

INTL4475: War & Gender

University of Georgia – Spring 2023

MWF 12:40-1:30pm

Dr. Maryann E. Gallagher

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Office: IA Building, Rm 217

Office Hours: Tu 2:30-4:30, by appointment via link on ELC

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Course Overview:

The purposes of this course are (1) raise students' awareness of the recursive relationship between conflict and gender and (2) to develop gender analysis skills. Throughout the course we will consider how gender(ed) norms shape conflict and are likewise shaped by conflict. Students will also learn how to use gender as a lens to analyze the world around them. By the end of the course students will be able to analyze how the construction, performance, and symbolic representations of masculinities and femininities shape international relations, especially conflict-related issues.

The course will begin by examining why, despite variance in conflict types and gender, gender roles in conflict remain constant. That is, why have women historically been absent from combat? We will consider various theories to explain this outcome, cases that refute this relationship, and evaluate changes to women's combat participation around the world. Students will consider how norms about gender and violence shape the behavior of warring parties during conflict, with regard to treatment of civilians as well as soldiers. They will also analyze the role of gender in conflict resolution, and how international norms and laws about equality have affected the establishment and maintenance of peace.

This course will be largely discussion based and requires students to come to class prepared to engage with the assigned readings. Each week you will have a written assignment – either in the form of a group discussion or an applied gender analysis assignment.

Course Requirements:

- **Readings:** You are expected to complete the readings listed on the syllabus *prior* to coming to class. Failure to do so will be evident in your lack of participation during class discussions. Occasionally an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will post the article to the "ANNOUNCEMENTS" section of the class ELC page. ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**
 - Click on your name in the top right corner on the class ELC page > Notifications > Instant Notifications > Announcements

There are 2 **required** texts:

Joshua S. Goldstein. 2003. *War and Gender: How Gender Shapes the War System and Vice Versa*. Cambridge University Press.
ISBN: 978-0521001809

Jenny Nordberg. 2015. *The Underground Girls of Kabul: In Search of a Hidden Resistance in Afghanistan*. Broadway Books. ISBN: 978-0307952509

****All other readings can be found on ELC, unless otherwise noted.** You will be required to have all major reading in class with you (we'll discuss this in class).

****You are also required to keep up with current events – see below****

- **Grading:**

Participation – 15%

ELC Group Discussions (5 + 1 for TUGK = 6 total) – 18%

7 Short Assignments – 42%

Final Exam - 25%

Letter grades correspond to the following 0-100 scale:

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

- **Short Assignments:** Each student will upload 7 short (~300 words) assignments to the relevant ELC discussion forum. These are applied assignments, intended to build your gender analysis skills. Your grade will be based on the depth of your analysis, completeness (did you follow instructions?), and quality of the writing. Assignments are to include proper references/citations. A rubric for the assignments will be on ELC. **Please be sure to read the assignments well in advance as most require time to do significant research.**
- **Discussion Groups:** All students will be organized into discussion groups and most weeks there will be a discussion forum for the week on ELC. You will participate in 5 group discussion forums starting in week 3. You will serve as the leader for 1 of the forums and a responder for the other 4.
 - **Leader** – Selects 2 points from *any of the assigned readings for the week* to interrogate. It could be something you agree/disagree with, is counter intuitive, makes you look at past readings differently, etc. Be sure to include the actual **quotes** from the reading and proper **citation** (including page number) so that your groupmates can find easily find the points in the reading. Your post must be uploaded BEFORE the start of class on **Mondays**.
 - **Responses** – You will respond to the leader's post by addressing **one** of their points. Your response should bring some *new insight* to their point. Perhaps you disagree/agree and have additional evidence to bring to light from previous class readings, or maybe some other reading from later in the week sheds new light on the leader's point. Posts that merely repeat the leaders' points or do not address one

of their points will not receive full credit. Be sure to include proper bibliographic citations in your response. Responses must be posted BEFORE the start of class on Fridays.

- **Book Discussion** – Each of you will also lead a day of discussion in a book club on TUGK. This will be on a separate discussion board on ELC but your task will be the same as the leader role above.
- **Participation:** This course will require a great deal of discussion and active listening. **Simply showing up to class does not constitute participation.** Your participation grade will be evaluated based on your *ability to draw upon insights from the readings*, the *depth of the thoughtfulness* of your questions/comments, and your *activeness* in class, on the ELC discussion board, and/or on twitter using **#WomenWP**.
 - Students who are unable to speak in class should be contributing to conversations on the class discussion board at least once a week.
 - In addition to your engagement in class and on the discussion board, your participation grade will take into account your performance on several formative assessments (e.g. asking you to write a short response at the start of class to an idea in the reading) throughout the semester
 - I take attendance each day and expect you to be in class each day unless there is a legitimate reason you need to miss. **If you are going to be absent, please send me and/or your GTA an email.** Excessive absences will lead to a **deduction in your participation grade.**
 - The nature of the topics we will discuss may often be contentious. Everyone is expected to be respectful of others' perspectives and experiences.
 - Some topics may be emotionally challenging. Please know that you are always free to step outside the classroom if you need a break.

