



Professor:

Dr. Rachel M. Goldberg

Location and Time:

Tu, Th 12:40 PM - 2:10 in Julian Sci. and Math Center
 (JSC) 151

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Course Description

Conflict – so what? Who cares? Why take a course in conflict studies? Conflict is a fact of life. Everyone has to deal with it, and everyone, every time they get into conflict, has a number of choices about how they engage it. How you make those choices has a huge impact on the quality of your life, your relationships, your career success, and how much you enjoy what you do. If we are talking about an institution or a nation, the choices they make have a huge impact on the stability of the world around them and the well-being of their employees, clients, constituents, and citizens.

That means understanding what is happening in a conflict, (knowing how to analyze conflict), is extremely important. Poor analysis means wasting energy on the wrong problem and possibly being dangerously side-swiped by the real one. Once you know what is happening and why, you need to choose what to do – how to productively engage and resolve it.

The field of conflict studies focuses on understanding, analyzing and responding productively to conflicts. Sometimes that means negotiating an agreement, sometimes that means a nonviolent revolution to change a bad system. This course surveys the basic practical and theoretical foundations of conflict and conflict studies from a multidisciplinary perspective. As such, it introduces students to theories and typologies of conflict, and the processes used to engage it. The course will include lectures, discussions, exercises, case studies, simulations and occasional guest lecturers. *This course is a prerequisite for upper-level courses in conflict studies and required for the conflict studies major and minor.*

Course Objectives Students will:

1. Become familiar with the field of conflict studies, and the theories and some processes associated with it.
2. Learn to recognize the major theoretical frameworks designed to explain conflict and apply them to cases.
3. Reflect on the implications of nonviolence and the 3rd side as alternative ways to make change.
4. Learn basic conflict analysis and resolution skills, and how to apply them to cases and scenarios.
5. Learn basic negotiation, and be introduced to Restorative Justice processes and nonviolent resistance.
6. Study selected conflicts in-depth and apply what they have learned to analyzing them, and suggesting possible positive approaches.

Required Texts:

The Third Side: Why We Fight and How We Can Stop
William Ury
Penguin Books, 2000, NY, NY
ISBN 0 14 02.9634. 4

Getting to Yes: Negotiating Agreement Without Giving In
Roger Fisher, William Ury, Bruce Patton
Second Edition, Penguin Books, 2011, NY, NY
ISBN 978-0-14-311875-6

Friendly Style Profile for People at Work
Susan K. Gilmore and Patrick W. Fraleigh
Friendly Press, 2004, Eugene, OR
ISBN 978-0-93807-014-6

The Little Book of Restorative Justice
Howard Zher
Good Books, 2002, Intercourse, PA
ISBN 1-56148-376-1

Fist, stick, knife gun: a personal history of violence in America
Geoffrey Canada
Beacon Press, 1995, Beacon Press, Boston, MA
ISBN 0-8070-0422-7

An Ordinary Man
Paul Rusesabagina, with Tom Zoellner
Penguin Books, 2006, NY, NY
ISBN 978-0-14-303860-3

Additional Readings:

There are also readings that are available through Moodle and E reserves as Pdfs and weblinks.

Grading Policy: Grades will be assessed on the following criteria:

Assignments	Points
Engaged participation	200
Quizzes (2 @ 50 pts. each)	100
Analysis Papers (2@ 75 points each)	150
Final Case Study	550
Total Possible Points	1000

Grade distribution is based on the following scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
1000 - 951	950 - 901	900 - 851	850 - 801	800 - 751	750 - 701	700 - 651	650 - 601	600 - 551	550 - 501	500 ...

Grading Standards of DePauw: (This is from the Student Handbook)

A, A- Achievement of exceptionally high merit

B+, B, B- Achievement at a level superior to the basic level

C+, C, C- Basic achievement

D+, D, D- Minimum achievement that warrants credit

F Failure: the achievement fails to meet course requirements. The student receives no credit.

