npr.org/2019/09/12/759967768/popular-refugee-resettlement-programs-closing-under-trump-administration> (5:35 min.)

### **Wednesday 3/11/20: Integration Issues**

Reading assignment: (1) Badger, Emily. 2019. “Children of Poor Immigrants Rise, Wherever They Come From.” *New York Times* (28 Oct.)

(2) Frounfelker, Rochelle L., Mehret T. Assefa, Emily Smith, Aweis Hussein, and Theresa S. Betancourt. 2017. “‘We Would Never Forget Who We Are:’ Resettlement, Cultural Negotiation, and Family Relationships among Somali Bantu Refugees.” *European Child and Adolescent Psychiatry* 26: 1387-1400.

(3) DeSipio, Louis and Rodolgo O. de la Garza. 2017. “Immigrants and Natives: Rights, Responsibilities, and Interaction.” In *U.S. Immigration in the Twenty-First Century: Making Americans, Remaking America*, 97-130. Philadelphia, PA: Routledge. Access this online at <https://ebookcentral-proquest-com.weblib.lib.umt.edu:2443/lib/msoumt/detail.action?docID=1771956>

(4) Pryce, Daniel K. 2018. “U.S. Citizens’ Current Attitudes toward Immigrants and Immigration: A Study from the General Social Survey.” *Social Science Quarterly* 99 (4): 1467-1483.

Due: **Compare/contrast paper (final version) (1 complete copy – online ok if it is in Word)**

### **Monday 3/16/20 - Friday 3/20/20: SPRING BREAK – NO CLASSES!**

### **Wednesday 3/25/20: Education and Health Issues – guest speaker Dr. Rick Anderson**

Reading assignment: (1) Efid, Jimmy T and Pollie Bith-Melander. 2018. “Refugee Health: An Ongoing Commitment and Challenge.” *International Journal of Environmental Research and Public Health* 15 (131): 1-3.

(2) Fleming, Paul J., Nicole L. Novak, and William D. Lopez. 2019. “U.S. Immigration Law Enforcement Practices and Health Inequities.” *American Journal of Preventative Medicine* 57 (6): 858–861.

(3) Eliane Rubinstein-Avila. 2017. “Immigration and Education: What Should K-12 Teachers, School Administrators, and Staff Know?” *The Clearinghouse* 90 (1): 12-17.

(4) Birmana, Dina and Mellie Tranc. 2017. “When Worlds Collide: Academic Adjustment of Somali Bantu Students with Limited Formal Education in a U.S. Elementary School.” *International Journal of Intercultural Relations* 60: 132-144.

Due: RQ #4

### **Wednesday 4/1/20: Sudan's Lost Boys**

Reading assignment: (1) International Rescue Committee. 2014. "The Lost Boys of Sudan." Available at <https://www.rescue.org/article/lost-boys-sudan>; accessed 12 Jan. 2020.

(2) Luster, Tom, Desiree B. Qin, Laura Bates, Deborah J. Johnson and Meenal Rana. 2008. "The Lost Boys of Sudan: Ambiguous Loss, Search for Family, and Reestablishing Relationships with Family Members." *Family Relations*, 57(4): 444-456.

Film: Dau, John Bul, and Michael S. Sweeney, prod. 2007. *God Grew Tired of Us*. Washington, DC: National Geographic. (Available online at <https://www.youtube.com/watch?v=Mhxi7yleSNw> 88.29 min.)

Due: RQ #5

### **Wednesday 4/8/20: Myanmar's Rohingya – guest speaker Chris Hyslop; Writing Workshop**

Reading assignment: (1) Saiful, Huq Omi. 2011. "Fleeing Burma." *World Policy Journal*, 28 (2): 56-67.

(2) Bhatia, Abhishek, Ayesha Mahmud, Arlan Fuller, Rebecca Shin, Azad Rahman, Tanvir Shatil, Mahmuda Sultana, K.A.M. Morshed, Jennifer Leaning, and Satchit Balsari. 2018. "The Rohingya in Cox's Bazar: When the Stateless Seek Refuge." *Health and Human Rights* 20 (2): 105-122.

