

**Instructor:** Mariapaola Gritti

**Instructor's email:** [mariapaolagritti@gmail.com](mailto:mariapaolagritti@gmail.com)

**Meetings:** Mondays at 9:30am–10:45am &

**Wednesdays TBA**

@ <https://us02web.zoom.us/j/81058639301?pwd=YldCMThGVWhOUFN2UCtOcFczM2lydz09>

**Office hours:** Mondays 11am-12pm, or by appointment, on Zoom or WhatsApp (917-446-3701)

**Course description:** What does it mean to lose or risk losing your language? What is the value of language, to speakers, to experts like anthropologists, to humanity more broadly? This course explores answers to these questions through thinking about language as a cultural practice and object, a political activity and topic, and something that is deeply entwined with speakers' senses of self. We will consider case studies from the US immigrant experience as well as cases of language endangerment and loss around the globe. To analyze these issues more immediately, students will do a research project about a multilingual community to which they have access. They will collect online and/or offline evidence to tell a story about the ways multilingual practices shape relationships, life trajectories, collective histories, and material and symbolic spaces in a community.

**Course objectives:**

- To learn to use language as an analytical entry to thinking about culture, politics, personhood.
- To think, read, and write critically.
- To make cross-cultural connections between your own and other cultures.
- To learn about linguistic and cultural anthropological theory and methods.

**Prerequisite:** ANTH 1100 or 1105 or 1300 or 2300 or 3135, or permission of the chairperson.

**Course format**

Our course will combine synchronous whole-class meetings and synchronous small-group meetings. Synchronous meetings will be conducted through Zoom.

We will meet online as a whole class on **Mondays between 9:30am and 10:45am**. We will meet again on **Wednesdays** in small groups: each group for about 20-30 minutes, **starting at 9:30am / 10am / 10:30am, or at another time** ([depending on what group you're in](#)).

Because we won't be able to meet up in person, it is essential that we have reliable and effective ways to reach out to each other. You can find my contact info at the top of this page. Please provide yours [here](#).

A **course website** will be set up as our course space: all course information, materials, links, and announcements will be on the website or available through it. You will also submit your written assignments to this website.

You should complete all reading / watching / written work assigned for a particular day before that day's meetings, and join the meetings ready to share your knowledge, reflections, and questions. Twice in the course of the semester you will lead class discussion together with one or two other students.

Starting early on in the semester, you will work on an individual research project. You will develop this project in different steps throughout the duration of the course.

### Coursework, Assignments, Grading

**Final grades** will be based on:

30% active participation

20% response papers and discussion leading (2 x 10%)

50% research project

And on the following scale:

A+	98-100%	A	93-97%	A-	90-92%
B+	87-89%	B	83-86%	B-	80-82%
C+	77-79%	C	73-76%	C-	70-72%
D+	67-69%	D	63-66%	D-	60-62%
				F	0-59%

**Active participation:** active participation includes speaking or writing in the chat to share any relevant thoughts, experiences, questions, critiques. Unfortunately, I cannot assess passive participation in online format. You are strongly encouraged to keep your camera on whenever possible.

**Response papers and discussion leading:** for most class meetings, 2 or 3 students will [sign up](#) to lead class discussion; each student will lead class discussion twice in the course of the semester. Whenever it's your turn to lead class discussion, you will prepare by writing a 2-3-page (double-spaced) response paper to the reading(s) assigned for that day. This paper will summarize your reflections on the reading(s) and include at least 2 discussion questions. You will have to submit this paper by midnight on the day *before* the class in which you're leading discussion (i.e. on Sunday night if you lead discussion on a Monday; on Tuesday night if you lead discussion on a Wednesday).

**Research project:** explore the linguistic practices of a multilingual community of your choice to highlight how multilingual practices shape relationships, life trajectories, collective histories, and material and symbolic spaces in that community.

