

Gender, Power, and Peace Syllabus - Fall 2024

KROC 594-05

Gender, Power, and Peace (3 Units)

Fall Semester 2024

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COURSE DESCRIPTION

This course invites learners to consider the intersection of gender and power as constructs that influence the practice of peacebuilding. Through the examination of critical theoretical frameworks (i.e., critical race theory, queer theory, postcolonial/decolonial theory, feminist theory, etc.) this course invites learners to activate a gender lens through an exploration of how power, structural violence, and gendered identities shape both the world we live in and how we engage as peacemakers/builders, humanitarians, human rights workers, activists, and “pracademics”. Through a series of interactive discussions, lectures, guest speakers, group-led activities, and research, learners will complete a portfolio-eligible research project and engage within their communities of praxis to apply their learning.

**This course was collaboratively designed with students and alumni of the Joan B. Kroc School of Peace Studies. Special thanks to Kroc students, alumni, and former faculty including Aliza Carns, Madison Turunen, Madeleine Koehn, Eva Koelzer, Katelyn Alam who contributed to the content of the course and the creation of the Gender Advocacy Committee and to Jennifer Freeman, former director of the WPM program and designer of the precursor to this course: War, Gender, and Peacebuilding (2015).*

LEARNING OBJECTIVES

Learners will:

1. Consider the intersection of power and gender in relation to peacebuilding through an application of critical theories and analytical frameworks (e.g., intersectional feminist theory, critical race theory, anti-colonial theory, queer theory).
2. Examine the root causes of gender-based discrimination/oppression in specific contexts and how it intersects with other forms discrimination.
3. Identify the structural exclusion of gender minorities within theoretical constructions, systems, and institutional frameworks.
4. Develop an applied positionality statement (i.e., principles of practice) that integrates a minimum of two theoretical or analytical frameworks discussed in the course.
5. Apply the theoretical and analytical frameworks covered in the course through reflections on community events and the creation of a visual virtual teach-in.

6. Write a research paper that uses a theoretical or analytical framework covered in the course to examine a contemporary issue related to your academic and/or vocational interests.

COURSE ORGANIZATION AND GOALS

The course is organized in three main sections with the first two weeks dedicated to an overview of key concepts related to gender, power, and peace. Each section is designed to create a cohesive learning community to engage meaningfully with the content and apply a theoretical or analytical approach to a topic of interest.

Section One (Weeks 3-8): This section examines theoretical and analytical frameworks applied to issues related to peacebuilding, social justice, and rights advocacy work. Students reflect on the concept of intersectionality through a positionality statement developed over the course of the semester to inform their final research papers. An introduction to Critical Race Theory, Intersectional Feminist Theory, Decolonial Praxis, Queer Theory, and Masculinities is provided as a primer to explore these concepts further throughout the course.

Section Two (Weeks 9-10): Application of theories and analytical frameworks: This section explores strategies to apply theoretical and analytic frameworks to consider diverse approaches and perspectives as scholar-practitioners. Applied learning includes attending community events, producing a mid-term visual virtual teach-in, and a research workshop.

Section Three (Weeks 10-14): Special topics: Bringing theory together with practice, this final section highlights special topics related to gender and peacebuilding identified by Kroc students and alumni. Topics are expanded upon through course readings, documentaries, and presentations coupled with a spotlight on one strategy to address the root causes of the issue through a peacebuilding initiative, human rights / security agenda, a featured peacebuilder, or social justice movement. Topics highlighted may include sexual and reproductive health, forced sterilization, gender-based violence, girls' rights, missing and murdered indigenous women (MMIW), LGBTQIA+ asylum/refugee protection, and climate justice.

COURSE REQUIREMENTS

Course Requirements

Assignment	Description	% of the Grade
Participation, Weekly Reflections, and Discussion Co-facilitation	Complete four (4) written responses (approximately 300 words) based on the readings, addressing at least one key question for the week. Be prepared to share your papers with a partner in class. Each student will co-facilitate one class discussion with the instructor to share key takeaways from the readings and reflections.	25%

