RS 3580 discusses different life experiences, problems, and responses of people in major social groups in “developing” societies. It fulfills a GE in Global Studies. Upon completion of the course, students will understand “some of the economic, cultural, infrastructural, socio-political, and other key aspects of selected peoples and cultures outside the U.S.” Students also should be able to “recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.”

**General Objectives**: The main focus of this course is how rural people and communities around the world are working to construct sustainable, people-centered, “alternative development” in the face of tremendous challenges and pressures from corporations, governments, and elites. Challenges include a globalization process that originates in and benefits the so-called “developed” or “industrialized” countries and that is supported by international development and governance agencies (like the United Nations and the World Bank). These forces provide incentives and exert pressure to conform on the so-called “poor” and “developing countries” that pressure them to overturn local people’s control over livelihoods and productive resources in order to benefit global corporations and markets through cheap labor and exclusive rights to natural resources. Some challenges also originate in national policies, poverty, corruption, and historical structures of inequality that vary across space.

Alternative development is a term used to encompass a set of approaches that emphasize local initiatives, social justice and democracy, autonomy and self-reliance (people power), capacity- and asset-building, and empowerment of the poor and other groups historically excluded from full rights of citizenship. Alternative development approaches also advocate social responsibility (by corporations, governments, and development organizations) in the promotion programs in support of top-down economic development, globalization, and social change. Those who operate within an alternative development framework tend to advocate cross-border alliances among citizens (for example, consumer-producer alliances such as fair trade campaigns) and the implementation of laws and agreements that support people’s right to have a say in the implementation (or not) of projects that affect their ecosystems and their livelihoods—their very survival.

"Developing societies" are defined as countries with low per capita incomes and widespread poverty. They are likely to have high debt burdens; economies that are agrarian, based on the export of raw materials, or under the control of multinational corporate interests and of a small internal elite; and often subject to corrupt governments with international connections. Their labor forces often show high levels of self-employment, subsistence work, and exploitive labor conditions. Some of these countries rate low scores on international indicators of social welfare and social justice. In some cases, citizens are subjected to life-threatening conflict and violence, which in turn contributes to flight and refugee crisis.

"Social groups" is a sociological term that refers to people that are identified by some shared characteristic that influences their rights, opportunities, and experiences of discrimination. Characteristics can include gender, age, ethnicity, race, class, religion, occupation, place of residence, nationality, or another characteristic. Most “developing societies” are located in Africa, Asia, Latin America, and the Middle East. However, some areas of the former communist
block countries and North America would qualify (Bosnia, Albania, Romania, Native American reservations, Appalachia, etc.).

Although the course focuses on social groups and development/globalization, we also will focus on contemporary issues (i.e., poverty, control over resources, food security, violence, health issues, etc.) and proposed solutions (policies, programs, citizen organizing, empowerment, etc.) as a means to understand the options, struggles, and worldviews of specific social groups.

Specific Objectives: When students complete this course, they should have a basic understanding of
a. some major issues that confront people in developing societies,
b. actions people are taking to solve their problems,
c. some important issues that connect people in developing societies with people in the U.S.,
d. differences between top-down (“mainstream”) and bottom-up (“alternative”) approaches to development.

By the time students complete this course, they also should have acquired critical thinking skills that will help them move from descriptive and surface analysis to a deeper understanding and analysis of specific issues.

Grading and Course Requirements:

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<th>Component</th>
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<td>In-class participation &amp; homework assignments</td>
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<tr>
<td>Research paper</td>
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<td>Midterm exam 1</td>
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<td>Midterm exam 2</td>
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<td>Final exam</td>
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Required Readings/videos: You should be able to find cheap copies of the book below at used book stores and on the internet (we checked and there seem to be plenty of used copies available for very little money). One copy will be on reserve at the Main Library and 2 copies also will be on reserve in the FAES Library:

Katie Smith. The Human Farm. 1994. (it is short and an easy read)

Other required readings include journal articles and book chapters that either are posted on the course’s Carmen site (primarily book chapters) or that can be accessed directly at an online journal site (through the OSU Library) or on the internet (articles, videos).

We will use several films/videos as texts. Some will be viewed in class, some streamed through the media library so you can view them outside class at your convenience (we will discuss them in class), and some are available through youtube, vimeo or other internet streaming sites. We will provide details.

