

Govt 293 Seminar: The History, Politics, and Economics of the Arab Spring

Prof. Joshua Goodman

Course meetings:

- Tuesday, 7-10 pm; Hepburn 105

Office: Hepburn 208

Office Hours: Tuesdays 10:30-12; 2-4; and by appointment

- You can book appointments at: <https://calendly.com/joshuagoodman/office-hours>

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Course Description and Objectives

This course examines the history, politics, and economics that produced the Arab Spring, the wave of popular protests that swept the Middle East in 2011, as well as variation in the dynamics and outcomes of the protests themselves.

Part one of the course considers the political and economic factors that led to the outbreak and spread of protests across the region. We will examine trajectories of political development, focusing especially on the 20 years leading up to the Arab Spring, to consider how changes to the Middle East since the end of the Cold War shaped political institutions and state-society relations including sharp rises in corruption and repression that led to mounting popular discontent. We will focus on themes including:

- The shift from state socialism to market liberalism in the 1990s and its impact on governance, state-society relations, and quality of life
- The creation of “democratic” institutions, including elections and parliaments, and how these (allegedly) helped stabilize authoritarian regimes
- The sharp increase in repression and early signs of growing discontent

Part Two examines the protests themselves, considering the unique experiences of each country and the factors that explain both the dynamics of contention (i.e. protests, civil war) and outcomes (regime collapse or survival). Not only will we examine the experiences of individual countries, but we will identify the key variables that explain variation in the experiences of countries across the region.

Part Three briefly examines the aftermath of the protests and prospects for the future including the question of democratic transitions, the spread of radical groups like ISIS, and the prospects for future unrest.

Over the course of the semester, students will conduct research relating to one aspect of the Arab Spring and will be expected to participate in individual and group activities relating to the development of their project including presentations, workshops, and revisions.

Course Requirements and Expectations

- Research Paper – 55%
 - o Paper 1: Question, Literature Review, Hypotheses, and Research Design – 15%
 - o Paper 2: Analysis and conclusions – 15%
 - o Paper 3: Revisions and combination – 25%
- Group Presentations – 15%
 - o Presentation 1: Institutions and Authoritarian Stability – 5%
 - o Presentation 2: Arab Spring country presentation – 10%
- Participation in Writing Workshops – 10%
- Participation and attendance – 10%
- Reading quizzes – 10% (2% each x5)

The course will be graded on the following scale:

95 and above	4.0	A
92-94	3.75	A
89-91	3.5	A-
86-88	3.25	B+
83-85	3	B
80-82	2.75	B-
77-79	2.5	C+
74-76	2.25	C
70-73	2.0	C-
69	1.75	D
68	1.5	D
67	1.25	D-
66	1.0	D-
65 and below	0	F

Course Policies

Attendance and Participation

Attendance is mandatory. You will be permitted **two** unexcused absences, no questions asked. Each additional absence will be penalized **two points** off of your final grade (on the 100 point scale). If students need to miss class for any reason, it is advised that they contact me at least 48 hours in advance. In certain circumstances, a student's anticipated absence will be excused if they write an extra reading response focusing on the readings for the missed session. This must be arranged at least 24 hours beforehand.

Students are expected to come to class prepared (having completed the readings) and are encouraged to ask and respond to questions during lecture and participate in class discussions. I understand that some students are uncomfortable participating, so I will never cold-call on people (as long as they appear engaged in class). This will allow you to avoid participation if you so desire, but it will impact your grade. If you feel particularly nervous or uncomfortable talking in class, I encourage you to discuss this with me during office hours and alternative arrangements can be made. This, however, will not excuse you from group activities. I see the participation grade as a way to reward students who are engaged, so while this is slightly subjective, if students are doing the work and maintain a positive attitude, this will serve to benefit your grade.

Research and Writing Resources

I am always available and happy to discuss your research and writing with you, St. Lawrence also has a writing center and opportunities for research consultation. In addition to myself, I encourage you to consult with the St. Lawrence WORD Studio for help on your papers. WORD Studio tutors are available to answer questions about the writing process, and they will also read drafts and provide feedback on what you have already produced.

WORD studio resources: <https://www.stlawu.edu/word-studio>

Additionally, you may go to the service desk at ODY Library and consult about your research topic for help finding resources.

