

Global Studies 197: Peace, Conflict, and Violence in Global Perspective
Winter 2020
Monday/Wednesday 3:30-4:45pm, Building 387, room 1015

Professor Kai M. Thaler

Office Hours: Mon and Weds 9-10am and by appointment

Office: 2103 SSMS Building

Sign up for scheduled office hours: <https://calendly.com/kaithaler>

My door will be slightly open during meetings, though you may request I close it for privacy.

Course Description

What distinguishes a country 'at peace' from one experiencing war? How do we define and explain types of violence, ranging from the interpersonal level to civil conflict, interstate war, and mass atrocities? This course will examine theories and empirical studies of conflict and violence from the local to the global, drawing on approaches from across the social sciences. We will work to understand individual and collective behavior in conflict and violent environments and how the social, political, and economic factors motivating or facilitating conflict might be altered or addressed to help build more sustainable peace. The course is highly participatory and has a mixed structure, with one interactive lecture and one session of small group and full class discussion each week.

Course Structure, Requirements, and Evaluation

This is a rigorous upper-level elective course based on a combination of lectures, group discussion, and academic writing. Monday sessions will usually be devoted to lectures and Wednesday sessions to discussions based on reading groups which will be assigned for discussions beginning in Week 2. Lectures and readings are designed to be complementary, and you should be prepared to discuss material from both in discussions and written assignments.

Reading Groups: You will participate in reading groups consisting of four or five students. In Week 2, you will be assigned to your groups, and you will sign up to serve as discussion leader for your group two times during the quarter. At the end of each lecture, I will pose several questions or prompts related to that week's material. By 7:00pm of the day before a Discussion, you must upload to Gauchospace a 1-2 paragraph response to one of the prompts and you must suggest one additional question or prompt for group discussion. Your responses should engage directly with the readings, incorporating citations where appropriate. Your questions may be points of clarification, or may raise broader theoretical or practical issues to be taken up by the group.

Generally, reading group discussions will occupy 35-40 minutes of our class discussion time, and will be followed by full class discussions. The role of discussion leaders is to review group members' responses and suggested questions prior to class, to begin and direct group discussion, and to be prepared to report to the full class the main topics or questions engaged with by the group.

You will be graded on a 'reading group portfolio' consisting of all of your reading responses from the quarter, as well as on your participation in the reading group. Reading groups are not expected to meet outside of class time. Your grade for this component will be individual, i.e., you will only be graded on the quality of your individual portfolio and participation and not on the quality of your group.

Readings: Readings are all posted on Gauchospace as PDFs—though where links are provided on the syllabus, the online layout may be easier to read. Recommended readings are listed below the required readings and indented. Read actively—take notes and if you see concepts or theories you do not recognize, look them up and discuss them with your peers. Given that laptops and tablets *are not allowed in lecture* without prior permission, please consider whether you wish to print out readings or your notes to bring with you for reference. Check the syllabus carefully before starting your readings each week.

There will be an average of 50-80 pages of reading per week, varying from topic to topic. I have tried to keep the reading load moderate for an upper-level course while also giving you a variety of different perspectives. You may, however, sometimes find yourself with insufficient time to read all assigned materials in minute detail. Strategic reading is an essential skill for college and beyond. I recommend consulting this helpful guide for **tips on reading strategically for class** (also posted in the Class Resources folder on Gauchospace):

Burke, Timothy. 2017. “Staying Afloat: Some Scattered Suggestions on Reading in College.” <http://www.swarthmore.edu/SocSci/tburke1/reading.html>.

Readings are included for you to consider and to inform your own judgments. I would therefore recommend that you look up the author of a piece before or after you read it. This will give you a sense of their background, their other works, and their general perspective. This will allow you to engage with authors’ work more critically in your own arguments.

Current Events: You are also *expected to keep up with current events* in order to be an engaged global citizen. In line with Global Studies department policy, questions about current events may be included for written assignments, such as reading response prompts.

Content Warning: This course examines some of the darker aspects of human nature and behavior, and many readings or events they discuss may be disturbing. Some of the videos we watch during the course may contain footage of violence, real or acted. I will provide a warning in class before showing any such video.