	A sign-up sheet available on Canvas. DUE: 9/19; 10/3; 10/17; 10/24	
Positionality Statement /Principles of Practice	Draft a concise positionality statement / principles of practice to critically reflect on your identities, experiences, and theoretical perspectives to consider how these factors may influence your research agenda and methods and/or praxis. Statements should be 1/2-1 page (150-300 words) and submitted in the discussion board on Canvas. DUE: 10/10	5%
Check-in Meeting/ Listening Sessions	Check-in with professor a minimum of one time virtually or in-person (10-15 mins meeting) to discuss interests in the course and your chosen topic for your final paper. This assignment is marked as complete after the initial meeting and counts toward your participation grade. Sign-up sheet available on Canvas. DUE: Meet 1:1 by 10/17	5%
Virtual Teach-In	Design and submit a visual representation of an issue related to your final research paper and the application of at least two theoretical or analytical frameworks discussed in the course. Upload the visual image to the Virtual Teach-in discussion board on Canvas with a detailed title that includes the theories and/or frameworks represented and the issue addressed. Consider how these theories highlight the complexities gender, power, and peace and how your visual creation can effectively communicate these ideas to a broader audience. Examples may include a zine, an infographic, a photo, a painting, a poem, a song, etc. DUE: 10/31	10%
Paper Draft and Annotated Bibliography	Complete a draft of your final research paper (3-4 pages) and annotated bibliography with a minimum of 10 peer reviewed sources. Prepare to share your draft with a colleague in the course for feedback as a “critical friend” (Kim et. al, 2024). DUE: 11/7	5%
Community Engagement & Reflection	Attend a minimum of one community or on-campus events relevant to the themes of the course. Events may include, but are not limited to a public lecture, a rally, a workshop, an art exhibit, a documentary screening with a panel, etc. It is recommended to select an event where you can take notes and if possible interact with the participants, presenters, or organizers. Using the discussion board on Canvas, provide a brief summary of one of the events (who, what, when, where, and why), and in 1-2 paragraphs, explain how at least one of the theoretical or	10%

	analytical framework from the course could be applied to the issues or themes presented at the event. DUE: 12/5	
Research Paper Presentation & Visual Component	Prepare a 10-minute presentation on your research paper for the final class session. Your presentation should include a visual or creative component, such as a slide deck, infographic, or an artistic expression of your key points. Creativity is encouraged. DUE: 12/12	20%
Final Paper	This assignment aims to highlight different ways that gender and power dynamics intersect with various areas of peace practice to consider how to apply a gendered lens to one's academic practice or vocations. Select a topic of interest from the course (special topics) or propose a new topic to write an 8-10 page research paper that applies a minimum of two theoretical /analytical frameworks covered in the course. Research papers should include a research question, a bibliography with a minimum of 10 peer reviewed sources and be aligned with APA formatting guidelines. This paper is portfolio eligible. DUE: 12/19	20%
	Total	100%

COURSE SCHEDULE *(subject to change)*
USD 2024/25 Graduate Calendar

Topic + Required Readings + Class Details	Assignments Due
Week 1 (Sept. 5): Introductions: A Co-constructed Course on Gender, Power, and Peace Key Questions • What are some contemporary issues and debates around gender and peacebuilding relevant to your work and/or academic interests? • How is gender showing up in current events relevant to your work and/or academic interests? • How does one’s positionality influence the spaces we occupy as peacebuilders, activists, human rights defenders, social justice advocates, etc.? Required Reading Aggestam, K., & Eitrem Holmgren, L. (2022). The gender-resilience nexus in peacebuilding: the quest for sustainable peace. <i>Journal of International Relations and Development</i>, 25(4), 880–901. Lederach, J. P. (2005). <i>The moral imagination: The art and soul of building peace</i>. Chapters 1 and 2. Oxford University Press. Recommended Reading <i>(Optional reading available on Canvas after Week 1)</i> Allen, K. R., Goldberg, A. E., & Jaramillo-Sierra, A. L. (2022). Feminist theories: Knowledge, method, and practice. In <i>Sourcebook of Family Theories and Methodologies: A Dynamic Approach</i> (pp. 379–400). Kim, J., Biddolph, C., & Shepherd, L. J. (2024). Care Ethics and Critical Friends: Feminist Research Practice as an Insider/Outsider. <i>European Journal of Politics and Gender</i>, XX, 1–22.	Assignments Due Skim readings Prep - In-class Activity: Introductions – bring an item that represents Gender, Power, and Peace to share during your introduction (e.g., book, poem, piece of art, photo, a journal, a souvenir, etc.) Check-in Meeting / Listening Session Sign-up (Canvas) Co-facilitated sessions – Sign-up
Week 2 (Sept 12): Gender, Power and Intersecting Social Identities Key Questions • How have theories of sexuality and gender developed over time? • How do systems of power within society reinforce or challenge traditional gendered identities? • How can we apply a gendered lens to peacebuilding? Required Reading: Prügl, E., Rigual, C., Kunz, R., Achakpa, M., Myrntinen, H., Onyesoh, J., ... Udasoro, W. (Eds.). (2022). Introduction: Local peacebuilding through a gender	Assignments Due • Sign up for 1:1 Meetings – in person or via Zoom • Prep – In-class Activity: Socratic Seminar