Student Accessibility Services:

If you have a disability and need accommodations, please be sure to contact the Student Accessibility Services Office (315.229.5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon. For more specific information visit the Student Accessibility Services website:

<https://www.stlawu.edu/student-accessibility-services> or

[Email: studentaccessibility@stlawu.edu](mailto:studentaccessibility@stlawu.edu)

Academic Honesty:

St. Lawrence University operates a zero-tolerance policy regarding academic dishonesty from its students, as do I. Cases of cheating or plagiarizing papers, arguments, or any material that is not your original thought but is attempted to be passed as your own will result in a **ZERO** for the assignments and will be referred to Academic Honor Council for further action, which will endanger your academic standing and your future at St. Lawrence University. Please note that drawing from readings or other sources in papers without citing the source is the same as attempting to pass someone's work off as your own and constitutes an act of plagiarism.

You can access the University's policies on Academic Integrity here:

<http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf>

Avoiding Plagiarism:

- You need to cite all sources used for papers, including drafts of papers, and repeat the reference each time you use the source in your written work.
- You need to place quotation marks around any cited or cut-and-pasted materials, IN ADDITION TO footnoting or otherwise marking the source.
- If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material. Otherwise you have plagiarized.
- It is also advisable that you list all sources consulted for the draft or paper in the closing materials, such as a bibliography or roster of sources consulted.
- You may not submit the same paper, or substantially the same paper, in more than one course. If topics for two courses coincide, you need written permission from both instructors before either combining work on two papers or revising an earlier paper for submission to a new course.

Late Assignments

The course assignments and due dates are all listed in the syllabus, so it will be difficult to secure an extension barring serious issues. Written assignments will be due by the start of class *unless otherwise noted*. Late assignments will be penalized **10% per day**.

Technology Policy

It is my policy not to prohibit the use of technology in the classroom, so at the beginning the use of laptops will be permitted. If it is clear that their use becomes a distraction, I reserve the right to disallow their continued use at any point during the semester. While I cannot see your screens, it is very easy for me to tell who is paying attention and who is surfing the web – not only will it undermine your

ability to learn in class, but it will also harm your participation grade. Additionally, there will be times when I ask everyone to put their laptops away to participate in discussion.

Office Hours:

I encourage all students to attend office hours at least once per semester. This gives you a chance to introduce yourselves and for me to learn a bit about your interests, and for you to raise any questions or issues that may have come up during class.

My regular office hours are posted at the beginning of this syllabus, but I am often available to meet outside of these hours if you email me. It is strongly recommended that you make an appointment before coming in to ensure that I am not speaking with another student. However, no appointment is necessary and you are welcome to drop in.

Readings

For the research and writing component, the following book is required:

Baglione, Lisa (2015). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods* 3rd ed. CQ Press.

For the substantive element of the course there is no required course text, and all readings will be made available to you on Sakai.

However, we will be drawing a number of chapters from the following book, which is highly recommended:

Brownlee, Jason, Tarek Masoud, and Andrew Reynolds. (2015). *The Arab Spring: Pathways of Repression and Reform*. Oxford University Press.

Assignments

The Research Paper and Workshops: 65% of total grade

Over the course of the semester, we will be focusing on the process of research and writing in political science, covering topics including:

- What a research paper is
- How to assemble and write one
- How to effectively conduct research

We will dedicate significant time in class to discussing issues of research and project design, sources and citations, hypotheses and thesis statements, and elements of style.

The research project will be divided into three papers, each receiving a separate grade. The final submission will combine parts one and two, incorporating revisions based on the feedback they have received, in order to produce a final, integrated research paper.

Students are free to choose any topic they wish as long as it is connected to one of the course's core themes.

Paper 1 – Question and relevance, literature review, possible answers, and research design – 7-10 pages

- **Due Tuesday, March 5**

The first paper to be produced is the setup to the research project. It will identify a question you desire to spend the rest of the semester researching.