Participation: Complete the required readings and other assignments prior to our Wednesday class sessions and contribute fully to reading group and full class discussions. Our classroom should be an environment for respectful, substantive discussions in which everyone feels comfortable participating. If for any reason you do not feel comfortable speaking during our discussions, please advise me so we can make appropriate adjustments. I recognize that people contribute to discussions in different manners, and I also value as participation conversations during office hours or over email. Your participation grade will consist equally of my evaluation of your participation in the course and an evaluation of your reading group participation. For the reading group evaluation, you will anonymously assess your own participation and the participation of your group members at the end of the quarter.

Major assignments: Beyond participation and brief reading group responses, you will have two major assignments. First, you will write an **800-1000 word opinion post** related to our readings in week 3 about whether the world is getting more or less violent. You will take a stance and provide evidence in favor of it and make an argument about what lessons or policies we should draw based on that stance.

The tone and content should be directed to a general public audience like a newspaper op-ed. We will discuss structure and style more the week before posts are due. Your opinion pieces will be posted to Gauchospace. These posts will be due online by **9pm on January 25**, and you will then read your reading group's posts and those of one other reading group prior to a class debate on January 27.

Your final assignment will be a **final research paper** on a topic or conflict of your choosing. You will analyze a particular conflict or issue and make an argument about how to explain its dynamics or how it should or should not be addressed by practitioners or policy makers. To give you plenty of time for the final assignment, you will submit a **one to two paragraph proposal** on **February 21 by 7pm**. Your paper should be 8-10 double spaced pages in length, in 12-point Times New Roman font with one-inch margins. The bibliography and tables or figures do not count towards the length. Your paper should include parenthetical (Author YEAR) citations in the text, with page numbers for direct quotations, and a full list of references in APA format at the end of the paper. Pages should be numbered in the lower right-hand corner. The paper will be due on Gauchospace by **March 18 by 11:59pm**.

This guide to academic citations may be helpful:

<https://www.press.uchicago.edu/books/lipson/honestcollege/citationfaq.html>.

Grades

Your grade will be determined on the following basis:

Participation	20%
Reading group portfolio	25%
Opinion post	20%
Paper proposal	5%
Final paper	30%

General considerations

Laptops and Phones: Use of laptops or tablets is prohibited during lectures, a policy that has been requested by students to prevent distraction and promote an interactive and respectful learning environment. Exceptions to this policy require my approval, and if you would like an exception, please write a short explanation for your request and make an appointment to talk to me. Slides will be posted to Gauchospace following lectures, and note-taking by hand is superior for comprehension and retention to note-taking by laptop.¹ Laptops or tablets are permitted during discussion solely for referring to course materials.

Those of you unaccustomed to note-taking by hand or those looking to improve the effectiveness of their note-taking may wish to consult "The Cornell Note-taking System" (<http://lsc.cornell.edu/notes.html>). A handout illustrating this system is also in the "Class Resources" folder on our Gauchospace course page.

Cell phones must be silenced and out of sight during class. If I see your cell phone during class time, I will ask you to put it away.

¹ Dynarski, Susan. 2017. "Laptops Are Great. But Not During a Lecture or a Meeting," *New York Times*, November 22. <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>; Glass, Arnold L. and Mengxue Kang, 2019. "Dividing attention in the classroom reduces exam performance," *Educational Psychology* 39(3): 395-408. <https://doi.org/10.1080/01443410.2018.1489046>.

Email: Please only send emails to me *from your UCSB account* and include the course name (GLOBAL 197) in the subject line. For useful email guidelines, please consult: <http://www.wikihow.com/Email-a-Professor>.

Food and Drink: You are welcome to drink water or (non-alcoholic) beverages during class, preferably in a bottle with a lid—cans and especially cups spill more easily, creating a lot of extra work for the hardworking custodial staff. To avoid disrupting the class and creating messes, please generally refrain from eating during class, other than brief, small snacks eaten quietly (no giant sandwiches or crinkly chip bags, please).