For me, this means:

A range – Sophisticated understanding of not just ideas and applications, but connections across categories of ideas, metathinking, original thinking that brings the topic to a new level, or a real talent for this topic and real skill. An A paper excels in every area showing a well-developed and well-conceived argument, backed by compelling evidence and reflective thinking going beyond the materials from class to show the student's own understanding is at a high level. An A also shows that the student has taken an active role in their own learning through class participation, discussion, thinking and engaging the material on their own, going beyond class, and getting any help or resources necessary to excel.

B range – Solid grasp of all concepts and understanding of how to apply them, with only minor errors. A B paper is solid in all areas, showing a clear, focused, and logically argued premise, well backed with appropriate evidence. The paper shows that the students has thought critically, and has only minor writing errors which do not detract from the clarity of the argument, but do not show the depth of thought, reflection, and analysis of an A paper. B work also implies regular class engagement and thinking, and students who will get help or resources when needed, although not as consistently as that of A Work. B is a good grade and shows significant effort.

C range – Reasonable understanding of basic concepts and a basic idea of how to apply them. A C paper will show that the student has done significant learning, but has flaws in understanding or gaps in evidence, or weaknesses in a grasp of the materials or research. There may also be writing errors or a lack of clear thinking that detract from the clarity and strength of the paper. C work is often too general, or relatively superficial regarding grasp and application of

class ideas. Student is reasonably engaged, but not particularly strongly, and may be weak or inconsistent in getting the help and resources needed to succeed.

D range – Shows some work by the student to understand the concepts, but also has clear problems in understanding of basic concepts and application. The work may show limited thinking, superficial understanding or engagement of ideas, weak research, confusing writing and thinking, significant writing errors, weak execution. One aspect of D work is to simply repeat the ideas of the texts or lecture with no further thought or reflection on the part of the student. Parts of the assignment may be missing, incomplete, or misunderstood. A D paper will have a weak or confusing argument, poorly or inappropriately evidenced, or may fail to address an important part of the problem. D work also implies weak engagement in class, and in the student's own learning, including asking for help or resources when needed.

An F shows a critical lack of engagement, including a significant number of absences, deep misunderstanding or ideas or application or such minimal grasp as to show almost no learning or thinking. An F paper fails to achieve its goals or is so heavily burdened with writing issues that the reader is unable to perceive the goals and argument of the author.

Note: Movement from one grade level to another can also be accomplished by intense effort and real application. This means that work will be taken into account in grading to some extent. So, for instance, students who struggle with serious writing issues that hinder their communication and lower their grade, if they clearly are both identifying (with me) and working seriously to improve their writing, even if still imperfect at the end of the semester, will see an improvement in their grade.

I. Engaged Participation (200 points)

This class can be challenging, fun, and engaging, if we all contribute to it. That means that participation is an important part of the class. In order to make this a truly wonderful class, and get your full points in this category, you will need to come prepared and ready to get involved. I want this class to be a place where we take on and respond to the ideas, together. I have given you a list of study questions that will tell you what I think is important to focus on in each reading. The readings cover things you need to know to get the basic information and do well on quizzes and papers. They also have interesting and thought provoking aspects.

As a way of going over the reading, in each class, I will call on a couple of people, rotating through the class so everyone gets called on a couple of times a semester. The first person called on will have two choices. One, you can come with a study question to think about that is intriguing to you – one you

develop yourself. This can't be a rambling thinking-out loud – you need to actually have a prepared question. But it does mean that we will then discuss what YOU think is important. If you didn't bring a question of your own, you can use the other option. Option Two is to answer one of the study questions, which I will ask you (you don't get to pick which one). The second person called on will need to answer a study question of my choice. If you are not called on in any given class period, don't worry, once someone starts us off, we will all get involved in the discussion, and can also go to other topics. So, if you are burning to add something - you'll get your chance – and it will count towards your participation grade. Your final participation grade will come from the number of check, check plus, etc. (see grading rubric below) grades you get for participation each day throughout the whole semester. Check plus is usually connected to those who offer thoughtful, insightful comments, or helpful reflections, so speaking all the time but simplistically will not get you as good a grade as speaking sometimes, but thoughtfully.