- Question – This question should be one that can be definitively answered drawing on data or academic research – students should avoid questions requiring speculation or opinion – questions drawing on terms like “should” and “will” (i.e. “how should states...” or “what will happen...”) should be avoided. Additionally, questions should go beyond simple narrative – this is not a book report that summarized previous research, nor is it a timeline or description of events – questions should focus on “why” or “how” rather than “who,” “what,” “where,” or “when.”
- Literature Review – Once the question has been identified, a literature review will be produced. A literature review is designed to identify existing scholarship that has asked your question or has direct bearing on your answer. This is important to understand what the possible explanations are and how previous scholars have approached the question.
- Possible Answers – In order to develop an answer, there should be some idea of what the range of possible answers are. In turn, you will use these possible answers to identify a set of strong hypotheses which should be designed to arbitrate between these possible answers and will inform your research design and guide your research.
- Research Design – The final section of the first paper will focus on how the question will be answered. This identifies the type of analysis to be conducted (i.e. statistical, case studies, etc.) and the data that will be used. Research designs should be appropriate to the question and the hypotheses.

Paper 2 – Argument, Analysis, and Conclusions – 10-12 pages

- **Due Tuesday, April 9**

The second paper will conduct the analysis to answer the question posed in the first paper. This exercise consists of two distinct parts and a conclusion summing up the entire project.

- Argument – The argument in a paper can take a number of forms. If the paper draws on theories, this is the place to discuss those theories or develop your own. While this is not the

place to dive into the evidence, it is the place to provide an answer to the question and articulate the logic behind that argument, which should be consistent with your evidence. Depending on the type of paper, this may also be the place to develop testable hypotheses that will provide support for your argument or thesis statement.

- Analysis – This section will present the evidence gathered that substantiates the answer to the question. It should reflect the research design presented in paper one and provide compelling support for the argument or thesis statement.
 - o A strong analysis will also consider alternative explanations or counterarguments and discuss why your answer is superior to alternative possibilities.
- Conclusion – A conclusion seeks to summarize the evidence and link it back to the answer, or thesis.

Paper 3: Revisions and Synthesis – Due Tuesday, May 7

Following feedback from the instructor and your peers during the writing workshops, students will revise and combine papers one and two into a single, long paper. This paper will be evaluated on the strength of the revisions as well as the ability to combine both papers into a single, coherent and elegant research paper with an introduction, argument, evidence, and conclusion.

Writing Workshops

Workshop 1:

In **Session 8, on March 12**, we will hold a workshop to allow students to present their initial question and proposed research design and receive feedback from their peers.

Each student will prepare a short presentation regarding their first paper, including

- The Question and brief background research on it
- Possible answers and their initial hypotheses
- The research design – How are you going to answer your question or support your argument?

Each student in the class will be assigned two of their classmate's papers and will be responsible for providing a short set of comments to the class (focusing on constructive critiques and areas for improvement) and provide a set of written notes.

Workshop 2

On the last day of class, April 30, we will hold our second workshop, where students will have the opportunity to present their findings to the class. Presentations will run about 7 minutes and there will be time for Q&A from the class.

Examinations:

There are no major examinations for this class – students are expected to focus on their research papers.

Reading Quizzes – 10% (2% each x5 quizzes)

Throughout the semester, in order to ensure students are doing the reading and to avoid concentrating too much of your final grade in the midterm and final exam, there will be 6 quizzes about that session's readings, and the lowest will be dropped at the end of the semester. Quizzes will consist of one or two questions that ask students to summarize a reading's argument, evidence, or method. Quizzes will last about 7-10 minutes at the beginning of class, and students will respond in a paragraph. Each quiz will be worth 2% of the final course grade.

Student Presentations

There will be two group presentations over the course of the semester. Students will be broken down into groups of about 3 and work together to develop a presentation on a particular topic.

Presentation 1: Institutions of Authoritarian Stability - ~20 minutes

One of the key issues facing the study of the Middle East in the 2000s was the focus on how governing institutions contributed to authoritarian stability and predicted the reproduction of the regime.

In sessions 4 and 5, students will be responsible for discussing one of these institutions:

- Single Parties
- Dynastic Monarchy
- Elections
- Parliaments

The presentation will summarize the relevant reading and discuss examples of these institutions throughout the Middle East, linking them to the Arab Spring.