lens. In *Gender in Peacebuilding: Local Practices in Indonesia and Nigeria*. Leiden and Boston: Brill | Nijhoff.

Lorde, A. (1995). Age, Race, Class, and Sex: Women Redefining Difference. In J. Arthur & A. Shapiro (Eds.), *Campus Wars: Multiculturalism and the Politics of Difference* (pp. 191–198).

Motlafi, N. (2021). Silencing and Voicing the Subaltern. In T. Väyrynen, S. Parashar, É. Féron, & C. C. Confortini (Eds.), *Routledge Handbook of Feminist Peace Research* (1st ed., pp. 178–186). London: Routledge.

Week 3 (Sept. 19): Gender & Peacebuilding: Intersectional Feminist Theory

Assignments Due

Key Questions

- Where, how, and why does gender show up in peacebuilding?
- How can we apply intersectional feminist theory to contemporary approaches to peacebuilding?
- How does the critique that liberalism fails to adequately address gendered power imbalances align with intersectional feminist theory?
- In what ways can intersectional feminist theory offer a different approach to peacebuilding?

Required Readings:

Väyrynen, T., Parashar, S., Féron, É., & Confortini, C. C. (2021). Introduction. In *Routledge Handbook of Feminist Peace Research* (1st ed., pp. 1–10). London: Routledge.

Kerner, I. (2017). Relations of difference: Power and inequality in intersectional and postcolonial feminist theories. *Current Sociology*, 65(6), 846–866.

Scott, Joan W. “Gender: A useful category of historical analysis.” *The American Historical Review*, vol. 91, no. 5, 1986, pp. 1053–75. *JSTOR*

Milly Williamson, *Liberalism is No Friend of Gender Equality*, Open Democracy, 2014. <https://www.opendemocracy.net/en/liberalism-is-no-friend-of-gender-equality/>

Reading Reflection I: Gender & Peacebuilding: Intersectional Feminist Theory -
Submit on Canvas and Share in Class

Co-facilitated Session (I) – Sign-up sheet on Canvas

Week 4 (Sept. 26): Women, Peace & Security Agenda & Framework

Assignments Due

Key Questions

- What are the four main pillars of the WPS framework and how has it evolved over time?
- In what ways does the Women, Peace, and Security (WPS) framework challenge traditional notions of security?

Co-facilitated Session (II) – Sign-up sheet on Canvas

Review readings and key questions in

- How effective is the WPS agenda in redefining security to include the experiences and contributions of all gender identities peacebuilding initiatives?
- How can the application of theoretical frameworks discussed in the class deepen our understanding of the WPS agenda and create opportunities for a more inclusive agenda?

preparation for Socratic Seminar

Guest Speaker: Briana Mawby, Program Officer Women, Peace and Security at the Joan B. Kroc Institute for Peace and Justice (Kroc IPJ)

Required Readings:

Kirby, P., & Shepard, L. J. (2024). The Impossibility of Women, Peace and Security. In *Governing the Feminist Peace* (pp. 1–32). Columbia University Press.

Otto, D. (2019). Contesting Feminism’s Institutional Doubles Troubling the Security Council’s Women, Peace and Security Agenda. In J. Halley, P. Kotiswaran, R. Rebouché, & H. Shamir (Eds.), *Governance Feminism: Notes from the Field* (pp. 200–229). Governance Feminism.