Now discussing the reading is always a balancing act – balancing engaged discussion with making sure everyone got the main ideas and really understands them. So, the price for you having more power over what we talk about, is you also having more responsibility (as always in life!) If you keep the study questions in mind while you read, and feel you could answer them all well, or grasp the concepts well, terrific – you're ready for the quizzes and assignments. However, if, when you finish the reading you aren't quite sure you can answer all the questions well, then it is your responsibility during class to say you want me to go over whatever ideas you are unsure about. This will help me respond to your needs when I balance discussion and review. Don't ever feel stupid about asking questions. As one of my old professors used to say "Stupid people don't ask questions." So – ask away, as we all get smarter!

Participation Grade Basis¹:

Participation is rated on check scale using the criteria below.

Check minus (D-F)	Absent or without contribution. Or present, but demonstrates very infrequent involvement. Tries to respond when called on but does not offer much. Poor listening to other students, or distracting behavior that detracts from everyone's participation. Clear sense that either did not do the reading or just scanned. The difference between a D and an F is a matter of degree of the above.
Check (C)	

¹ This is based on a participation rubric of Dr. Frank Dukes of UVA

Demonstrates occasional involvement. Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently. Contributes to a moderate degree when called on. Little engagement with others in class, but appears to be listening.

Check Plus (B)

Demonstrates consistent ongoing involvement. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

Check Plus Plus (A)

Demonstrates ongoing and very active involvement. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Comments show real insight.

Attendance:

Of course, you can't do well in participation if you're not there. Missing classes will negatively affect your participation grade. Consistent lateness will also result in a loss of points. A significant amount of classes missed will effect more than your participation grade, of course, and if you miss much of the class you will fail the course. The university policy is that missing two or more weeks of class may make it impossible for you to successfully complete the class. As a final note, occasionally people forget to tell me when they arrive late, and are marked absent. If you find me another time and can show me your notes from that day, I will give you credit for having been in class. (Hint! Take good notes and put the date on them.)

Additional:

During the semester there will be opportunities to gain additional points for attending on-campus events, etc. You will get 5 points for each "Conflict Commons" you attend. One event that is already scheduled is the Compton Lecture, with Dolores Huerta as our speaker. Dolores is a two time United States Presidential Award Recipient. She co founded the United Farm Workers (UFW) with Cesar Chavez and played a major role in the American civil rights movement. As one of the most celebrated Latinas in the US, Huerta has been an advocate for social justice, women's rights, and reproductive freedom and LGBT civil rights. She continues working to develop community leaders to advocate for the working poor, immigrants, women and youth. Her talk is on Thursday,

February 12 at 7:30pm in Thompson Recital Hall. I will announce other Conflict Commons events as they occur.

Group Agreements:

During the first week of the semester we will come up with group agreements for how we want to behave with one another in class. Please note that we will all make these a reality, together, and anyone who acts in a way that makes class an uncomfortable, disrupted, or a disrespectful experience will *lose participation points at my discretion. Strongly disrespectful or disruptive behavior may result in being asked to leave class as well, with an additional loss of participation points.*

II. Quizzes (2@50 points each = 100 points)

The quizzes will draw on the reading and in-class lectures, discussions and exercises from class. I will not seek out obscure information to snag students, but will draw on the main ideas and concepts from the reading, whether we go over those particular points in class or not. Please note that I test primarily for understanding, not primarily for memorization, however you are responsible for all assigned material, in its entirety. You'll need to understand concepts, as well as be able to explain and apply them.

III. Analysis Papers (2 @ 75 points each = 150 possible total)

Analysis Papers are typed, two-page, double-spaced papers which use one theory from class to analyze a conflict. It can be any conflict – one from the news, from the reading, from your own life, or even from fiction. The goal is to practice using the theories and frameworks from class to answer the question: why did it happen this way? There are detailed directions for these papers on Moodle.

IV. Final Case Study Project

This class does not have a final exam. Instead, you will have a major project and presentation, pulling together all the things you have learned in class and applying them to a case of your choice, in small teams. Your team will complete a series of tasks over the course of the semester to apply what you have learned and explain a conflict, (analyze why it happened as it did or what is causing the conflict now), and suggest what might support a better outcome, again, based on what you learned in class. Your team can focus on any conflict that has enough depth and available information to permit a strong analysis. Over the semester you will get into teams, choose a conflict case to study, write an annotated bibliography, write an draft outline of your analysis and resolution, do a final outline, and do a presentation on your case. Directions for each assignment will be on Moodle. The topic, bibliography, outline, and presentation will receive a group grade.