Academic Integrity

1. It is the policy of the Global Studies Department not to tolerate academic misconduct of any sort.
2. Academic misconduct is defined by the university. It includes, but is not limited to, plagiarism, copying or putting your name on somebody else's work, and cheating on exams. Violations of course-specific policies intended to prevent academic misconduct constitute academic misconduct. Aiding an act of academic misconduct is academic misconduct. Please read the university's policy: <http://judicialaffairs.sa.ucsb.edu/academic-integrity>. Ignorance is not an excuse.
3. Any instructor in charge of a course who observes or is informed of the possibility of academic misconduct will look into the matter. If the instructor determines that there is "reasonable suspicion" of academic misconduct, they will gather what facts are available and refer the matter to the Office of Student Conduct (formerly Judicial Affairs) by filing a report via the online portal. The Office of Student Conduct will adjudicate whether a penalty is appropriate and what it should be, not the instructor.

Excuses and Extensions: I do not accept late assignments, except in cases of documented, serious personal, medical, or legal problems. The same goes for lecture and discussion attendance. If you miss lecture or discussion, it is your responsibility to ask classmates if they are willing to share their notes from that session with you.

Legitimate excuses are usually situations where an employer would excuse you from work: illness requiring medical attention, jury duty, documented family emergency, travel required by your employer, or an official school activity. All anticipated conflicts with assignment due dates should be explained to me at least a week in advance.

Students with Disabilities: UCSB is committed to providing full participation and access for students with disabilities. If you plan to request accommodations, please contact the Disabled Students Program (<https://dsp.sa.ucsb.edu/>). They can be reached by visiting the Student Resource Building, Room 2120, by emailing DSP.Help@sa.ucsb.edu, or by phone (805.893.2668) or if you're old school, fax (805.893.7127).

Policy on Children in Class: UCSB does not currently have a policy on children in the classroom, but the policies here reflect my own commitments to making the classroom accessible for students who are parents or guardians.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary.

2. For older children and babies, if disruptions in childcare put parents or guardians in the position of having to miss class or stay home with a child, it is perfectly acceptable to occasionally bring a child to class to cover gaps in childcare.
3. If you do bring a baby or older child to class, I ask that you please sit near the door, so that if your child needs special attention or is disrupting learning for other students, you can quickly step outside until their needs have been met.

Schedule and Readings²

Week 1: What is peace and what is violence?

January 6: Course introduction

January 8: Lecture and discussion

- Galtung, Johan. 1969. "Violence, Peace, and Peace Research." *Journal of Peace Research* 6(3): 167-191.
- Galtung, Johan. 1990. "Cultural Violence." *Journal of Peace Research* 27(3): 291-305.
- Farmer, Paul, et al. 2004 (2001). "An Anthropology of Structural Violence" [and comments]. *Current Anthropology* 45(3): 305-325.
- Pearce, Jenny. 2016. "Central America: From War to Violence." In O.P. Richmond, S. Pogodda, and J. Ramović (eds). *The Palgrave Handbook of Disciplinary and Regional Approaches to Peace*, pp.450-462. London: Palgrave MacMillan.

Recommended additional reading

- Mazurana, Dyan and Susan McKay. 2001. "Women, Girls, and Structural Violence: A Global Analysis." In D.J. Christie, R.V. Wagner, and D.A. Winter (eds.). *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*. Englewood Cliffs, New Jersey: Prentice-Hall.
- Lapper, Richard. "Central America is as Violent as Ever. What Would it Take to Change?" *Americas Quarterly*. <https://www.americasquarterly.org/content/central-america-violent-ever-what-would-it-take-change>.
- Gusterson, Hugh. 2007. "Anthropology and Militarism." *Annual Review of Anthropology* 36(1): 155-175.
- Sluka, Jeffrey A. 2013. "Virtual War in the Tribal Zone." In Neil Whitehead and Sverker Finnström (eds.). *Virtual War and Magical Death: Technologies and Imaginaries for Terror and Killing*. Durham, NC: Duke University Press.
- Verwimp, Philip, Patricia Justino, and Tilman Brück. 2019. "The microeconomics of violent conflict." *Journal of Development Economics* 141 (forthcoming). <https://doi.org/10.1016/j.jdeveco.2018.10.005>.

² Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor or your section leader may be necessary, and your section leader may ask you to complete additional short readings in preparation for section activities.

Week 2: How does violence take place?