- How are these institutions predicted to contribute to authoritarian stability?
- What are some examples of these institutions?
- How did countries with these institutions fare during the Arab Spring?
- Do you think that these institutions played a role in instigating or determining the outcomes of Arab Spring protests?
- Do you agree with the initial findings of the role of these institutions in promoting authoritarian stability and persistence?

Presentation 2: Arab Spring Dynamics and Outcomes – 30 minutes

In Session 10, we will be discussing the experiences of a number of countries involved in Arab Spring protests. Students will be broken down into 5 groups, and each group will be assigned two countries that, in some ways, shared certain common factors during the Arab Spring.

Each group will give a presentation that discusses the experiences of their two countries during the Arab Spring and identifies the common link. Presentations should answer the following questions:

- How did the protests begin?
- What were the protestor demands?
- Who were the major forces participating in the protests?
- How did the regime respond?
- How did the protests evolve and what was the outcome?
- What are the key factors that explain these outcomes?

Groups will be broken down as follows:

- Tunisia and Egypt
- Yemen and Libya
- Syria and Lebanon
- Jordan and Morocco
- Saudi Arabia and Bahrain

Course Schedule:

Session 1 – Tuesday, January 22: Introduction to the Study of the Arab Spring

Session Topics:

- Syllabus Review,
 - o Themes in the Study of the Arab Spring
 - o Research and Writing Component
 - In-class Reading: Baglione, Ch 1, “So you have to write a research paper,” 1-14
 - o Group Presentations and Participation
- Overview of the Arab Spring
- Why did we miss the Arab Spring?
 - o In-class reading: Gregory Gause, “Why Middle East studies missed the Arab Spring: The myth of authoritarian stability,” *Foreign Affairs* (2011), 81-90

Session 2 – Tuesday, January 29: Theoretical Issues in the Study of the Arab Spring

Session Topics

- Theoretical Issues in the Study of the Arab Spring:
 - o Revolution and Democratization in Comparative Politics
- Was the Arab Spring a “democratic revolution?”
- Introduction to Writing – Choosing a Topic and a Research Question

Readings

- Selections from Timur Kuran, “Now out of never – The element of surprise in the East European revolution of 1989,” *World Politics* 44(1), 7-48 – **read pp 7-25**
- Adam Przeworski, Chapter 2, “Transitions to Democracy,” *Democracy and the Market*, 51-94 (selections)
- Mark Beissinger, “The semblance of democratic revolution: Coalitions in Ukraine’s Orange Revolution,” *American Political Science Review* 107(3): 574-592
- Baglione:
 - o Ch 2, “Getting started: Finding a research question,” 15-40

Part I: The Antecedents of the Arab Spring

Session 3 – Tuesday, February 5: A Historical Background of Middle East Regimes, State-Society Relations, and Civil-Military Relations

Session Topics:

- Historical Trajectories of State-Society Relations
- Civil-Military Relations
- Research Component: Background Research and the Literature Review

Readings:

- Nazih Ayubi, “The Sociology of Articulated Modes,” Chapter 5 in *Overstating the Arab State: Politics and Society in the Middle East*, (IB Tauris), 164-195
- Alan Richards and John Waterbury, “The Military and the State,” Chapter 13 in *A Political Economy of the Middle East*, 3rd ed. (Westview Press), 344-361

- James Quinlivan, “Coup-proofing: Its practice and consequences in the Middle East,” *International Security* 24(2), 131-165
- Baglione, Chapter 4, “Making Sense of the Scholarly Answers to your Research Question: Writing the Literature Review,” 75-92

Session 4 – Tuesday, February 12: The Robustness of Authoritarianism in the Middle East 1 – Regime Types and Stability: Monarchy and Single-Parties

Session Topics

- Introducing the Study of the Middle East Before the Arab Spring – the stability of authoritarian regimes
- Republican Strategies for Stability – Single Parties
- Monarchical Strategies for Stability
- Class Activities: Group Presentations
 - o Single Parties and Regime Stability
 - o Monarchy and Regime Stability