Topic	25
Annotated Bibliography	100
Final Case Study Outline	200
Final Case Study Presentation	100
Self and Team Evaluation	100
Case Study Presentation Quiz	25
Total	550

ALSO: Your grade partially depends on your ability to work fairly and well with your team. If you consistently fail to produce your share of the work or miss meetings it will effect your grade. I expect your group to meet with me as early as possible if there are problems and see if we can work it out. If there is no improvement, I may approve groups to essentially 'fire' a member, (or 'divorce' a group). The single member is then responsible for coming up with an alternative project negotiated with me, on their own. Note the group will need to give the problem member/group reasonable notice (by mid-semester) so they can prepare something on their own or adapt to the loss of a team member. This means you should deal with issues *sooner* rather than later.

You will all also give feedback on your own and others' work as teammates, and receive a grade for your teamwork, as well. (The feedback will not be shared with your teammates so you can be honest.)

Each team that presents will be also be responsible for coming up with four multiple-choice, or true-false test questions from their presentation, that will be part of the quiz for the whole class. If the questions are ridiculous or obscure or otherwise not suitable, I will not include them, but usually they are fine. The goal is for you to hold your fellow students to paying real attention to your work, which you deserve!

General Policies and Notes

- Moodle

This class will have an online supplement to the classroom materials. You must check Moodle every week for announcements, readings, etc. or you'll miss things you really need to know.

- Special Needs

If you have a any special need that will effect your performance in this class (for instance a learning disability, athletic or religious commitments that will mean missing classes) you need to let me know what those needs will be within the first two weeks of the semester so I can plan accordingly. DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with

disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA). Any student who feels s/he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.

- Writing

All written assignments must be typed, double-spaced, using 12 point font, printed, stapled, and submitted in hard copy unless otherwise indicated. Do not justify, but use Allign Text Left. Some versions of Word default to 1.25 inch margins – this is not what I ask for – I require 1 inch margins (as do most standard uses) – so it's probably best to change that in Format: Document. All work should use sproper spelling, grammar, organization, etc. All materials must properly cite all concepts not representing the original thought of the students involved, using the APA style manual format. I strongly suggest you do not use Google Docs, as it creates all kinds of formating problems in the final document. It works much better to use track changes in Word and email documents back and forth.

I will make a number of comments on your papers to support improved writing. As some of these comments crop up a lot in student writing, I have put my thinking together into a paper on Moodle called "Writing Comments". If you want or need to imporve your writing, I suggest you look through that paper for the section on the kinds of errors you are struggling with.

Also, all writers need someone to catch mistakes they are too close to a paper to see (including myself). I strongly suggest you start early and make time to bring a draft to the W center tutors or friends or team-mates, get feedback, and re-write your paper before you need to hand it in. The ARC (Academic Resource Center, at the west end of the 1st floor of Asbury) houses the W (Writing), Q (Quantitative Reasoning), and S (Speaking/ Listening) Centers. You can get help with assignments from peers who have been in a semester-long training class. Each center has different hours, but they are very accommodating of students' schedules. For example, the S Center is open until 11 PM four nights a week. These are wonderful resources and I urge you to take advantage of them. Keep in mind that at critical times of the year they get backed up and book appointments early.

- Academic Integrity Policy

DePauw's policy of academic integrity is outlined in the student handbook. You are responsible for meeting the standards outlined in the handbook. All ideas that are not original to you (you didn't come up with them yourself) need to be both cited in the body of your work (in the presentation or the papers), and a full reference must also be listed in the references section at the end of the paper. In this country we have the concept of intellectual property. That means that you can't steal other people's ideas, or their words. That is why it is required to cite BOTH ideas, research, and information that you get from other sources like books or articles, AND people's words (for instance, if you quote something). The standard you are held to means that saying 'I didn't mean to plagiarize' will not cut it. It is your responsibility to understand the expectations and do what is necessary to avoid plagiarism. Any infractions of academic integrity will result in at least 0 points for the assignment and a downgrade in your overall course grade.

