**PACS 302**

**Special Topics: Peace and Policing**

**Winter 2017**

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**Classroom:** CGR 2201 for every class except for March 9, 2017, when we will meet in CGR 1301

**Class meeting times:** Thursday, 6 – 8:50 pm

**Office hours:** For Lowell Ewert, by appointment is always best

For Rachel Reist – by appointment is always best

**Acknowledgment**

We acknowledge that we are on the traditional territory of ‎ the Neutral, Anishnawbe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

**Course description**

The relationships between police and those policed are complex, complicated and at times, contentious. While some view the role of police, and the notion of policing, as an essential attribute of a peaceful democratic society that deserves to be affirmed applauded and strongly supported by all sectors of society, others view it instead to be a significant source of the problem that leads to the breakdown of social cohesion and can result in injustice. The current controversies concerning the issues raised by the Black Lives Matter movement and overrepresentation of Indigenous peoples in the Canadian criminal justice system, highlights a contemporary concern that some have raised about the appropriate role of policing in a democratic society.

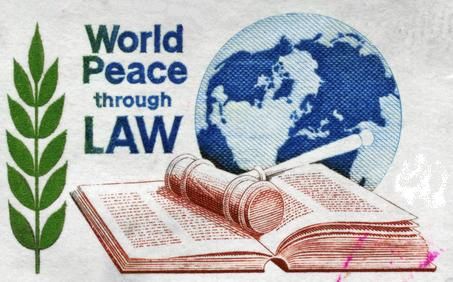
This course will explore the relationship between police and policing in a democratic society, using a peace and conflict studies lens to critique and analyze direct, structural and cultural assumptions about peace and violence. It will explore policing from the perspective of peace practitioners and theorists, members of the police community, as well from the perspective of those who have been impacted by policing. This course will not claim to comprehensively cover every issue within the ambit of peace and policing but is rather intended to be exploratory, challenging students to continue to deepen their own understanding of this important topic.

**Context for PACS 302 Peace and Policing**

It seems that every week or two there is a story in the Canadian or U.S. media about a confrontation between police and someone being policed that results in severe injury or death. In the immediate aftermath of such incidents, critics will offer a polarizing perspective that either condemns the police or the person being policed. Nuances, complexity, and the human side of these interactions are diminished or denigrated when incidents are simply deconstructed to be either black or white. It is a premise of this course that neither the broader interests of society nor of the policing profession benefit when an issue of such enormous importance to everyone is reduced to a sound bite. While demagogues and ideologues cheer and leverage simplistic exaggerations to benefit their perspective, the rest of society, especially marginalized and vulnerable peoples, are often put at greater risk in the wake of this polarization.

Peace and institutions designed to advance peace are fragile. While challenging to build, just institutions can easily be undermined or destroyed with the result of even greater harm to society. This course is meant to propose an honest critique of policing and how diverse actors in society have an obligation to contribute towards framing law enforcement in a way that is just. It is hoped that in this conversation, no one sector will be seen to possess the sole obligation to foster peace, nor will any sector be left off the hook for building or sustaining it.

**Concept Map**

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http://www.bing.com/images/search?q=Law+and+Peace&view=detailv2&&id=D6A1D6DAD3C9C640EB68FEFBA52294E4F176286A&selectedIndex=2&ccid=7Xh2RKDU&simid=608042790583601502&thid=OIP.7Xh2RKDU6zptwCSyC3PDxgEsC6

**Learning outcomes**

By the end of the term, you should be able to:

* Clearly articulate the connection between peace and policing and the role that police play as peace officers
* Understand the factors that have led to the criticisms levelled against policing by Black Lives Matter, Indigenous rights organizations, or other groups
* Become familiar with the perspective of those who are tasked with enforcing law on a daily basis, and the impact that this profession has on them
* Better contribute to the public debate and dialogue about the appropriate role of police and other social actors who have a vested stake in community issues
* Better understand how a broader interdisciplinary approach is essential to solving many of the problems that police are tasked with resolving by means of enforcement of law
* Evaluate how to appropriately critique or participate non-violently in a civil protest which the police may be called to monitor, regulate, or stop
* Deepen the capacity for effective peace research, writing and advocacy