Participation: You start out with an A. It is up to you to keep it. Participation includes attending class and participating in in-class workshops and discussions and includes preparing your comments on course topics/issues through homework assignments. Note: We will use a seating chart to help us identify students (match faces to names) and to record participation and attendance. In-class participation and homework assignments are 20% of your grade—the same level of importance as each exam and your research paper.

Homework Assignments: Each student should plan on submitting a total of 6 homework assignments (“HW” on the syllabus) over the semester with two due before Midterm exam 1, two due after Midterm exam 1 and before Midterm exam 2, and the final two are due after Midterm exam 2 and by the last day of class (2+2+2=6). There are 9 homework assignment options, so you can choose the 6 you want to do as long as you hand in 2 HW assignments in each “period” specified above. Each HW must be handed in on the date for which it is assigned because assignments are meant to help you prepare to participate in class discussion that day and they count toward your participation grade.

Assignments should be a typed or word-processed statement of about 250-300 words that is printed out on paper (please do not hand write the HW and do not email it unless you will be absent on the date due and have received
permission from the instructor). You hand it in at the end of class on the day for which it is assigned. Each assignment will be graded (U, S-, S, S+) and handed back to you, often with feedback. Doing 6 out of 9 assignments provides you with considerable freedom for budgeting your time demands and selecting topics. You also have the option of handing in more than 6 assignments for extra credit if you so choose; the extras should be handed in on the “due date” indicated on the syllabus.

Exams: There will be 3 exams. The exam format is a mix of multiple choice, short answer, and short essay. The First Midterm Exam covers weeks 1-5. The Second Midterm Exam covers weeks 6-9. The final exam covers weeks 10-16. The second and final exams are NOT cumulative. Key material from early weeks will be used for later exams only if they are covered again in class during the period covered by a specific exam.

Research paper: The paper should be about 1200 words excluding references. Give your paper a title and make your objective or argument clear in the opening paragraph. Give the word count (excluding references) at the end of the paper. (Following these instructions will guarantee an appropriate space for thoughtful analysis and will help assure that student papers have equivalent breadth and depth.) The paper is due on the last day of class and you will have an opportunity to discuss your topic in class that day. Your paper will be graded on appropriateness of topic, insightfulness, understanding of and ability to use course concepts, and clarity of your discussion. Correct spelling and grammar are a must. You also must cite sources of your ideas if inspired by the work of others; exact words borrowed from others should appear in quotation marks.

Topic: Choose a social group whose struggle you want to write about or a development or environmental issue for which you want to explore human and/or environmental dimensions. You may use information from internet sources, magazine or news articles, books, journal articles, or videos; each source you use should appear on your list of references. Do not use the exact same case studies that we discussed in this course. Explain your chosen group’s struggle including the origin of their problem, strategies they use, repression they face, and comment on how they have or have not been able to improve livelihoods, expand choices under their control, participate in NGO or other projects, are subjected to exploitation by others, and/or influence policies that affect them. Alternatively, if you choose an issue/problem for your paper, identify the problem, its causes, which social groups are affected, what needs to happen in order for people to be empowered to cope or mitigate the problem, etc. Your paper topic should be clearly explained and include analysis beyond mere description. (Hint: analysis can focus on causes of problems, goals or strategies to cope with or mitigate the problem, reasons for outcomes, the involvement of specific social groups, etc.) For your analysis you may use concepts we have discussed in class (an opportunity to show your skill in applying course concepts).

Attendance Policies: In principle, the policy is NO make-up exams. But life happens. So, under unusual or pressing circumstances (a verifiable emergency, a documented and unresolvable need to be absent that day), a make-up exam for a missed exam will be scheduled at the instructors’ convenience and will NOT use the same questions as the original exam; makeup exams are usually essay format only.

Students are responsible for notifying the instructors of any emergency as it arises so that we can work with you to find a solution (e.g., email both of us before or at the time of the exam or before missing a class). Note: a friend may send an email for you, but you must bring in written and verifiable proof of the emergency to qualify for a make-up exam or to hand in assignments late. Note: if you miss a class, you should get notes from a fellow student who is doing well in the course.