Other important information:

- **Current Events:** Students are **required** to stay up to date on world politics. I suggest that you browse the world news sections of the *New York Times*, *The Wall Street Journal*, *The Guardian* (UK), or the *Washington Post* on a **regular basis**. I suggest signing up for CFR's daily news summary and their monthly bulletin on Women & Foreign Policy. It will be clear from your (lack of) participation in our discussions whether you are keeping up with world politics and this will be factored into your participation grade.
- **Technology:**
 - **Laptops** are **not** welcome in class, unless I instruct you to bring one or you are taking notes for the class **collaborative notes** doc. Should you need to use a laptop regularly, please provide proper documentation from UGA's DRC.
 - All **cell phones** should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade.**
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class ELC page – **PLEASE REGISTER FOR NOTIFICATIONS!**
 - When emailing me please use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 48 hours. Importantly, before you email me **please check the syllabus** and the **announcements board** on ELC to be sure that your question has not been previously addressed.

- *A note on etiquette:* please use appropriate **salutations**, including my name in the opening and your name in the closing. (Hint: you can't go wrong with "Hi Professor Gallagher"). For further guidance see: <http://www.wikihow.com/Email-a-Professor>.
- Office hours are **STUDENT HOURS!** This is the time to ask questions about class assignments, the major, my 2 cents on what you should do with your life, get recommendations for good food in Athens, etc. **The link to schedule an office hours meeting is on the class ELC page.**
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.
- **Prohibition on Recording Lectures/Discussions.** In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:
 - Will use the records only for personal academic use during the specific course.
 - Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
 - Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
 - Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
 - Will erase/delete all recordings at the end of the semester.
 - Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly. Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. UGA's Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu

- **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis*: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (The advocates at RSVP can provide student confidentiality).
- **This syllabus is subject to change throughout the semester.**

CLASS SCHEDULE AND READINGS

WEEKS 1 & 2: Understanding Gender in IR

Mon., Jan. 9 (class 1) – Introduction

- Read the syllabus
- TURN NOTIFICATIONS ON FOR COURSE!
- Write your Introduction Discussion Board Post

Wed., Jan 11 (class 2) - An Introduction to “Gender” in IR

- Carol Cohn. 2013. “Women and Wars: Toward a Conceptual Framework” in *Women and Wars*. Pp.1-30

Fri., Jan. 13 (class 3) – Introduction to UNSCR1325: Women, Peace, and Security

- “What is UNSCR 1325? An Explanation of the Landmark Resolution on Women, Peace, and Security.” United States Institute for Peace:
https://www.usip.org/gender_peacebuilding/about_UNSCR_1325
 - Be sure to click through the 7 major headings (i.e.: How did UNSCR 1325 come about? What is the focus of UNSCR 1325? What are the 4 pillars of UNSCR 1325? Etc.)

Mon., Jan. 16 – NO CLASS MLK

Wed., Jan. 18 (class 4) – Feminist IR Theories

- Goldstein pp. 34-52
- Ann Tickner. 1997. “You just Don’t Understand: Troubled Engagements Between Feminists and IR Theorists” *International Studies Quarterly*. Pp. 611-632

Fri., Jan. 20 (class 5) – How Scholars Study “War”

- **Skim*: Frieden, Lake, and Schultz. 2012. *World Politics: Interests, Interactions, Institutions*. Ch. 3: Why are there wars?
 - Note – this is an Intro to IR chapter on War – I want you to skim with a focus on *who* are the actors and *what* constitutes war
- **Revisit*: Carol Cohn. 2013. “Women and Wars: Toward a Conceptual Framework” in *Women and Wars*. Pp.1-30
 - Notes – skim Cohn, which you read last week, after the FLS chapter to see how her understanding of *who* are the actors and *what* constitutes war differs

WEEK 3: Whose Security Matters?

**Group Discussion 1*

Mon., Jan. 23 (class 6) - Traditional vs Gendered Security Discourse

- Carol Cohn. 1987. "Sex and Death in the Rational World of Defense Intellectuals." *Signs*.