Readings

- Eva Bellin, “The Robustness of Authoritarianism in the Middle East: The Middle East in Comparative Perspective,” *Comparative Politics* 36(2), 139-157
- Jason Brownlee, *Authoritarianism in the Age of Democratization*, (Cambridge UP)
 - o Chapter 1: The Political Origins of Durable Authoritarianism, 16-43
 - o Chapter 4: Ruling Parties and Regime Persistence: Egypt and Malaysia During the Third Wave, 122-156
- Michael Herb, *All in the Family* (SUNY Press)
 - o Chapter 2, “The Emergence of Dynastic Monarchy and the Causes of Its Persistence,” 21-50
 - o Chapter 9, “Dynastic Monarchism and the Persistence of Hereditary Rule,” 235-254

Session 5 – Tuesday, February 19: The Robustness of Authoritarianism in the Middle East 2: Elections and Parliaments

Session Topics

- How do “democratic” institutions promote authoritarian stability?
 - o Elections
 - o Parliaments
- Research component
 - o Developing a Thesis and Hypotheses
 - o Developing a Research Design
- Class Activities: Group Presentations
 - o Elections
 - o Parliaments

Readings

- Jennifer Gandhi and Adam Przeworski, “Authoritarian Institutions and the Survival of Autocrats,” *Comparative Political Studies* 40(11), 1279-1301
- Ellen Lust, “Competitive Clientelism in the Middle East,” *Journal of Democracy* 20(3), 122-135
- Lisa Blaydes, “Elections and Elite Management,” Chapter 3 in *Elections and Distributive Politics in Mubarak’s Egypt* (Cambridge UP), 48-63
- Baglione
 - o Chapter 5, “Effectively Distilling Your Argument: The Thesis, Model, and Hypothesis,” 93-108
 - o Chapter 7, “Making Your Plan and Protecting Yourself from Criticism: The Research Design,” 121-154

Session 6 – Tuesday, February 26: Economic Change and the Triumph of (neo)Liberalism in the 1990s

Session Topics:

- The Transforming Political Economy in the Middle East in the 1970s and 80s
- The Washington Consensus and the Politics of Structural Adjustment

- The Rise of Crony Capitalism and its Impact on State-Society Relations and the Foundations of Regime Support

Readings

- Melanie Cammett, Ishaq Diwan, Alan Richards and John Waterbury, “Structural Adjustment and the Rise of Crony Capitalism,” Chapter 9 in *A Political Economy of the Middle East*. 4th ed (Westview Press). 273-318
- Timothy Mitchell, “The Market’s Place,” Chapter 8 in *Rule of Experts: Egypt, Techno-politics, and Modernity* (UCalifornia Press), 244-271.
- Stephen King, “Liberalization Against Democracy,” Chapter 1 in *Liberalization Against Democracy: The Local Politics of Economic Reform in Tunisia* (Indiana UP), 1-24.

Session 7 – Tuesday, March 5: The Political Consequences of Liberalization

Session Topics:

- Why did political liberalization not follow economic liberalization?
- How did governance change following economic liberalization?
 - o Violence and repression
 - o Weakening institutions
- The origins of popular resentment and anti-regime mobilization

Readings

- Eberhard Kienle, “More than a response to Islamism: The Political Deliberalization of Egypt in the 1990s,” *Middle East Journal* 52(2), 219-235
- Jason Brownlee, “A New Generation of Autocracy in Egypt,” *The Brown Journal of World Affairs* 14(1), 73-85
- Jillian Schwedler, “The Political Geography of Protest in Neoliberal Jordan,” *Middle East Critique* 21(3), 259-270
- Rabab al-Mahdi, “Enough! Egypt’s Quest for Democracy,” *Comparative Political Studies* 42(8), 1011-1039
- Omar Dahi and Yasser Munif, “Revolts in Syria: Tracking the Convergence between Authoritarianism and Neoliberalism.” *Journal of Asian and African Studies* 47(4), 323-332

Paper 1: Question, Lit Review, Hypotheses, and Research Design Due by class-time

Session 8 – Tuesday, March 12: Writing Workshop 1

In-Class Activity:

- Research Paper Discussions
 - Each student will prepare a short presentation regarding their proposal including
 - The Question and background research on it
 - The lit review (keep this short) – discuss what else has been said about the question
 - Thesis – What is the answer to the question
 - The research design – How are you going to answer your question or support your argument?
 - Each student will be assigned two proposals by their classmates and will be responsible for providing a short comment on it
 - Then there will be some time for Q&A

Readings

None

Spring Break: March 15-24

Session 9 – Tuesday, March 26: Movie: The Yacoubian Building

Part II: The Arab Spring – Dynamics and Outcomes

Session 10 – Tuesday April 2: Dynamics of Protest and Regime Response

Session Topics and in-class activities:

- Student Presentations on Arab Spring Dynamics
- Each group (of 3) will be responsible for presenting on two countries. Each presentation should take a half hour
- Questions:
 - How did the protests begin?