Every student gets 1 “free” absence; choose wisely. However, if you choose to miss several classes without a valid and verifiable excuse, you risk a commensurate reduction in your participation grade (which is 20% of your final grade).

Absences due to field trips, conferences, club activities: If a professor in another course or an advisor for a club or group assigns activities during our class time, it places you in an awkward position. Each faculty person should respect student obligations in other courses. However, if absence is inevitable, then speak to Dr. Rakowski beforehand and bring verification of the trip or event so that we can give you an excused absence. Or, if you have no other absences, you may use this absence as your “freebie.”
**Laptops, tablets, and cell phone policies:** You are free to use laptops and tablets in class as long as you do so to consult course materials or look up information relevant to class topics. Cell phones should be turned off or on airplane mode during class. If you need to use your cellphone because of an urgent situation, please leave the room to do so. That includes making phone calls or texting. Cellphones, laptops and tablets should not be used during class to check email, watch youtube videos, or other recreational purposes. This is distracting to those around you and to the person who is teaching. It is easy to figure out who is texting or viewing youtube or Facebook, Twitter, etc. because your eyes and mouths both “smile” (krinkle, turn up at corners). If you look too happy, then it will seem obvious that you are not reviewing a reading or consulting a serious resource! We are likely to stop whatever discussion is underway until we get your attention and even may address you by name to ask you to refrain from texting, viewing videos, etc. *We will post 2 articles sent to us by the university explaining why electronic devices are problematic for student learning experiences.*

*Any cheating on exams or plagiarism on written assignments will result in referral to the proper university authorities—no exceptions. The university rule is to give a student a failing grade in the course if plagiarism or cheating on any assignment is confirmed.*

**Any student who has special needs should let us know as soon as possible and should contact Disability Services. We will work with you and Disability Services to accommodate your needs in the classroom, for taking exams, and for course assignments.**

**COURSE SCHEDULE**

@ indicates that you will find reading materials and handouts on our course Carmen Canvas site
ML indicates that a film can be viewed through the Media Library site / we will try linking to Carmen but sometimes this has not worked well

Journal readings not posted to Carmen can be accessed through the OSU Libraries’ Online Journal service
(Note: if you are trying to access the site from a non-OSU computer, you will need to log into the library through the “Off Campus” link on their site and will need to use your OSU user name and password)

**Week 1: Introduction: Beyond “those poor people in those backward countries”**

**Tues 8-22**  Introduction to the course and your professors

**Thurs 8-24**  Millennium Development Goals & Sustainable Development Goals

**Assigned readings:**
Vandermoortele, Jan. “The MDG story: Intention denied.” *Development and Change* 42, 1, 2011:1-21. [by one of the “architects” of the MDGs, now turned “critic”: focus on what he says about the original intent of the MDGs and why/how they *got lost* along the way]

Deacon, Bob. “Assessing the SDGs from the point of view of global social governance.” *Journal of International and Comparative Social Policy* 32, 2, 2016: 116-30. [focus on what the author says are potential contributions and failures]
Want more?  (Optional)
To understand the goals and what is different (or NOT) between the “millennium” version of the goals and the “sustainable” version of the goals, go to the following sites:
-  http://www.undp.org/content/undp/en/home/sdoverview/mdg_goals.html  (here you will find lots of info on the goals, implementation, and “progress” made)
-  http://www.undp.org/content/undp/en/home/sustainable-development-goals.html  (here you will find an overview and links to specific “sustainable” goals)

To prepare for class discussion:  Look over the 2 sets of goals at the online sites. Explore similarities and differences between 1 or 2 similar or matching goal targets in both the “millennium” and “sustainable” versions. Do the differences between the “millennium” and “sustainable” version of the goals you selected seem important or “cosmetic”? What do you think might be some barriers to achieving one or both of the goals that you looked over?

**HOMEWORK ASSIGNMENT Option 1:** Discuss some aspect of the above questions for your chosen goals. Bring your printed HW to class for discussion on Thursday and hand it in at the end. Do not send by email.