Wed., Jan 25 (class 7) Queer Identities and Conflict

- Jamie J. Hagen. 2016. "Queering Women, Peace, and Security." *International Affairs*.
- Pentagon Releases New Policies Enabling Transgender People to Serve in the Military. 3/31/21. NPR. <https://www.npr.org/2021/03/31/983118029/pentagon-releases-new-policies-enabling-transgender-people-to-serve-in-the-milit>
- Landmark Ruling Finds South Korea Military Illegally Discharged a Transgender Soldier. 10/9/21. NPR. <https://www.npr.org/2021/10/09/1044742514/south-korea-trans-soldier-discharged-court-ruling>
- Agnes Gereben Schaefer. March 27, 2018. "On RAND's Research Findings Regarding Transgender Military Personnel Policy." (RAND Blog). <https://www.rand.org/blog/2018/03/on-rands-research-findings-regarding-transgender-military.html>
- Meredith Loken. July 2018. "No, Your Trump-is-gay-for-Putin Jokes Aren't Funny"

Fri., Jan 27 (class 8) - Gender(ed) Norms and Civilian Identity

- R. Charli Carpenter. 2003. 'Women and Children First': Gender, Norms, and Humanitarian Evacuation in the Balkans 1991-95. *International Organization*.

Week 4: Where are the Women in War?

**Group Discussion 2*

Mon., Jan. 30 – The Participation (And absence) of Women in War

- Goldstein Ch. 1 pp. 1-11
- Goldstein Ch. 2
 - ***It's a long chapter! GET STARTED EARLY!*
- Women's Perception of Drones: <http://www.pewresearch.org/fact-tank/2013/07/25/big-gender-gap-in-global-public-opinion-about-use-of-drones/>

Wed., Feb. 1 (class 10) – Is There a Biological Basis for the Absence of Female Combatants?

- Goldstein Ch. 3

Fri., Feb. 3 - (class 11) – Is There a Social Hierarchy Explanation for the Absence of Female Combatants?

- Goldstein Ch. 4 (you can skip p. 184-194 on primates)

WEEK 5: Militarized Masculinity and Femininity

**Group Discussion 3*

Mon., Feb. 6 (class 12) – War: Making Boys into Men

- Goldstein Ch. 5

Wed., Feb. 8 (class 13) – When Women Participate in War: "Idealized Militarized Femininity"

- Laura Sjoberg. 2007. "Triple Transgressions at Abu Ghraib." In *Mothers, Monsters, and Whores*.
- Laura Sjoberg. 2007. "Agency, Militarized Femininity, and Enemy Others: Observations from the War in Iraq." *International Feminist Journal of Politics*.
 - ****Read only** p. 85-87 (the Jessica Lynch story) and 92-99.

Fri., Feb. 10 (class 14) – CSTs & FETs

- Synne Dyvik. 2013. Women as 'Practitioners' and 'Targets': Gender and Counterinsurgency in Afghanistan." *International Feminist Journal of Politics*.

WEEK 6: War and Changing Gender Roles

Mon., Feb. 13 (class 15) – The U.S.'s Decision to Lift the Ban on Women in Combat

- Dardent and Szekely. 2015. "Warfare Isn't Just a Man's Game Anymore." *WaPo*.
- Ellen Haring and Megan MacKenzie. "Exclusive Access to Marine Corps Study Show it Misses the Mark." <https://likeawomanblog.wordpress.com/2015/10/14/exclusive-access-to-marine-corps-study-shows-it-misses-the-mark/>
- "For 3 Women, Combat Option Came a Bit Late." 1/26/13. *NYT*.
- Kingsley Browne. 1/24/13. "Putting Women in Combat is a Disastrous Decision." Available at: <http://www.usnews.com/debate-club/should-women-be-allowed-to-fight-in-combat/putting-women-in-combat-is-a-disastrous-decision>

Wed., Feb. 15 (class 16) – Conflict Resolution: Disarmament, Demobilization, and Reintegration

- Megan MacKenzie. 2009. Securitization and Desecuritization: Female Soldiers and the Reconstruction of Women in Post-Conflict Sierra Leone. *Security Studies*. Pp. 241-261

Fri., Feb. 17 (class 17) – *Watch "Pray the Devil Back to Hell"

- Carol Cohn and Ruth Jacobson. 2013. "Women and Political Activism in the Face of War and Militarization" in *Women and Wars*. 102-123.