January 13: Lecture

January 15: Discussion

- Collins, Randall. 2009. "Micro and Macro Causes of Violence." *International Journal of Conflict and Violence* 3(1): 9-22.
- Eisner, Manuel. 2009. "The Uses of Violence: An Examination of Some Cross-Cutting Issues." *International Journal of Conflict and Violence* 3(1): 40-59.
- Shaw, Martin. 2009. "Conceptual and Theoretical Frameworks for Organised Violence." *International Journal of Conflict and Violence* 3(1): 97-106.
- Nassauer, Anne. 2016. "From peaceful marches to violent clashes: a micro-situational analysis." *Social Movement Studies* 15(5): 515-530.
- Grossman, David and Bruce K. Siddle. 2000. "Psychological Effects of Combat." In *Encyclopedia of Violence, Peace and Conflict*. Cambridge, MA: Academic Press.

Recommended additional reading

- Klusemann, Stefan. 2010. "Micro-situational antecedents of violent atrocity." *Sociological Forum* 25(2): 272-295.
- Fujii, Lee Ann. 2013. "The Puzzle of Extra-Lethal Violence." *Perspectives on Politics* 11(2): 410-426.
- Wood, Elisabeth Jean. "Conflict-related sexual violence and the policy implications of recent research." *International Review of the Red Cross* 96(894): 457-478.

Week 3: Is the world getting less violent?

January 20 and 22: NO CLASS MEETINGS (Martin Luther King, Jr. Day and work on blog posts)

- Gabbatiss, Josh. 2017. "Is Violence Embedded in Our DNA?" *SAPIENS* (12 July). <https://www.sapiens.org/evolution/human-violence-evolution/>.
- Wiessner, Polly and Nitze Pupu. 2012. "Toward Peace: Foreign Arms and Indigenous Institutions in a Papua New Guinea Society." *Science* 337: 1651-1654.
- Tilly, Charles. 2002. "Violence, Terror, and Politics as Usual." *Boston Review* (1 June). <https://bostonreview.net/us/charles-tilly-violence-terror-and-politics-usual>.
- Radelet, Steven. 2018. "Doomsday Delusions: The Case for Optimism in a Pessimistic Age." *Foreign Affairs* (November/December). <https://www.foreignaffairs.com/reviews/review-essay/2018-10-15/doomsday-delusions>.
- Fazal, Tanisha and Paul Poast. 2019. "War is Not Over: What the Optimists Get Wrong about Conflict." *Foreign Affairs* (November/December). <https://www.foreignaffairs.com/articles/2019-10-15/war-not-over>.
- Mann, Michael. 2018. "Have Wars and Violence Declined?" *Theory and Society* 47(1): 37-60.

Recommended additional reading

- Fazal, Tanisha. 2014. "Dead Wrong? Battle Deaths, Military Medicine, and Exaggerated Reports of War's Demise." *International Security* 39(1): 95-125.

Week 4: Nonviolence and Conflict

January 25: Blog posts due by 9pm, read the posts of others in your reading group and your paired reading group before Monday class

January 27: Discussion and debate on global trends in violence and conflict

January 29: Lecture and discussion on nonviolence and conflict

- Mantena, Karuna. 2016. "The Power of Nonviolence." *Aeon* (11 March). <https://aeon.co/essays/nonviolence-has-returned-from-obscurity-to-become-a-new-force>. [Audio version available online]
- Sharp, Gene and the Albert Einstein Institution. Selected excerpts on nonviolent action. "What is nonviolent action?"; "198 Methods of Nonviolent Action"; and "Correcting Common Misconceptions about Nonviolent Action." <https://www.aeinstein.org>.
- Cambanis, Thanassis. 2011. "Call to arms." *Boston Globe* (July 31). http://www.boston.com/bostonglobe/ideas/articles/2011/07/31/call_to_arms/.
- Thaler, Kai. 2019. "Violence is Sometimes the Answer." *Foreign Policy* (5 December). <https://foreignpolicy.com/2019/12/05/hong-kong-protests-chile-bolivia-egypt-force-police-violence-is-sometimes-the-answer/>.