Of course, only social-distance-respecting projects are allowed! These include, for example:

- (a) Interview-based oral history of language use among people you meet anyway offline or online (e.g. your family, extended family, friends, religious community);
- (b) Online survey about language use in your community / a community you are familiar with;

- (c) Linguistic ethnography of the urban landscape in a multilingual community to which you have access (e.g. virtually any NYC neighborhood);
- (d) Linguistic ethnography of a multilingual online environment (e.g. forum, online groups, social media)

Please feel free to propose and share other ideas for possible projects! :)

This assignment will be scaffolded throughout the semester, as follows:

<b>Task</b>	<b>Objective</b>	<b>Pages</b>	<b>By</b>	<b>%</b>
<b>Topic paper</b>	Identify in what (online or offline) community you will conduct your research and what makes that community interesting from the point of view of multilingual practices / what questions the multilingual practices of the community raise. After this, you can begin collecting data.	1~2 (double-spaced)	<b>Feb 17</b>	5%
<b>Concepts paper</b>	Choose 2 or 3 concepts from those encountered in class until now (or those you know from other classes) that might be useful to explore the data you are collecting, i.e. that might help us better understand what people do with languages in the community you decided to work in. For each concept, provide: a brief definition; one example from the readings; a brief description of how it is relevant to your data.	2 (double-spaced)	<b>March 10</b>	5%
<b>Literature review paper</b>	Find 3 academic articles that are relevant to your analysis (e.g. paper drawing on the same concept; paper exploring a similar phenomenon; paper focused on the same language or community). Read each paper carefully and provide: a short summary ( <i>not</i> the abstract!) and a brief description of how in your project you can build on the insights or findings presented in the paper.	3 (double-spaced)	<b>March 24</b>	5%
<b>Proposal brainstorm</b>	Meet with me to discuss your proposal: what project you can start developing given your data (have you collected enough? what other data might you need to collect?) and analytical tools and given what you have learned in class and through your independent research.	/	<b>April 5 / 12 / 19</b>	5%
<b>Project proposal</b>	Write a brief description of your project, including: a description of your data; explanation of what you would like to understand about them and of the concepts you will use to answer your research questions; and an assessment of why your project matters. NOTE: this is due after the presentations, but at least a draft should be ready by when you present.	2 (double-spaced)	<b>May 10</b>	5%
<b>Project proposal presentation</b>	Present your proposal in class and be ready to receive feedback on it and to give feedback to others on their projects.	/	<b>April 28 / May 3 / May 5</b>	5%

<b>Full research project paper</b>	Write up your actual analysis, following the blueprint developed in your proposal. Make sure to highlight what your guiding research questions were, what data they helped you explore, and what your findings or conclusions (or new questions raised!) are. Also make sure you include examples from the linguistic data you analyze.	about 8 pages (double-spaced)	<b>May 17</b>	20%
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### Course Policies

**Academic integrity:** The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member **MUST** report the violation. Students should be aware that faculty may use plagiarism detection software. If you have questions or doubts about what constitutes plagiarism, please feel free to ask me.

**Extensions:** Please contact me ahead of the deadline if you need an extension on a written assignment. I do not mind giving extensions, if you contact me ahead of the deadline, but keep in mind that deadlines are a way to scaffold your work and support your learning.

**Resubmissions:** You may resubmit assignments which you revised based on the feedback provided after the first submission.

**Disability support:** The Center for Student Disability Services (CSDS) is currently working remotely. In order to receive disability-related academic accommodations students must first be registered with CSDS. Students who have a documented disability or suspect they may have a disability are invited to schedule an interview by calling (718) 951-5538 or emailing [testingcsds@brooklyn.cuny.edu](mailto:testingcsds@brooklyn.cuny.edu). If you have already registered with CSDS, email [Josephine.Patterson@brooklyn.cuny.edu](mailto:Josephine.Patterson@brooklyn.cuny.edu) or [testingcsds@brooklyn.cuny.edu](mailto:testingcsds@brooklyn.cuny.edu) to ensure the accommodation email is sent to your professor.