United Nations Development Programme. (2019). The Women, Peace and Security Agenda. In “*Women, Peace and Security*” Agenda: Overview. (pp. 4-8). Oslo. <https://doi.org/10.32422/mv.1646>

Women’s International League for Peace and Freedom. (2020). *UNSCR 1325 at 20 years: Perspectives from Feminist Peace Activists and Civil Society*. Retrieved from https://www.wilpf.org/wp-content/uploads/2020/11/WILPF_UNSCR-1325-at-20-Years_Web.pdf

Learn about Women, Peace and Security Initiatives at the Joan B. Kroc Institute for Peace and Justice - [Link](#)

Week 5 (Oct. 3): Critical Race Theory + Systems Thinking

Assignments Due

Key Questions

- What are the core tenants of Critical Race Theory (CRT) and how have they evolved over time?
- What dimensions or challenges have emerged as scholars and activists apply CRT to contemporary issues such as gendered norms, intersectionality, and peacebuilding?
- How can systems thinking and Critical Race Theory be integrated to better understand how racialized and gendered identities intersect within broader systems and institutions?

Reading Reflection II: CRT + Systems

Thinking - Submit on Canvas and Share in Class

Prepare for Collaborative Learning Rotations: Select one additional reading from the Application of CRT and System Thinking list on Canvas. Come to class ready to engage,

Required Readings:

Ladson-Billings, G. (2013). Critical Race Theory - What It Is Not! In M. Lynn & A. D. Dixon (Eds.), *Handbook of Critical Race Theory in Education* (pp. 34–47). New York: Routledge.

Crenshaw, K. (1996). Mapping the Margins: Intersectionality, Identity, Politics and Violence Against Women of Color. In K. D. Weisberg (Ed.), *Applications of Feminist Legal Theory* (pp. 363–377). Temple University Press.

Coaston, J. (2019, May). The intersectionality wars. *Vox*. Retrieved from <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

Henry, M. (2021). On the necessity of critical race feminism for women, peace and security. *Critical Studies on Security*, 9(1), 22–26.

Select 1 Reading: Application of CRT and Systems Thinking:
Select one reading from the following sub-topics to prepare for the Collaborative Learning Rotation (See Canvas for Topics and Readings)

Week 6 (Oct. 10): Decolonial Praxis and Indigenous Approaches to Peacebuilding

ask questions, and discuss your reading with others.

Assignments Due

Key Questions

- What are the intersections of an indigenous analysis of peace and justice and a gender analysis?
- How does gender analysis relate to decolonial theory?
- How do the concepts of decoloniality and indigenous knowledge challenge the mainstream approaches to gender and peacebuilding?
- What new possibilities may emerge based on decolonial peacebuilding emerge from these critiques?

Due - Positionality / Principles of Practice – Submit via Discussion Board on Canvas

Co-facilitated Session (III) – Sign-up sheet on Canvas

Required Readings:

Jauhola, M. (2016). Decolonizing branded peacebuilding: Abjected women talk back to the Finnish Women, Peace and Security agenda. *International Affairs*, 92(2), 333–351.

Ratele, K. (2020). An invitation to decoloniality in work on (African) men and masculinities. *Gender, Place and Culture*, 28(6), 1–14.

De Leon, Justin, “Theorizing from the Land: House or Tipi of IR” 2023.

Millennium: Journal of International Studies 50(3): 760-784.

Randazzo, E. (2021). The Local, the ‘Indigenous’ and the Limits of Rethinking Peacebuilding. *Journal of Intervention and Statebuilding*, 15(2), 141–160.

Week 7 (Oct. 17): Queer Theory & LGBTQIA+ Movements and Inclusive Approaches

Assignments Due

Key Questions

- How can we apply Queer Theory to Peacebuilding and the WPS agenda?
- Where are LGBTQIA+ experiences missing in peacebuilding, and what strategies or research methods can create a more inclusive praxis?
- How do the intersections of gender, sexuality, race, and immigration status shape the experiences of queer and trans migrants and what are the broader implications of these dynamics within immigration systems?

Required Readings:

“Queering Women, Peace and Security.” *International Affairs (Royal Institute of International Affairs 1944-)*, vol. 92, no. 2 (2016): 313-332.

Inton-Campbell, J. M., & Inton-Campbell, M. N. (2022). Trans-Ing Peace Studies: An Introduction. *Peace Review*, 34(4), 465–475.

Chávez, K. R., & Luibhéid, E. (2020). Introduction. In K. R. Chávez & E. Luibhéid (Eds.), *Queer and Trans Migrations* (pp. 1–15). University of Illinois Press.