Due: RQ #6

### **Wednesday 4/15/20: Europe's Migration Crisis & nationalistic aftermath – guest lecture; Writing Workshop**

Reading assignment: (1) Eddy, Melissa. 2019. "Germany Trained and Hired Asylum Seekers, Then Started Deporting Them." *New York Times*, 1 Aug.

(2) Trines, Stefan. 2019. "The State of Refugee Integration in Germany in 2019." *World Education News and Reviews*. Available at <https://wenr.wes.org/2019/08/the-state-of-refugee-integration-in-germany-in-2019>; accessed 12 January 2020.

(3) "Is There Truth to Refugee Rape Reports?" 2018. *Der Spiegel*. 17 Jan. Available at <https://www.spiegel.de/international/germany/is-there-truth-to-refugee-sex-offense-reports-a-1186734.html>; accessed 12 Jan. 2020.

(4) Ahonen, Pertti. 2019. "Of Walls and Fences: Brexit and the History of Cross-Border Migration." *Contemporary European History* 28 (1): 42-45.

Short films: (1) *Europe's Refugee Crisis Explained* Available online at <https://www.youtube.com/watch?v=z1P8MOETwiU> (22.52 min.)

(2) *Surviving One of the Deadliest Routes to Europe: Refugees at Sea* Available online at <https://www.youtube.com/watch?v=nPeITu3iupc> (31.39 min.)

Due: RQ #7

### **Wednesday 4/22/20: Peer Review; Writing Workshop**

Reading assignment: None

Due: **Analytical paper (version 1) (bring 2 complete copies to class)**

### **Wednesday 4/29/20: Course Conclusion; Borders Revisited; Evaluations**

Reading assignment: None

Due: **Analytical paper (final version) (1 complete copy – online OK if it is in Word)**

### **Monday 5/4/20 5 p.m.: **Submission of optional revision of compare/contrast paper****

## **CITATIONS & PLAGIARISM**

To avoid plagiarism you MUST cite your sources if you use a direct quotation, statistic, table, map, chart, or idea that is not common knowledge taken from course readings, lectures, movies, websites, or another source. Passing off someone else's work as your own (plagiarizing), even unintentionally, violates the university's code of academic conduct and will result in serious consequences. Citations for direct quotations and statistics

MUST include a page number. Please see me if you have any questions about citations or plagiarism.

### ***Forms of Citations***

For this class, please use the Chicago method of citation (detailed below). For the Chicago Style of Citation, two forms of citation are permitted. These are (1) the traditional method of footnotes with a bibliography and (2) the now generally favored method of parenthetical references with a reference list at the end of the paper or poster. This guide follows the second, parenthetical reference method. Titles of works cited should be italicized.

### ***Parenthetical References (Turabian, Section 10)***

In the parenthetical reference system recommended in this guide, authors' names and dates of publication are given in parentheses within the running text or at the end of block quotations, and correspond to a list of works cited which is placed at the end of the paper. This list is arranged alphabetically by author's family names and chronologically within lists of works by a single author. It can be called "References."

Below, I detail what your references in the text of your poster and your homework should look like.

**A. Parenthetical reference in which you use the author's name in the sentence:**

According to Robbins (2005, 21), household debt in the U.S. reached \$8.5 trillion in 2002.

**B. Parenthetical reference following a quotation for a quotation less than 2 type-written lines long, without the author's name used in the sentence:**

Steinbeck is an imaginative writer who sought to breach "the narrow constraints of conventional language" (Huggins 2002, 180). His is the finest example of this type of writing.