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### Week 2: Poverty as a Development Problem; Development as a “Project”

#### Some Basic Concepts for This Course

**Tues 8-29**  For the *people* in the so-called “developing” or “less developed” societies, top problems are: poverty, inequality, conflict, exploitation, environmental degradation, and lack of opportunities (not necessarily in that same order)

**Assigned Readings:**

"Worlds Apart"  @  [a classic comparison of 2 farmers’ conditions in different countries]

**Thurs 8-31**  “Development as an international *project*” (the original top-down, “modernization” approach)

**Assigned Readings:**

Rapley, John. Excerpt from “Development Theory in the Postwar Period” in *Understanding Development* 3rd edition, Lynne Rienner, 2007. Pp. 24-28). @  (summarizes briefly the 3 major sociological approaches to development theory and research; “modernization” was the original approach and influenced international development policies and programs)

**Want more?**  *Includes helpful info for those for whom this is a new topic*

UNDP. “Forty Years of Development.” United Nations, 1989. 16 pp. magazine format. Skim it to get a sense of how global institutions led by the UN approached development during the first 4 decades following World War 2 and what shifts took place through the 1980s.

Giovanni E. Ryes, University of Pittsburgh, Four Main Theories of Development: Modernization, Dependency, World-Systems, and Globalization http://sincronia.cucsh.udg.mx/reyes4.htm A more detailed synthesis of the 4 contemporary approaches to discussing “development” in US social sciences

Week 3: Contemporary approaches to discussing “development” in US social sciences

**Tues 9-5**  
Globalization and neoliberalism

**FILM:** “Geraldo Offline” (2008; 22 min) We will view this in class. A film about the economic crisis in Brazil, its link to the Asian financial crisis and Russia, its role in presidential elections, and its impact on people like Geraldo, a Ford worker in Brazil. Does a good job of explaining the origin of the global crisis that impacted many countries and corporations around the world and how this type of crisis is experienced by people “at the bottom of the system” https://www.youtube.com/watch?v=O2k7D8bFe7g


**Want more?**

“Geraldo’s Brazil” (2012; 25 min. view outside of class) http://www.youtube.com/watch?v=l8eREjIVUJo An update on Geraldo’s situation and Brazil’s situation during recovery


**Thurs 9-7**  
Dimensions of alternative development and rights-based approaches

**Assigned Readings:** Burkey, Stan. "What is development?" Pp. 30-39 in People First: A Guide. Zed Books, 1993. @ (focus on his model that looks like a house; model was developed through his work with Ugandan rural development workers)

Slim, Hugo. “What is development?” Pp. 63-68 in D. Eade, ed. Development and Social Diversity. Oxfam International, 1996. @ (focus on how he defines development...he works with NGOs)

Rowlands, Jo. “Empowerment examined.” Pp. 86-92 in Deborah Eade, ed. Development and Social Diversity. Oxfam, 1996. @ (focus on different types of power and empowerment)


“Handout” on Paulo Freire [we will return to Freire’s pedagogical technique for empowerment at different points in the course] @


Table 12.1 The potential and pitfalls of rights-based approaches to development. Pp. 211-212 in Sam Hickey and Diana Mitlin, eds. Rights-Based Approaches to Development. Kumarian Press, 2009. @
Overview of the 3 generations of United Nations Conventions on Human Rights
https://en.wikipedia.org/wiki/Three_generations_of_human_rights (nice overview for those who are unfamiliar with the different types of UN agreed-upon rights: civil, political, economic, social, and cultural)

HOMEWORK ASSIGNMENT Option 2: Why do you think that “human/personal development” is the base of Burkey’s model? OR Does his model represent a “rights-based” approach and why or why not? Bring your HW to class for discussion and hand it in at the end. Do not send by email.

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Week 4: Examples of “Alternative Development”

**Tues 9-12** Partnerships for development

**FILM:** “Water of Ayolê” (27 min., view in class) http://vimeo.com/6281949
A viewing guide is posted to Carmen to print and bring to class @


“Lessons Learned “ Pp. 88-93 in Marilyn Carr, ed. The Barefoot Book: Economically Appropriate Services for the Rural Poor. Intermediate Technology Pubs., 1989. @

**Will discuss today any questions regarding study guide for Midterm 1 or the midterm itself**

**Want more?** “Doctors in China--origin of the barefoot approach.” Pp. 4-13 in Marilyn Carr, ed. The Barefoot Book, 1989. 9 pp.@

Watch Bunker Roy’s 19 minute TED talk on the “Barefoot College” and its programs: https://www.ted.com/talks/bunker_roy

Night schools for working children, also referred to as “solar bridge schools” (text + photos) http://www.barefootcollege.org/solution/education/

**Thur 9-14** NGOs as agents of “alternative” development


**HOMEWORK ASSIGNMENT Option 3: Choose one:** Why is it necessary to include an analysis of the state in order to understand the work NGOs do in development? OR What can NGOs do for the most discriminated against and vulnerable groups? Bring your printed HW to class and hand it in at the end. Do not send by email.