Among other things, your handbook recognizes the following **Types of Academic Dishonesty**, which are all described in the handbook and which I expect you to understand: **Cheating, Fabrication, Facilitating academic dishonesty, Plagiarism, Multiple submission, Abuse of academic materials, Deception and misrepresentation, Electronic dishonesty, Carelessness** and it also notes: "Students are responsible for knowing the academic integrity policy and may not use ignorance of the policy as an excuse for dishonesty." As you can tell, I take academic integrity seriously and expect you to do so as well.

- Distractions

In order to support maximum engagement in class, I have a no laptop policy except for days when you are specifically asked to bring your laptop to class. Along the same lines, cell phones are to be turned off and no texting is allowed during class. I have no problem if you bring food or drink to class. But, please use the bathroom before you get to class. I expect everyone to be in class and stay in class unless there is some kind of emergency (bathroom or otherwise!)

- Deadlines and Missed Work

I try and model some of the norms that you will deal with in the work world. All students are required to do all assignments on time, including quizzes, unless you get prior approval from me or have a note from a doctor explaining why you weren't able to meet the deadlines or take the quiz. Failing to take a quiz results in a grade of F. If you get permission to make-up a quiz, you will be expected to write an assigned paper on alternative, assigned test questions. Do note that the paper is harder than the quiz, and you can only do this once a semester.

Late work is a problem to a team, and to a supervisor. As such, you will lose 5 points for each class period an assignment is late, unexcused. Failing to complete an assignment results in a grade of F.

This class does not have a final test, as the role play and project will be our 'final', cumulative assignment.

- Talk to Me

This is a field that emphasizes negotiation. If you or your colleagues are in trouble, come see me. If there are any problems in your team, come see me as soon as you can – problems are easier to fix the earlier we work on them. If you feel lost, come see me. If you need help, come see me. If you do poorly on an exam or some other aspect of class, come see me - I am happy to help. I believe in the power of creative problem solving. There is almost always more than one option.

<p style="text-align: center;"><i>Tentative Class Outline and Reading List</i> – subject to revision as class progresses</p>
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Week One

1/27 Class Introduction and Overview:

Reading due today for class: Readings for DePauw Dialogue Day

1/29 Grounding: What is Conflict Studies?

Reading due in class today: Moore “SPITCEROW” (Moodle), Rusesabagina, Intro. and Ch 1-2 (book)

Week Two

2/3 Your Patterns
 Theory and Nested Theory

Reading due in class today: Rusesabagina, Ch 3-4, Dugan, “A Nested Theory” (e reserve)

Assignment Due Today: Print and fill out “Conflict Inventory” (Moodle), and Review the ACR sections and Pearltrees as needed to pick an area of Conflict Studies you want to focus on for your final project. Have a primary and a secondary area, in case your first choice is unavailable.

FORM TEAMS FOR FINAL PROJ.

2/5 Dehumanization and
 Human Agression

Film "How violent are you?"

Reading due in class today: Zimbardo, "When Good People do Evil" (e reserve); Milgram, "Two authorities", "Two Peers Rebel", "An Alternative Theory", "Epilogue" (e reserves)

*Additional readings, if interested: Hayes "Social Influence..." (e reserve)

Week Three

2/10 Human History/Capacity

FINAL PROJECT TOPIC PAPER DUE

Reading due in class today: Intro & Chapter 1-2 *The Third Side* (book), Yoder "The Town that Defied the Holocaust" in McCarthy Reader, p. 225-227 (Moodle)

2/12 Ury's Approach : Social Tacticians
Building a New Society

Reading due in class today: Chapter 3-4 *The Third Side*, Pandya "A Shift in Perspective" (e reserve)

Week Four

2/17 Social Structural Theories:
Prevent-Resolve-Contain

Reading due in class today: *The Third Side*, Ch. 5-7, Schellenberg, Marx and Weber, 80-85 (e reserve)

2/19 Library Research skills, and Basic College Research and Writing
How to do an Annotated Bibliography

QUIZ ONE

Reading due in class today: Read Rusesabagina, Ch 5-6, "Writing Comments" (Moodle) and make sure to review "Directions for Final Project - Overview" and "Team Annotated Bibliography Directions" (Moodle)

Week Five

2/24 Individual Characteristics Theories

Reading due in class today: Rusesabagina, Ch 7-8, Schellenberg: Social Learning Theories, 48-55 (e reserve)

2/26 Social Processes Theories, Identity/Intractable Conflict
Can we 'Make' Peace?