Week 5: Communal Violence and Riots

February 3: Lecture

February 5: Discussion

- Wilkinson, Steven. 2009. "Riots." *Annual Review of Political Science* 12(1): 329-343.
- Greengrass, M. 1983. "The Anatomy of a Religious Riot in Toulouse in May 1562." *Journal of Ecclesiastical History* 34(3): 367-391.
- Richardson, Heather Cox. 2015. "Rioting: An American Tradition." *We're History* (30 April). <http://werehistory.org/riots/>.
- Panggabean, Samsu Rizal and Benjamin Smith. 2011. "Explaining Anti-Chinese Riots in Late 20th Century Indonesia." *World Development* 39(2): 231-242.
- Madueke, Kingsley. 2018. "Routing ethnic violence in a divided city: walking in the footsteps of armed mobs in Jos, Nigeria." *Journal of Modern African Studies* 56(3): 443-470.

Week 6: Gangs and Large-scale Criminal Violence

February 10: Lecture

February 12: Discussion

- Hagedorn, John M. 2005. "The Global Impact of Gangs." *Journal of Contemporary Criminal Justice* 21(2): 153-169.
- Shirk, David and Joel Wallman. 2015. "Understanding Mexico's Drug Violence." *Journal of Conflict Resolution* 59(8): 1348-1376.
- Durán-Martínez, Angélica. 2015. "To Kill and Tell? State Power, Criminal Competition, and Drug Violence." *Journal of Conflict Resolution* 59(8): 1377-1402.
- Lessing, Benjamin. 2015. "Logics of Violence in Criminal War." *Journal of Conflict Resolution* 59(8): 1486-1516.

- Tilly, Charles. 1985. “War Making and State Making as Organized Crime.” In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol (eds.). *Bringing the State Back In*, pp.169-187. New York: Cambridge University Press.

Recommended additional reading

- Bergal, Carina. 2011. “The Mexican Drug War and the Case for a Non-International Armed Conflict Classification.” *Fordham International Law Journal* 34(4): 1042-1088.
- Kalyvas, Stathis N. 2015. “How Civil Wars Help Explain Organized Crime—And How They Do Not.” *Journal of Conflict Resolution* 59(8): 1517-1540.
- Ley, Sandra, Shannan Mattiace, and Guillermo Trejo. 2019. “Indigenous Resistance to Criminal Governance: Why Regional Ethnic Autonomy Institutions Protect Communities from Narco Rule in Mexico.” *Latin American Research Review* 54(1): 181–200.
- Stephenson, Svetlana. 2017. “It Takes Two to Tango: The State and Organized Crime in Russia.” *Current Sociology* 65(3): 411-426.
- Kynoch, Gary. 1999. “From the Ninevites to the hard livings gang: township gangsters and urban violence in twentieth-century South Africa.” *African Studies* 58(1): 55-85.
- Dua, Jatin and Ken Menkhaus. 2012. “The Context of Contemporary Piracy: The Case of Somalia.” *Journal of International Criminal Justice* 10(4): 749-766.

Week 7: Terrorism

February 17: NO CLASS: Presidents’ Day (work on paper proposals)

February 19: Lecture and Discussion

February 21: Paper proposals due by 7pm on Gauchospace

- Crenshaw, Martha. 1981. “The Causes of Terrorism.” *Comparative Politics* 13(4): 379-399.
- Duyvesteyn, Isabelle. 2004. “How New is the New Terrorism?” *Studies in Conflict & Terrorism* 24(5): 439-454.
- Ward, Veronica. 2018. “What Do We Know about Suicide Bombing? Review and Analysis.” *Politics and the Life Sciences* 37(1): 88-112.
- Bloom, Mia. “Bombshells: Women and Terror.” *Gender Issues* 28(1-2): 1-21.
- Toros, Harmonie. 2008. “‘We Don’t Negotiate with Terrorists!’: Legitimacy and Complexity in Terrorist Conflicts.” *Security Dialogue* 39(4): 407-426.
- Sexton, Renard, Rachel Welhausen, and Michael Findley. 2019. “Reactions to Terrorism Can Bring Serious Harm.” *Political Violence at a Glance* (2 May).
<http://politicalviolenceataglance.org/2019/05/02/reactions-to-terrorism-can-bring-serious-harm/>.

Recommended additional reading

- Crenshaw, Martha. 2007. “Explaining Suicide Terrorism: A Review Essay.” *Security Studies* 16(1): 133-162.
- Mueller, John and Mark G. Stewart. 2018. “Terrorism and Bathtubs: Comparing and Assessing the Risks.” *Terrorism and Political Violence*, forthcoming. DOI: 10.1080/09546553.2018.1530662.
- Ritchie, Hannah. 2018. “Is it fair to compare terrorism and disaster with other causes of death?” *Our World in Data* (14 February). <https://ourworldindata.org/is-it-fair-to-compare-terrorism-and-disaster-with-other-causes-of-death>.