****Short Assignment 1 - Movie Response due Sat 2/18**

WEEKS 7 & 8: Gender and Non-State Violence

Mon., Feb. 20 (class 18) – Women's Agency & Anti-State Liberatory Nationalism

- Miranda Alison. 2004. "Women as Agents of Political Violence: Gendering Security." *Security Dialogue*. 447-463.

****Short Assignment 2 due on ELC before the start of class 2/22**

Wed., Feb. 22 (class 19) – Violent Actors in Their Own Words: Agency or Exploitation?

- Caron E. Gentry. 2011. "The Committed Revolutionary: Reflections on a Conversation with Leila Khaled" in *Women, Gender, and Terrorism*.
- Lihi BenShitrit. 2015. Excerpt on Reem Riyashi in *Righteous Transgressions*. Pp. 168-179.

Fri., Feb. 24 (class 20) – Far Right Violence and Gender

- “Killer Who Committed Massacre in Isla Vista Was Part of Alt-Right, New Research Shows” <https://www.latimes.com/local/lanow/la-me-isle-vista-massacre-alt-right-20180206-story.html>
- “Gunman in Yoga Studio Shooting Recorded Misogynistic Videos and Faced Battery Charges” *NYT*.
- Caitlyn Dewey. 5/27/14. “Inside the 'manosphere' that inspired Santa Barbara shooter Elliot Rodger” https://www.washingtonpost.com/news/the-intersect/wp/2014/05/27/inside-the-manosphere-that-inspired-santa-barbara-shooter-elliott-rodger/?noredirect=on&utm_term=.6d99342a640f/content/enforced4/1832769-CO.180.INTL4410E.43221.20202/Manosphere.pdf
- Maggie Astor. 12/10/22. “Transgender Americans Feel Under Siege as Political Vitriol Rises” *NYT*

Mon., Feb. 27 (class 21) – Masculinity and Terrorism

- Valerie Hudson and Hilary Matfess. 2017. In Plain Sight: The Neglected Linkage Between Bride Price and Violent Conflict. *International Security*. Pp. 7-40.

Wed., March 1 (class 22) – Female Suicide Terrorists

- Lindsey O’Rourke. 2009. What’s Special About Female Suicide Terrorism? *Security Studies*.

***Short Assignment 3 – Media Analysis due BEFORE the start of class 3/3*

Fri., March 3 (class 23) – Media Portrayals of the Motivations of Violent Women

- Brigitte L. Nacos. 2005. The Portrayal of Female Terrorists in the Media: Similar Framing Patterns in the News Coverage of Women in Politics and in Terrorism. *Studies in Conflict and Terrorism*. 435-451.

March 6 -10 Spring Break

Week 9: State Security vs. Human Security

**Group Discussion 4*

Mon., March 13 (class 24) Gender Inequality and Conflict

- Mary Caprioli. 2005. Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict. *International Studies Quarterly*.
- Valerie Hudson. 2012. “What Sex Means for World Peace.” *Foreign Policy*.

Wed., March 15 (class 25) Gendered Dimensions to Refugee Security and State Security

- Alison Gerard and Sharon Pickering. 2013. Gender, Securitization and Transit: Refugee Women and the Journey to the EU. *Journal of Refugee Studies*, Vol. 27, No.3. 338-359.
- Columba Achielleos-Sarll, Julia Sachesder, and Saskia Sachowitsch. March 31, 2021. “#SecurityHasNoGender: FRONTEX, Border Security, and the Politics of Gender

Neutrality” <https://blogs.lse.ac.uk/wps/2021/03/31/securityhasnogender-frontex-border-security-and-the-politics-of-gender-neutrality/>

Fri., March 17 (class 26) Reconstructing Gender in Response to State Security

- Nadje Al-Ali. 2005. Reconstructing Gender: Iraqi Women Between Dictatorship, War, Sanctions, and Occupation. *Third World Quarterly*. 739-758.

WEEK 10: Sexual Violence in Conflict

**Group Discussion 5*

Mon., March 20 (class 27) Treating rape a “weapon” of war?

- Carter. 2010. Should International Relations Consider Rape a Weapon of War? *Politics & Gender*. 343-371
- Letter from the Missing Peace Young Scholar Network:
<http://www.usip.org/sites/default/files/files/UK-ESVC-Letter-20140609.pdf>

Wed., March 22 (class 28) Complicating the Perpetrator/Victim Binary

- Cohen, Dara Kay. 2013. Female Combatants and the Perpetration of Violence: Wartime Rape in the Sierra Leone Civil War. *World Politics*. 383-415.
- “The Rape of Men: The Darkest Secret of War.” 7/16/11. *The Guardian*.
<http://www.theguardian.com/society/2011/jul/17/the-rape-of-men>

Fri., March 24 (class 29) Responses to SVIC

- Anne-Kathrin Kreft. 2019. “Responding to Sexual Violence: Women’s Mobilization in War.” *Journal of Peace Research* 56: 220-233.