ANALYSIS PAPER 1 DUE

Reading due in class today: Schellenberg: Deutsch, 70-71; Pruitt and Rubin and Identity Theory- Intractable, 75-77 (all e reserves), and "Bottom Up" and "Need for an Engagement Plan" (Moodle)

Week Six

3/3 "The Pentagon Papers"

Reading due in class today: Ellsberg and Vietnam War basic background links (Moodle), *Human Security Report*, Ch. 1 and Ch. 4 (e reserves)

3/5 Realism vs Basic Human Needs:

Reading due in class today: Rubenstein "Basic Human Needs" (Moodle), Burton, "Needs Theory" (e reserve)

Assignment for today: Read and fill out "What Goes Wrong" (Moodle)

Week Seven

3/10 Peacebuilding and Rwanda
Conflict Styles

Reading due in class today: Refresh yourself on *Human Security Report*, Ch. 1 and Ch. 4 (e reserves), *Style Profile for Communication at Work* (book)

3/12 Conflict Analysis

ANNOTATED BIBLIOGRAPHY DUE

Reading due in class today: Review Moore "SPITCEROW" (Moodle), read Rusesabagina, Ch 9-11

Assignment due today: Come with some ideas for analyzing your case study

Week Eight

3/17 Non-Violent Resistance: South Africa

Reading due in class today: Washington-King: "Social Organization of Nonviolence", p. 31-34; "Love, Law, and Civil Disobedience", p. 43-53; "Nonviolence: The Only Road to Freedom", p. 54-58 (e reserves), Ackerman and Duvall: Introduction, and Ch. 9 (e reserves)

3/19 How to do a Presentation: Susan Wilson

Reading due in class today: Review "Directions for Final Project – Overview", "Directions for Team Outline", and "Team Presentation Directions"

* * * Spring Break * * *

Week Ten

3/31 Restorative Justice
Restorative Justice Student Guest Speakers
Draft feedback on outlines in teams

Reading due in class today: Howard Zehr: *Little Book of Restorative Justice* (book), Canada, 1-44 (book)

EMAIL FULL DRAFTS TO YOUR PEER REVIEWERS BY THE END OF THE DAY

4/2 Competitive Negotiation -
Principled Negotiation

Reading due in class today: Chapter 1, 2 in *Getting to Yes* (book)

Week Eleven

4/7 Reflective Listening

Reading due in class today: "Steps for Resolving Conflict" (Moodle), Canada, 45-87

4/9 Movie: "The Interrupters"
Case: Street Life

Reading due in class today: Canada, 88-132

ANALYSIS PAPER 2 DUE

Week Twelve

4/14 Components of Principled Negotiation
Positions/Interests

Reading due in class today: Chapter 3, 4 in *Getting to Yes*, 'Positions vs. Interests' Schrock-Shenk, MCC Manual p. 181-182 (e reserve)

4/16 Components of Principled Negotiation, cont.
Power = BATNA

Reading due in class today: Chapter 5, 6 in *Getting to Yes*

FINAL OUTLINES DUE

Week Thirteen

4/21 Conflict Healing and Transformation
Critiques of *Getting to Yes*

Reading due in class today: Hawk, "Mending the Broken Branch: Forgiveness and Reconciliation" (e reserve), Canada, 132-179

4/23 Work on your own in teams

ALL CASE STUDY PRESENTATION QUIZ QUESTIONS DUE

Week Fourteen

4/28 Case Study Presentations

4/30 Case Study Presentations

Week Fifteen

5/5 Case Study Presentations

CASE STUDY PRESENTATION QUIZ

5/7 First Date Consensus
Final Evaluation

All work due no later than the last day of class 5/7. NO EXCEPTIONS.