Villeda, S. G. P. (2020). Central American Migrants: LGBTI Asylum Cases Seeking Justice and Making History. In K. R. Chávez & E. Luibhéid (Eds.), *Queer and Trans Migrations* (pp. 67–73). University of Illinois Press.

Reading Reflection III: Queer Theory / LGBTQIA+ Movements & Inclusive Approaches
- Submit on Canvas and Share in Class

Co-facilitated Session (IV) – Sign-up sheet on Canvas

Week 8 (Oct. 24): Masculinities

Assignments Due

Key Questions

- What strategies can be employed to engage men and boys in gender-transformative peacebuilding to reconsider traditional gender norms and supports sustainable peace?
- How do the frameworks of masculinities reveal the complexities of engaging men in gender and peacebuilding efforts?
- What strategies can be used to ensure that such engagement challenges rather than reinforces traditional gender norms and patriarchal structures?

Required Readings

White, S. C. (2000). Did the Earth Move? The Hazards of Bringing Men and Masculinities into Gender and Development. *IDS Bulletin*, 31(2), 33–41.

Reading Reflection IV: Masculinities - Submit on Canvas and Share in Class

Co-facilitated Session (V) – Sign-up sheet on Canvas

Yousaf, F., & Peacock, D. (2023). Research Report Beyond Stereotypes: Afghan Men as Allies for Gender Equality and Feminist Peace. *The Journal of Men's Studies*, 31(3), 436-448.

Durriesmith, D. (2017). Engaging Men and Boys in the Women, Peace and Security Agenda: Beyond the “Good Men” Industry. *LSE Women, Peace and Security*.

Week 9 (Oct. 31): Praxis: Community Engagement: Research, Action, and Reflection

Assignments Due

Key Questions

- How can activism challenge “traditional” notions of peacebuilding and activism?
- How can you visually represent the similarities or differences of two or more theoretical or analytical frameworks through a piece of art or an infographic to examine a topic related to your final paper?

Due: Virtual Teach-in – Infographic; Art display, Poetry, Song, Zine, etc. – Submit on discussion board in Canvas

Required Readings

Morton, M., Simpson, A., Smith, C., Westbere, A., Pogrebtsova, E., & Ham, M. (2019). Graduate students, community partner, and faculty reflect on critical community engaged scholarship and gender based violence. *Social Sciences*, 8(2), 1-20.

Aladro-Vico, E., Jivkova-Semova, D., & Bailey, O. (2018). Artivism: A new educative language for transformative social action. *Comunicar*, 26(57), 9–18.

Moura, T., & Cerdeira, L. (2021). Re-Thinking Gender, Artivism and Choices. Cultures of Equality Emerging From Urban Peripheries. *Frontiers in Sociology*, 6(March), 1–7.

de Leon, J. (2018). Showing, Not Telling. *International Feminist Journal of Politics*, 20(1), 95–98.

Artivism – select one to review

- *Underground Ball Culture*, Blog, Grinnell College: [Link](#)
- Orr, Gillian. *Period Art – Artists Using Menstrual Blood* www.refinery29.com/en-gb/period-blood-art
- Antonia’s Art: <https://www.antoniasart.com/videos>

Recommended Reading:

Feminist Participatory Action Research (FPAR) Academy: What is FPAR? FPAR Academy. [Link](#)

Week 10 (Nov 7): Special Topics: Girls Rights + Research Workshop

Key Questions

- What are some emerging challenges and opportunities advancing girls' rights in the context of peacebuilding and humanitarian work?
- What are some debates around the discourse of "empowerment" of girls?
- What is the importance of positive role models in advancing leadership opportunities for girls and women?

Required Readings

Shain, F. (2013). 'The girl effect': Exploring narratives of gendered impacts and opportunities in neoliberal development. *Sociological Research Online*, 18(2), 181-191.

Nesiah, V. (2019). The Cruel Optimism of Leaning into Empowerment. In J. Halley, P. Kotiswaran, R. Rebouché, & H. Shamir (Eds.), *Governance Feminism: Notes from the Field* (pp. 505-554).

Hesford, W. S. (2014). The Malala Effect. *JAC*, 34(1/2), 139-164.