WEEK 11: Military Sexual Assault

Mon., March 27 (class 30 - Sexual Assault in the Military

- Elisabeth Jean Wood and Nathaniel Toppelberg. 2017. The Persistence of Sexual Assault Within the US Military. *Journal of Peace Research*. Pp. 620-633
- “In the War Against Sexual Assault, the Army Keeps Shooting Itself in the Foot.” 12/19/15. WaPo.
- Nathaniel Penn. 2014. “Son, Men Don’t Get Raped.” *GQ Longform*. Available at:
<http://www.gq.com/long-form/male-military-rape>

Wed., March 29 (class 31) Movie: *The Invisible War*

***Short Assignment 4 - Movie Response due BEFORE the start of class 3/31*

- CW: This documentary is about MSA. Please let me know before 3/28 if you’d prefer to watch an alternative movie.

Fri., March 31 (class 32) - Discussing the Movie and Recent Developments

- “Lawmakers Reach Deal to Overhaul How Military Handles Sexual Assault Cases.” 12/7/21. NYT. (on ELC)

WEEK 12: WPS in Action

Mon., April 3 (class 33) – National Action Plans - What's in them?

- Caitlyn Hamilton, Nyibeny Naam, and Laura Shepherd. 2020. "Twenty Years of Women, Peace, and Security National Action Plans: Analysis and Lessons Learned."
http://eprints.lse.ac.uk/103952/1/Shepherd_twenty_years_women_peace_security_national_action_plans_published.pdf
- Joan Johnson-Freese. Women, Peace, and Security: Moving Implementation Forward. *War on the Rocks* (blog). <https://warontherocks.com/2021/07/women-peace-and-security-moving-implementation-forward>

***Short Assignment 5 –Critical Assessment of NAP due BEFORE the start of class 4/5*

Wed., April 5 (class 34) – Critical Analysis National Action Plans

- Toni Hastrup and Jamie J. Hagen. 2020. "Global Racial Hierarchies and the Limits of Localization via National Action Plans" in *New Directions in Women, Peace, and Security*. Eds. Soumita Basu, Paul Kirby, and Laura J. Shepherd. Bristol University Press.

Fri., April 7 (class 35) – Expanding NAPs to a new issues area: energy

- TBD

WEEK 13: Gender Analysis of Contemporary Conflicts

Mon., April 10 (class 36) – Gender Analysis of the War in Ukraine

- Cori Fleser. "Beyond Munitions: A Gender Analysis for Ukrainian Security Assistance." Aug. 15, 2022. Issue Brief. Atlantic Council. <https://www.atlanticcouncil.org/in-depth-research-reports/issue-brief/beyond-munitions-a-gender-analysis-for-ukrainian-security-assistance/>
- Amy Mackinnon. 10/7/22. "LGBTQ Russians were Putin's First Target in His War on the West." *Foreign Policy*.

Wed., April 12 (class 37) – Visit by Prof. Hoda Mahmoudi

Fri., April 14 (class 38) – SPIA Undergrad Research Colloquium

***Short Assignment 6 – Research Colloquium Response due Sat 4/15*

WEEKS 14 & 15: The Underground Girls of Kabul (TUGK)

**Book Club Discussions due on different days*

Mon., April 17 (class 39) – TUGK

- Watch Lecture Video
- Nordberg pgs. 1-62

Wed., April 19 (class 40) – TUGK

- Nordberg pgs. 63-129

Fri., April 21 (class 41) – TUGK

- Nordberg pgs. 130-160

Mon., April 24 (class 42) – TUGK

- Nordberg – pgs. 163-223
- “US Soldiers Told to Ignore Sexual Abuse of Boys by Afghan Allies.” 9/20/15. *NYT*
http://www.nytimes.com/2015/09/21/world/asia/us-soldiers-told-to-ignore-afghan-allies-abuse-of-boys.html?_r=0

Wed., April 26 (class 43) – TUGK

- Nordberg pgs. 224-274

Fri., April 28 (class 44) – TUGK

- Nordberg pgs. 275-311

Week 16: Wrap Up

Mon., May 1 (class 45) – Wrapping Up the Semester

****Final Exam – Take Home Due Friday, May 5 at Noon****
(Prompt given last day of class)