**Sexual and Gender-Based Harassment or Violence:** Every member of the Brooklyn College community, including students, employees, and visitors, deserves the opportunity to live, learn, and work free from sexual harassment, gender-based harassment, and sexual violence. Brooklyn College encourages individuals who have experienced sexual harassment, gender-based harassment, or sexual violence to report the incident(s) to campus authorities, even if they have reported it to outside law enforcement and regardless of whether the incident(s) occurred on campus. All reports of sexual misconduct or discrimination should be made to Ivana Bologna, Title IX Coordinator (718.951.5000, ext. 3689), and may also be made to Public Safety (719.951.5511), the New York City Police Department (911 or a local NYPD precinct), or Michelle Vargas, Assistant Director of Judicial Affairs, Division of Student Affairs (718.951.5352) as appropriate.

Please see the Brooklyn College *Undergraduate Bulletin*, p. 65 for the state law regarding **non-attendance because of religious beliefs:**

[http://www.brooklyn.cuny.edu/web/off\\_registrar/2016-17\\_Undergraduate\\_Bulletin.pdf](http://www.brooklyn.cuny.edu/web/off_registrar/2016-17_Undergraduate_Bulletin.pdf)

The Brooklyn College's **Student Bereavement Policy** can be found here:


<http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php>


### Schedule of Readings and Assignments




*The following schedule is subject to changes. Changes will be announced on our class website.*

*Materials scheduled for a particular day are to be read/watched/listened to **before** that day's meeting.*






<b>Mon 2/1</b>	<b>Introductions</b>
<b>Wed 2/3</b>	<p><b>Endangerment / Loss / Change</b></p> <p><b>Read &amp; watch:</b> <a href="https://elalliance.org/">https://elalliance.org/</a> : watch their video "Introducing ELA" + a couple of videos from ELA's Youtube Channel (see link on bottom right of ELA's homepage; watch at least a total of 30 minutes)</p> <p><b>Look at:</b> map #24—"Mother Tongues and Queens: The World's Languages Capital." In <i>Nonstop Metropolis: A New York City Atlas</i>, pp. 192-194. Berkeley: University of California Press.</p> <p><b>Watch:</b> "As Pandemic Rips Through Indian Country, Indigenous Communities Work to Save Elders &amp; Languages" <a href="https://www.democracynow.org/2021/1/22/native_elders_indigenous_language_preservation_covid">https://www.democracynow.org/2021/1/22/native_elders_indigenous_language_preservation_covid</a></p> <p><b>Read:</b> Svoboda, E. "Where Do "New" Languages Come From?" <i>Sapiens</i>, February 6, 2019. <a href="https://www.sapiens.org/language/new-languages-discovered/">https://www.sapiens.org/language/new-languages-discovered/</a></p>
<b>Mon 2/8</b>	<p><b>Interventions: Representations and Stakes</b></p> <p><b>Read:</b> Riehl, A. "Why Are Languages Worth Preserving" <i>Sapiens</i>, November 8, 2019. <a href="https://www.sapiens.org/language/angered-languages/">https://www.sapiens.org/language/angered-languages/</a></p> <p>Schwartz, S. 2018. "The Predicament of Language and Culture: Advocacy, Anthropology, and Dormant Language Communities" <i>Journal of Linguistic Anthropology</i> 28(3):322-355.</p>
<b>Wed 2/10</b>	<p><b>Loss / Access / Contexts: Ideologies, Stakes, Scales</b></p> <p><b>Read:</b> Goodwin, C. 2004. "A Competent Speaker Who Can't Speak: The Social Life of Aphasia" <i>Journal of Linguistic Anthropology</i> 14(2):151-170.</p> <p><b>Watch:</b> <i>A Life Without Words</i> (A. Isenberg, 2011)</p> <p><b>Listen to / Read:</b> "The Origin of Nicaraguan Sign Language Tells us a Lot About Language Creation"</p>