- What were the protestor demands?
- Who were the major forces participating in the protests?
- How did the regime respond?
- How did the protests evolve and what was the outcome?
- What are the key factors that explain these outcomes?
- Countries:
 - Tunisia and Egypt
 - Yemen and Libya
 - Syria and Lebanon
 - Jordan and Morocco
 - Saudi Arabia and Bahrain

Readings:

- Baglione
 - Ch 8, “Evaluating the Argument,” 155-174
 - Chapter 6, “Revising and Editing Your Work: The Writing-Thinking Spiral,” 109-120

Session 11 – Tuesday, April 9: Theorizing the Arab Spring

Session Topics

- What explains the variation we witnessed during the Arab Spring?

In-class Film: The Square (second half)

Readings

- Jason Brownlee, Tarek Masoud, and Andrew Reynolds, “Breakdowns and Crackdowns,” Chapter 3 in *The Arab Spring: Pathways of Repression and Reform* (Oxford UP), 64-97
- Eva Bellin, “Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring,” *Comparative Politics* 44(2), 127-149
- Lisa Anderson, “Demystifying the Arab Spring,” *Foreign Affairs* 90(3), 2-7
- F Gregory Gause and Sean Yom, “Resilient Royals: How Arab Monarchies Hang On,” *Journal of Democracy* 23(4), 74-88

Paper 2: Analysis, findings, and conclusions, due at the start of class

Session 12 – Tuesday, April 16: Post-Uprising Trajectories of Political Development

Session Topics

- How did the Arab States develop following the uprisings?
 - o We will focus particularly on
 - Egypt
 - Tunisia
 - Yemen
 - Libya
- What explains long-term outcomes?

Readings

- Jason Brownlee, Tarek Masoud, and Andrew Reynolds, “Post-Breakdown Trajectories,” Chapter 3 in *The Arab Spring: Pathways of Repression and Reform* (Oxford UP), 98-?
- Raymond Hinnebusch, “Introduction: Understanding the consequences of the Arab uprisings – starting points and divergent trajectories.” *Democratization* 22(2), 205-217

Session 13 – Tuesday, April 23: The Aftermath of the Arab Spring – Emerging Issues

Session Topics:

- The Iran-Saudi Rivalry and the impact of the Arab Spring
- The Rise of ISIS and its impact on democratization and transition
 - o Syria and Iraq
 - o Egypt
 - o Yemen
- The Democracy Agenda and the War on Terror
- Israel’s Place in the Middle East
- The Future of the Middle East?

Readings

- Toby Dodge, “The Middle East After the Arab Spring,” Conclusion in *After the Arab Spring: Power Shift in the Middle East?* (LSE Ideas, 2012), 64-68
- Mehran Kamrava, “The Arab Spring and the Saudi-led Counterrevolution,” *Foreign Policy Research Institute* (2012), 96-104

- Yoel Guzansky and Benedetta Berti, “Is the New Middle East Stuck in Its Sectarian Past?” *Foreign Policy Research Institute* (2013), 135-151
- Peter Salisbury, “Yemen and the Saudi-Iranian Cold War,” *Chatham House, Middle East and North Africa Programme* (2015), 1-13
- Emile Hokayem, “Iran, the Gulf States, and the Syrian Civil War,” *Survival* 56(6), 59-86
- The Saudi-Israeli Alliance:
 - o <https://www.bbc.com/news/world-middle-east-43632905>
 - o <https://www.aljazeera.com/news/2017/11/covert-israeli-saudi-arabia-relations-171120142229835.html>

Session 14 – Tuesday, April 30: Research Workshop 2

In-class activity – Student presentations and Q&A

- Students will present their findings and conclusions and answer questions from the class

Final Paper (integrating previous revisions) due: Tuesday, May 7 @11:59 pm