**Note:** Study guide for Midterm 1 posted to Carmen & sent out by email today. Will discuss next Tuesday
Week 5: Revisiting Mainstream Development, Globalization, and Alternative, People-Centered Development – A discussion

Midterm Exam 1

Tues 9-19  Time to stop, breathe and discuss: Mainstream development, globalization, alternative and rights-based development. Discuss study guide for exam. Bring your questions to class.

Thurs 9-21  Midterm Exam 1

Week 6: Food Security

Tues 9-26  Food security, hunger, and the right to food: A critique of international agribusiness

We will discuss the film in class

Assigned film: “Hungry for Profit” (view before class through the Media Library) (dates from late 1980s, focuses on impact of agribusiness in 8 countries; a classic analysis whose issues are still relevant today - 1 hour, 30 min.)

Use viewing guide posted on Carmen; take notes on film and organize your ideas to discuss the cases and the issues in the film in class @

Assigned Readings:
http://foodfirst.org/publication/world-hunger-ten-myths/

Thurs 9-28  Continued discussion of issues depicted in the film, focus on country-level and international level approaches to defending food security at the national level


HOMEWORK ASSIGNMENT Option 4: What is the relationship between food security and food sovereignty? Can you have one without the other? Bring your comments to class for discussion and hand them in at the end. Do not send by email.
Week 7: Focus on vulnerable groups and development

Tues 10-3    Disability and development


HOMEWORK ASSIGNMENT Option 5: How might a country’s decision to address problems of the disabled (i.e., limited mobility, skill development, infrastructure improvement) be important to development? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

Thurs 10-5    Violence against women as a development problem

Bellows, Anne C., Stefanie Lemke, Anna Jenderedjian, and Veronika Scherbaum. "Violence as an Under-Recognized Barrier to Women’s Realization of Their Right to Adequate Food and Nutrition: Case Studies From Georgia and South Africa." Violence Against Women 21, 10, 2015: 1194-1217. (we will discuss the case study of the country of Georgia, pp 1201 – 1204, during class)

The website of UN Trust Fund to End Violence against Women lists initiatives that address various forms of violence against women in different parts of the world. http://untf.unwomen.org/en
Week 8: Farmers in search of food sovereignty

Tues 10-10  La Via Campesina, example of a world-wide food sovereignty movement (a rights-based movement) Note: To prepare for discussion, focus on who the members of LVC are, what their strategies are, and what they want

Assigned video: View this film before class: La Via Campesina in Movement... Food Sovereignty now! (20 min) http://vimeo.com/27473286


Thurs 10-12  Fall Break – no class

Week 9: The Human Farm – a farmer-to-farmer approach for capacity-building, empowerment, and food security

Tues 10-17  A focus on the importance of alternative extension approaches and “natural” farming techniques that target impoverished and illiterate peasants. The farmer-to-farmer method & its link to food security & grassroots community development. Be ready to discuss the Human Farm book (use the reading guide posted to Carmen to organize your thoughts)

Assigned Reading for both days: The Human Farm book (Note: you might want to take another a look at Burkey’s “model” for bottom-up development too and consider its relevance to the human farming method)

HOMEWORK ASSIGNMENT Option 6: Which aspects of the farmer-to-farmer method seem most important and which seem problematic? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

Thurs 10-19  Continued (with an update)

Assigned Reading:

Note: EXAM GUIDE for Midterm 2 WILL BE POSTED TODAY
Tues 10-24  Peasant empowerment & democratization in rural Haiti (peasants organizing)

FILM: “This Other Haiti” (view before class at Media Library site) 58 min.
We will discuss the film and analyze peasant organizing (for food & income security; for ecological restoration; for rights and to learn democracy building) in class. Note: the film ends just before the overthrow of President Aristide circa 1993. However, these peasant movements continue to grow and what you see in the film in terms of how peasants seek to empower themselves and gain greater control over the livelihood and their rights as citizens are still relevant today. See “want more?” items below.