	<a href="https://www.pri.org/stories/2020-09-29/origin-nicaraguan-sign-language-tells-us-lot-about-language-creation">https://www.pri.org/stories/2020-09-29/origin-nicaraguan-sign-language-tells-us-lot-about-language-creation</a> (for background to the film)
<b>Mon 2/15</b>	NO CLASS
<b>Wed 2/17</b>	<p><b>Loss / Access / Contexts: Ideologies, Stakes, Scales (continued)</b></p> <p><b>Read:</b> Kulick, D. 2019. "The Air We Breathe" and "A Village in the Swamp." In <i>A Death in the Rainforest: How a Language and a Way of Life Came to an End in Papua New Guinea</i>, pp. 14-26 and 27-51. Chapel Hill, NC: Algonquin Books of Chapel Hill.</p> <p> <b>Due: research project topic paper</b></p>
<b>Mon 2/22</b>	<p><b>Loss / Access / Contexts: Ideologies, Stakes, Scales (continued)</b></p> <p><b>Read:</b> Kulick, D. 2019. "Moses's Plan," "Going to Hell" and "What Actually Dies When a Language Dies?" In <i>A Death in the Rainforest: How a Language and a Way of Life Came to an End in Papua New Guinea</i>, pp. 75-89, 252-258, and 246-253. Chapel Hill, NC: Algonquin Books of Chapel Hill.</p>
<b>Wed 2/24</b>	<p><b>Linguistic Ideologies and Linguistic Economies</b></p> <p><b>Read:</b> Bourdieu, P. 1991. "The Production and Reproduction of Legitimate Language" (excerpt). In <i>Language and Symbolic Power</i>, pp. 43-57. Cambridge, MA: Harvard University Press.</p>
<b>Mon 3/1</b>	<p><b>Linguistic Ideologies and Linguistic Economies (continued)</b></p> <p><b>Read:</b> Makihara, M. 2004. "Linguistic Syncretism and Language Ideologies: Transforming Sociolinguistic Hierarchy on Rapa Nui" <i>American Anthropologist</i> 106(3):529-540.</p>
<b>Wed 3/3</b>	<p><b>Linguistic Ideologies and Linguistic Economies (continued)</b></p> <p><b>Read:</b> Riley, KC. 2007. "To Tangle or not to Tangle: Shifting Language Ideologies and the Socialization of Charabia in the Marquesas, French Polynesia." In <i>Consequences of Contact: Language Ideologies and Sociocultural Transformations in Pacific Societies</i>, pp. 70-95. New York: Oxford University Press.</p>
<b>Mon 3/8</b>	<p><b>Revitalizing / Reclaiming Languages</b></p> <p><b>Watch:</b> " 'Āha'i 'Ōlelo Ola: Building Hawaiian Language Capacity"  <a href="https://youtu.be/bbGTP4-umKI">https://youtu.be/bbGTP4-umKI</a> (version with English subtitles)</p> <p><b>Read:</b> Leonard, WY. "Indigenous Languages Through a Reclamation Lens"  <i>Anthropology News</i> website, September 19, 2019.  <a href="https://www.anthropology-news.org/index.php/2019/09/19/indigenous-languages-through-a-reclamation-lens/">https://www.anthropology-news.org/index.php/2019/09/19/indigenous-languages-through-a-reclamation-lens/</a></p>