Reshma Shajani, *Maybe Girls Will Save the World*, New York Times, 2018: <https://www.nytimes.com/2018/10/10/opinion/maybe-girls-will-save-us.html>

Assignments Due

DUE: Paper Draft & Annotated Bibliography – Submit on Canvas and prepare to share in class with a partner.

In-class Activity: Exchange paper draft with a "critical friend" to exchange ideas.

Co-facilitated Session (VI) – Sign-up sheet on Canvas

Week 11 (Nov. 14): Special Topics: Women Peacebuilders: Addressing Issues of Direct and Structural forms of Violence through a Gendered Lens *** Theater***

Key Questions

- How do power and gender dynamics play a role in perpetuating violence?
- How can individuals and communities intervene to address the root causes of violence using a gendered lens?
- How are the Women PeaceMakers applying the theoretical and analytical approaches in their practice and research?

Required Readings:

Women PeaceMakers – Blog (forthcoming)

Westendorf, J.K. (2020). Making matters worse: the long-term impacts of sexual exploitation and abuse. In *Violating Peace*. Cornell University Press

Assignments Due

DUE: Participation at Women PeaceMakers Panel: A Conversation with the Women PeaceMakers

Event: Women PeaceMakers Panel: Check in with Dr. Zandoni at 5:30 at the Joan B. Kroc Institute for Peace and Justice, Peace and Justice

Week 12 (Nov. 21): Special Topics: Sexual and Reproductive Health, Rights, and Justice

Assignments Due

Key Questions

- What factors are attributed to the mass politicization of reproductive rights?
- What is the current state of sexual and reproductive (including menstrual) health and rights globally, and how might it affect people's abilities and rights?
- How do these issues addressed in the sub-topics intersect with issues of race, class, and nationality?

Guest Speakers: Women PeaceMakers (2024) – Details forthcoming

Required Readings:

Daniel, M. (2021). The Social Movement for Reproductive Justice: Emergence, Intersectional Strategies, and Theory Building. *Sociology Compass*, 15(8), 1–13. <https://doi.org/10.1111/soc4.12907>

Roe v. Wade and Supreme Court Abortion Cases. (2022). Retrieved August 1, 2024, from <https://www.brennancenter.org/our-work/research-reports/roe-v-wade-and-supreme-court-abortion-cases>

Select One Sub-topic available on Canvas

Prepare for In-class Activity: World Café

Select one sub-topic to discuss during a world café on issues related to sexual and reproductive health, rights, and justice. Preparation includes reading and thinking through critical questions about the topic.

Nov 28 NO CLASS: Wed.-Fri. 11/27-29: Holiday (Offices Closed Thurs & Fri)

Week 13 (Dec. 5): Special Topics: Stewards of the Future: Climate change, the land, and gender justice

Assignments Due

Key Questions

- What are some critical gaps in addressing climate through a gendered lens and how can these gaps be addressed to ensure a more inclusive and effective approach to climate justice?
- How do the concepts of gender justice and climate justice intersect, and why is it essential to address both simultaneously as stewards of the future?
- How does the concept of reciprocity with the Earth, challenge Western approaches to climate change and align with the gendered dimensions of environmental stewardship?

Co-facilitated Session (VII) – Sign-up sheet on Canvas

DUE: Community Engagement Reflection – Submit on Discussion Board on Canvas

Required Readings

Ide, T., Ensor, M. O., Le Masson, V., & Kozak, S. (2021). Gender in the climate-conflict nexus: “forgotten” variables, alternative securities, and hidden power dimensions. *Politics and Governance*, 9(4), 43–52.

Terry, G. (2009). No climate justice without gender justice: An overview of the issues. *Gender and Development*, 17(1), 5–18.

Djouidi, H., Locatelli, B., Vaast, C., Asher, K., Brockhaus, M., & Basnett Sijapati, B. (2016). Beyond dichotomies: Gender and intersecting inequalities in climate change studies. *Ambio*, 45(s3), 248–262.

Kimmerer. The Council of Pecans, Braiding Sweetgrass, edited by Editor of Book, Milkweed Edition, 2013, p. 11-21.

Week 14 (Dec. 12): Presentations

Recommended Reading

Final Paper Due 12/19 by 5 p.m.

Assignments Due

DUE: Research Paper
Presentation & Visual
Component - Present in
Class and Submit on
Canvas