**C. If your quotation is more than two type-written lines, then you should indent it uniformly and single space it (with double spacing between rest of the text and the indented, single-spaced quotation):**

Labor migrants who go abroad through unauthorized channels tend to increase their risks of being exploited, though there is some possibility for gaining redress. As noted in the 1980 Thai Labor Code,

Those who deceive others by claiming that they have the ability to find them employment abroad or can send them abroad for training and ask for money or gifts or other benefits from the person they are deceiving must be punished with imprisonment of between three and ten years, a fine of between U.S. \$1,622 and \$5,405, or both (Damrong and Thipin 1985, 37).

Clearly, according to the code, migrants who use or attempt to use an unauthorized mode of recruitment have a limited recourse for obtaining redress from their recruiters.

(\*\*\*NOTE THE LACK OF QUOTATION MARKS AROUND THE LONG QUOTATION. THEY AREN'T NEEDED AS YOU HAVE ALREADY SET OFF THE QUOTATION BY INDENTING EACH LINE AND SINGLE SPACING IT!)

**D. Citing a quote or statistic from a different source used in the source you are quoting.**

In 1998, real wages in South Korea fell 9.3 percent (Kim and Truong 2003, 45; cited in Voos 2015, 45).

(NOTE: IN THE REFERENCE LIST YOU WOULD JUST LIST THE COMPLETE ENTRY FOR VOOS, SINCE YOU DIDN'T LOOK UP THE KIM AND TRUONG ITEM).

## Examples

The following sets of examples illustrate parenthetical reference (PR) forms for use *in your text* and corresponding reference list (RL) entries for use in your *reference lists*.

### Book, Single Author

PR: (Franklin 1985, 54)

RL: Franklin, John Hope. 1985. *George Washington Williams: A Biography*. Chicago: University of Chicago Press.

### Book, Two or Three Authors

PR: (Lynd and Lynd 1929, 67)

RL: Lynd, Robert, and Helen Lynd. 1929. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World.

### Book, More than Three Authors

PR: (Greenberger and others 1974, 50)

RL: Greenberger, Martin, Julius Aronofsky, James L. McKenney, and William F. Massey. 1974. *Networks for Research and Education*. Cambridge: MIT Press.

### Chapter in a Book Edited By Another Person

PR: (Taylor 2006, 505)

RL: Taylor, Orville W. 2006. "Globalization and the Caribbean." In *Beyond Borders: Thinking Critically about Global Issues*, ed. Paula S. Rothenberg, 505-506. New York: Worth Publishers.

### Article in an Academic Journal

PR: (Jackson 1979, 180)

RL: Jackson, Rick. 1979. "Running Down the Escalator." *Sociological Review* 14 (May): 175-84.

### Article in a Magazine or Newspaper

PR: (Weber 1985, 42)

RL: Weber, Bruce. 1985. "The Myth Maker." *New York Times*, 20 October, 42.

### On-Line Documents (Websites)

PR: (Baker and Hunstead 1995)

RL: Baker, Joanne C., and Richard W. Hunstead. 1995. "Revealing the Effects of Race in the Classroom." Internet. Available from <http://www.aas.org/ApJ/v452n2/5309/5309.html>; accessed 29 September 2005.

For online documents, if no author is provided, please list the article in your in-text citation using the first three words of its title followed by three dots and the year of publication. In the reference list, again, list the article by the title of the article.

### Films, DVDs, and Videorecordings

PR: (DeNonno 1985)

RL: DeNonno, Tony, producer. 1985. *Itzak Perlman: In My Case Music*. DeNonno Pix. DVD.

### Lectures or Guest Speakers

PR: (Sobieszczyk 2012)

RL: Sobieszczyk, Teresa. 2012. *Food and the Ethics of Eating*. Lecture in "Food and Society in a Globalized World." 12 April.

For further reference, see Turabian, Kate. L. *A Manual for Writers*. Chicago: University of Chicago Press. Any edition of this book is acceptable, and several different editions are available in Mansfield Library. Consult with Dr. Sobie or the folks at UM's Writing Center (<http://www.umt.edu/writingcenter/>) if you need additional help.