	<p><b>Optional:</b> Davis, JL. 2017. “Resisting Rhetorics of Language Endangerment: Reclamation Through Indigenous Language Survivance.” In <i>Language Documentation and Description</i>, vol. 14, pp. 37-58. London: EL Publishing.</p>
Wed 3/10	<p><b>Revitalizing Languages / Building Communities</b></p> <p><b>Watch:</b> Living Quechua  <a href="https://www.cultureunplugged.com/documentary/watch-online/play/54773/Runasimiwan-Kawsay--Living-Quechua-">https://www.cultureunplugged.com/documentary/watch-online/play/54773/Runasimiwan-Kawsay--Living-Quechua-</a></p> <p><b>Read:</b> Perley, B. 2012. “Zombie Linguistics: Experts, Endangered Languages, and the Curse of Undead Voices” <i>Anthropological Forum: A Journal of Social Anthropology and Comparative Sociology</i> 22(2): 133-149.</p> <p> <b>Due: research project concepts paper</b></p>
Mon 3/15	<p><b>“Nests” for Revitalization</b></p> <p><b>Watch:</b> <i>Not to Lose You My Language: Bilingual Education in the Northern Territory</i> (G. Reading, 1975) <a href="https://www.youtube.com/watch?v=ic4IC4GyyhQ">https://www.youtube.com/watch?v=ic4IC4GyyhQ</a></p> <p><i>Karihwanoron: Precious Things</i> (R.Whitebean, 2017)  <a href="https://www.youtube.com/watch?v=vqldHZUaF-c">https://www.youtube.com/watch?v=vqldHZUaF-c</a></p> <p><i>Going the Bilingual Way</i> (V. Sahasrabuddhe, 2018)  <a href="https://www.youtube.com/watch?v=3GDcBr0oN5M">https://www.youtube.com/watch?v=3GDcBr0oN5M</a></p>
Wed 3/17	<p><b>“Nests” for Revitalization (continued)</b></p> <p><b>Watch:</b> <i>Niugaa Yugaa / Keep Talking</i> (KL Weinberg, 2018)</p> <p><b>Read:</b> Brown, KD and Faster, M. 2019. “Language Nests on the Move: The Case of Võro Pre-Primary Education in Estonia” <i>FIRE: Forum for International Research in Education</i> 5(3):29-48.</p> <p><b>Optional:</b> Borgia, M and S Dowdy. 2010. “Building an Intergenerational, Home-Based Language Nest” <i>Santa Barbara Papers in Linguistics</i>, Vol. 21: 115-127.</p>
Mon 3/22	<p><b>Technologies for Revitalization / Maintenance: Affordances and Paradoxes</b></p> <p><b>Read:</b> Cavanaugh, JR. 2016.”Anything can happen on YouTube (or can it?): Endangered language and new media.” In <i>Cultural Anthropology: Contemporary, Public, and Critical Readings</i>, pp. 88-95. Oxford University Press.</p> <p>Arnold, C. 2016 “Can an iPhone App Help Save an Endangered Language?” <i>SAPIENS blog</i>, September 7, 2016.  <a href="https://www.sapiens.org/language/chickasaw-language-app/">https://www.sapiens.org/language/chickasaw-language-app/</a></p>
Wed 3/24	<p><b>Language Maintenance: Shifting Languages vs. Shifting Language Norms</b></p>

	<p><b>Read:</b> Flores, N, and J Rosa. 2015. "Undoing Appropriateness: Raciolinguistic Ideologies and Language Diversity in Education" <i>Harvard Educational Review</i> 85(2):149-171.</p> <p>Agudo, RR. 2019."There is nothing wrong with Julián Castro's Spanish" <i>New York Times</i>, July 28, 2019.  <a href="https://www.nytimes.com/2019/07/27/opinion/sunday/julian-castro-spanish.html">https://www.nytimes.com/2019/07/27/opinion/sunday/julian-castro-spanish.html</a></p> <p> <b>Due: literature review paper</b></p>
3/27 ~ 4/4	NO CLASSES
Mon 4/5	<p><b>Revitalization &amp; Maintenance: Shifting Ideologies</b></p> <p><b>Read:</b> Urla, J, E Amorrortu, A Ortega, and J Goirigolzarri. 2017. "Basque Standardization and the New Speaker." In <i>Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity</i>, pp. 24-46. New York: Routledge.</p> <p> <b>Due: meeting about your research project (or 4/12 or 4/19)</b></p>
Wed 4/7	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations</b></p> <p><b>Read:</b> Kovene, M. 1998. "Two Languages in the Self / The Self in two Languages: French-Portuguese Bilinguals' Verbal Enactments and Experiences of Self in Narrative Discourse" <i>Ethos</i> 26(4):410-455</p>
Mon 4/12	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations (continued)</b></p> <p><b>Read:</b> Kovene, M. 1998. "Two Languages in the Self / The Self in two Languages: French-Portuguese Bilinguals' Verbal Enactments and Experiences of Self in Narrative Discourse" <i>Ethos</i> 26(4):410-455 (continued)</p> <p> <b>Due: meeting about your research project (or 4/5 or 4/19)</b></p>
Wed 4/14	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations (continued)</b></p> <p><b>Read:</b> Orellana, MF. 2009. <i>Translating Childhoods: Immigrant Youth, Language, and Culture</i>. Brunswick: Rutgers University Press. — Introduction and Chapter 1</p> <p><b>Watch:</b> Child Language Brokers' Perspectives and Experiences (2017)  <a href="https://www.youtube.com/watch?v=S70og3rg8vo">https://www.youtube.com/watch?v=S70og3rg8vo</a></p>
Mon 4/19	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations (continued)</b></p>