Week 8: Civil War/Insurgency

February 24: Lecture

February 26: Discussion

- Kalyvas, Stathis N. 2009. "Civil Wars." In Carles Boix and Susan Stokes (eds.). *The Oxford Handbook of Comparative Politics*, pp.416-434. Oxford: Oxford University Press.
- Armitage, David. 2009. "Civil War and Revolution." *Agora* 44(2): 18-22.
- Jumbert, Maria Gabrielsen and David Lanz. 2013. "Globalised rebellion: the Darfur insurgents and the world." *Journal of Modern African Studies* 51(2): 193-217.
- Staniland, Paul. 2017. "Whither ISIS? Insights from Insurgent Response to Decline." *The Washington Quarterly* 40(3): 29-43.
- Cohen, Corentin. 2015. "Boko Haram and the Impossible Political Sociology of An Armed Group." *Afrique Contemporaine* 2015/3(255): 71-87.

Recommended additional reading

- Blattman, Christopher and Edward Miguel. 2010. "Civil War." *Journal of Economic Literature* 48(1): 3-57.

Week 9: Mass atrocities and humanitarian intervention

March 2: Lecture

March 4: Discussion

- Fein, Helen. 1990. "Social Recognition and Criminalization of Genocide." *Current Sociology* 38(1): 1-7.
- Semelin, Jacques. 2005. "What is 'Genocide'?" *European Review of History/Revue européenne d'histoire* 12(1): 81-89.
- Rosenberg, Sheri P. 2012. "Genocide is a process, not an event." *Genocide Studies and Prevention* 7(1): 16-23.
- Luft, Aliza. 2015. "Toward a Dynamic Theory of Action at the Micro Level of Genocide: Killing, Desistance, and Saving in 1994 Rwanda." *Sociological Theory* 33(2): 148-172.
- Thaler, Kai. 2012. "Foreshadowing Future Slaughter: From the Indonesian Killings of 1965–1966 to the 1974–1999 Genocide in East Timor." *Genocide Studies and Prevention* 7(2-3): 204-222.
- Gibbs, David N. and Michael Chertoff. 2019. "The End of Humanitarian Intervention? A Debate at the Oxford Union with Historian David Gibbs and Michael Chertoff." *Class, Race and Corporate Power* 7(2).

Recommended additional reading

- Straus, Scott. 2012. "Retreating from the Brink: Theorizing Mass Violence and the Dynamics of Restraint." *Perspectives on Politics* 10(2): 343-362.
- Guéhenno, Jean-Marie. 2018. "The United Nations & Civil Wars." *Daedalus*, 147(1): 185–196.

Week 10: Peacebuilding

March 9: Lecture

March 11: Discussion and wrap-up

- Barnett, Michael, Hunjoon Kim, Madalene O'Donnell, and Laura Sitea. 2007. "Peacebuilding: What Is in a Name." *Global Governance* 13(1): 35-58.
- Autesserre, Séverine. 2017. "International Peacebuilding and Local Success: Assumptions and Effectiveness." *International Studies Review* 19: 114-132.
- Satha-Ananda, Chaiwat. 2001. "Crossing the Enemy's Line: Helping the Others in Violent Situations Through Nonviolent Action." *Peace Research* 33(2): 105-114.
- Mitchell, Christopher R. 2005.. "Conflict, Social Change, and Conflict Resolution: An Inquiry." In *Berghof Handbook* Dialogue No. 5. Berlin: Berghof Research Center for Constructive Conflict Management.
 - *Recommended additional reading*
 - Paris, Roland. 2010. "Saving Liberal Peacebuilding." *Review of International Studies* 36: 337-365.
 - Baumann, Marcel M. 2009. "Understanding the Other's "Understanding" of Violence: Legitimacy, Recognition, and the Challenge of Dealing with the Past in Divided Societies." *International Journal of Conflict and Violence* 3(1): 107-123.

Final papers due March 18 by 11:59pm Pacific Time on Gauchospace.