Use viewing guide posted to Carmen to take notes on the film

Review relevant concepts from: Paulo Freire handout, Jo Rowlands’ concept of empowerment, Burkey’s model of alternative development, and refresh your understanding of rights-based development; all will be useful to prepare for our discussion of the peasants in the film


Want more?
Website of the Mouvman Peyizan Papay (movement seen in the film)
https://www.mpphaiti.org/Missions.61.html
Youtube video: “Fondwa, Haiti Planting Seeds of Hope” (this is a group like MPP that works in a different region of Haiti) 2012. 15 min. https://www.youtube.com/watch?v=LF3edwJ-4K0


We will discuss any final questions you have about Midterm 2 today

Thurs 10-26  Midterm Exam 2 (covers weeks 6-10)
Week 11: Gender Planning & Development and Alternative Approaches to Women’s Empowerment

Tues 10-31  Gender planning and development


Thurs 11-2  Context-specific, participatory approaches to women’s empowerment

Assigned FILM: “Community” (view before class at Media Library) 24 min. A viewing guide will be posted to Carmen

Assigned Reading:


HOMEWORK ASSIGNMENT Option 7: Do you think that grassroots approaches focused on women’s consciousness raising and organizing are sufficient to empower women or are government policies/actions needed? Bring your comments to class for discussion and hand them in at the end. Do not send by email.

Week 12: Successful Practical Projects: Sanitation & Microcredit

Tues 11-7 Capacity building, action research, and taking care of shit

Assigned Reading:
P. Bongartz, et al. “Tales of shit: Community-led total sanitation in Africa—an Overview.” Chapter 1 (pp. 27-50) in Participatory Learning and Action 61 published by International Institute for Environment and Development/IIED, 2010. You will find the article here:
Video http://www.youtube.com/watch?v=TnRPsUwCT30 (it is short so we will view it in class)


**HOMEWORK ASSIGNMENT Option 8:** The method used in “Tales of shit” has been both applauded and criticized. What do you think about it? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**

**Thurs 11-9**  A popular anti-poverty approach: But, is microcredit the answer?

**Assigned Readings:**
Thomas, Rebecca and Jill Witmer Sinha. “A critical look at microfinance and NGOs in regard to poverty reduction for women.” Social Development Issues 32, 2, 2009:30-42.
Handout on pros and cons of “informal” economic activities @

**Week 13: An Urgent Environmental Issue: Water**

**Tues 11-14**  The struggle over resources: “Water wars” at the local and global levels

**FILM:** “Thirst” (we will view in class)


**Want more? Optional:**

**Thur 11-16**  Should water be managed as a human right? A collective resource? A commodity? **We will have an in-class discussion on these alternatives**

**Assigned Reading:** Bakker, Karen. “The ‘commons’ versus the ‘commodity’: Alter-globalization, anti-privatization and the human right to water in the global South.” Antipode 39, 3, 2007:430-455. **Focus especially on** her discussion of the common resources management approach and her ideas regarding how to combine approaches rather than choosing one approach only. Bakker covers points made by Barlow and by Barlow and Clarke from Tuesday but neither of those readings include these 2 options.

**HOMEWORK ASSIGNMENT Option 9:** Explain your position regarding how to manage water from Bakker article. Which management method do you support and why? **Bring your comments to class for discussion and hand them in at the end. Do not send by email.**
Week 14, Nov 21 & 23: Thanksgiving week. **No class this week.**
*Use Tuesday to work on your research paper*

Week 15: Development in Conflict Situations

**Tues 11-28**  “Do No Harm”: NGOs and development in conflict and post-conflict situations

Assigned readings: TBA

**Thurs 11-30**  Land grabs and conflicts: Lack of transparency and un-kept promises

Assigned readings: TBA

We can discuss any final questions regarding research papers today.

Week 16: Research paper discussion

**HAND IN your paper at the end of class**

**Tues 12-5**  We will go over the study guide for the final exam. Class members will have a chance to share information on the paper topics/issues/social groups that they chose to research for their final papers.

**Friday, December 8**  **FINAL EXAM:** in our classroom from 4-5:45 pm