	<p><b>Read:</b> Orellana, MF. 2009. <i>Translating Childhoods: Immigrant Youth, Language, and Culture</i>. Brunswick: Rutgers University Press. — Chapters 2 and 3</p> <p> <b>Due: meeting about your research project (or 4/5 or 4/12)</b></p>
Wed 4/21	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations (continued)</b></p> <p><b>Read:</b> Orellana, MF. 2009. <i>Translating Childhoods: Immigrant Youth, Language, and Culture</i>. Brunswick: Rutgers University Press. — Chapters 4 and 5</p>
Mon 4/26	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations (continued)</b></p> <p><b>Read:</b> Orellana, MF. 2009. <i>Translating Childhoods: Immigrant Youth, Language, and Culture</i>. Brunswick: Rutgers University Press. — Chapters 6 and 7</p>
Wed 4/28	<p> <b>Due: research project proposal presentations (or 5/3 or 5/5)</b></p>
Mon 5/3	<p> <b>Due: research project proposal presentations (or 4/28 or 5/5)</b></p>
Wed 5/5	<p> <b>Due: research project proposal presentations (or 4/28 or 5/5)</b></p>
Mon 5/10	<p><b>Growing Up / Becoming Multilingual: Selves, Narratives, Relations (continued)</b></p> <p><b>Watch:</b> <i>Dementia: Te Ao Māori</i> <a href="https://www.youtube.com/watch?v=Wj4nflOuMww">https://www.youtube.com/watch?v=Wj4nflOuMww</a></p> <p><b>Read:</b> Sivak, L et al. 2019. “ ‘Language Breathes Life’: Barnagarla Community Perspectives on the Wellbeing Impacts of Reclaiming a Dormant Australian Aboriginal Language” <i>International Journal of Environmental Research and Public Health</i> 16 (3918)</p> <p> <b>Due: research project proposal due</b></p>
Wed 5/12	<p><b>Reclamation / Revitalization / Maintenance Through Art and Performance</b></p> <p><b>Read:</b> Barrett, R. 2016. “Mayan language revitalization, hip hop, and ethnic identity in Guatemala” <i>Language &amp; Communication</i> 47: 144-153.</p> <p><b>Watch:</b></p> <p>Anahi Mariluan, “Pire” <a href="https://www.youtube.com/watch?v=PpbPvC5035o">https://www.youtube.com/watch?v=PpbPvC5035o</a></p> <p><i>Grá &amp; Eagla</i> (C Ní Chadhain, 2019) <a href="https://www.youtube.com/watch?v=gCvRyXYMnqo&amp;feature=youtu.be">https://www.youtube.com/watch?v=gCvRyXYMnqo&amp;feature=youtu.be</a></p> <p>Andi Hanako <i>Indigenous Language Revitalization and Electronic Music</i> <a href="https://www.ted.com/talks/andi_hanako_indigenous_language_revitalization_and_electronic_music">https://www.ted.com/talks/andi_hanako_indigenous_language_revitalization_and_electronic_music</a></p>

	<p><i>Mino Bimaadiziwin</i> (S McSauby, 2017) <a href="https://vimeo.com/236230762">https://vimeo.com/236230762</a></p> <p>Hildá Länsman and Viivi Maria Saarenkylä, "Goaskinviellja" (by Mari Boine Persen) <a href="https://www.facebook.com/watch/?v=945099112367708">https://www.facebook.com/watch/?v=945099112367708</a></p>
<b>Mon 5/17</b>	<p><b>Conclusions</b></p> <p> <b>Due: research project!</b></p>

### Important Dates for Spring 21

Friday, January 29 First day of Spring 2021 classes

Thursday, February 4 Last day to add a course

Monday, May 17 Last day to withdraw from a course with a "W" grade

Tuesday, May 18 Reading Day

Wednesday, May 19 Final Examinations Begin

Tuesday, May 25 Final Examinations End / End of Spring Semester