**Course teaching methodology**

This course will be taught as a seminar course and will include significant class discussion to emphasize critical analysis and reflection. It will be significantly resourced by guest speakers who are experts in the topics scheduled. This course is meant to expose students to the practical realities of policing both for the communities policed and those who are employed as police. It will not assume that there is one “right” answer to questions posed or issues discussed, but rather that there are ways of thinking that will enable you to develop your own personal philosophy of policing. It is assumed that we learn best and internalize lessons learned most effectively in a process of dialogue with each other, the instructor, guest speakers and other resource materials utilized in class. You must therefore personally wrestle with concepts discussed to benefit from the course. Teaching methodologies that will be used will include:

* Lectures
* Student questions posed in class
* Small group discussions during class
* Video clips
* Exercises that challenge students to apply theory to practice
* Discussion of current events relevant to course topics

**Required Readings**

The assigned readings are meant to provide background to the issues to be discussed in class. You are expected to grapple with the themes of the required readings and recall their salient points. This ability will be tested through online quizzes on the readings prior to class.

**Required Texts** (available from the uWaterloo Bookstore)

Camp, Jordan T. and Heatherton, Christina, editors. *Policing the Planet: Why the Policing Crisis Led to Black Lives Matter.* London: Verso Publishers, 2016.

Ruddell, Rick. *Policing Rural Canada.* Whitby: de Sitter Publications, 2017.

**Additional required readings** will be posted on **LEARN** or come from internet sources. These readings and how to access them are indicated in the course schedule below.

**Course Assessment**

* Opening baseline assessment – 2%
* In-class assignments – 10%
* Quizzes on readings – 18%
* Opinion Editorial article – 20%
* Research Paper or final project– 45%
* Final reflection – 5%

**Course requirements and other details**

* **Opening baseline reflection (2% of overall grade) – due January 12 by 6 pm.** The purpose of this 500 word initial reflection assignment is to enable each student track how their thinking about the topic of police and policing may have changed, evolved, or remained constant by the end of the term. A companion assignment at the end of the term will ask students to revisit their initial reflection to comment on how their thinking has deepened or changed. For this opening baseline reflection, students should reflect on the following matters: what is your impression of the fairness of policing; what personal experience have you or close friends and family had with police; is the public criticism leveled against police by the Black Lives Matter or Indigenous community valid – why or why not; what is the legitimate role of policing in a democratic society; what is the role of police in dealing with homeless persons, persons with mental illness, poverty, etc.; what, if any, are valid alternatives to policing; and what is your personal responsibility when it comes to policing or enforcing law or community standards. Feel free to address other issues that you believe are important to you as you reflect on the concept of policing.
* **In-class assignments (10% of overall grade):**

In 10 classes, you will be asked to reflect on some aspect of the class, make notes of the discussion, or do a brief reflection on an activity after it is completed.  The marks of the highest nine (9) will be recorded.  This assignment will be graded as 10/5/0. The notes handed in will receive 10/10 if they indicate a reasonable amount of discussion of the topic (a paragraph or two). A grade of 5 means that you submitted something, but that there was insufficient or confused engagement with the question posed. A mark of 0 will be given if no assignment is submitted. More detail about expectations for this assignment will be given in class prior to each in-class activity.  No make-up assignments will be given.

* **Quizzes on Readings (18% of overall grade):**

There will be ten online quizzes starting week two and ending on week 11 of the term of which only the highest eight (8) will count towards your course mark. Quizzes will be posted on LEARN and available to you for 24 hours before each class and must be completed by 4:00 pm on the date of each class. Each quiz will test only the readings for that particular week. You will have 30 minutes to complete **15** questions. No late quizzes will be accepted

* **Opinion Editorial article (20% of course grade) – due February 9, 2017 by 6 pm:**

Students are required to draft a 1,000 word Op Ed that addresses a significant issue pertaining police, policing or law enforcement generally, that you believe merits greater public attention and understanding. The 1,000 word Op Ed should be preceded by several sentences which name and describe the publication, approximate circulation and audience your Op Ed is aimed at, including contact details for the publication. The course Teaching Assistant will organize at least one workshop for students regarding how to draft an Op Ed and is also available to mentor students as they work on this assignment. More details for this assignment will be provided in class prior to the due date. This assignment must be printed in a hard copy and submitted to the instructor by the due date.

* **Research paper or final project (45% of overall grade) – due March 30, 2017, by 6 pm, hard copy to be submitted to course instructor:**

Students are required to complete a major research paper, or other substantial project that is agreed with the course instructor, on a topic related to course materials. Research papers should be approximately 15 pages in length (3,750 words), excluding title page, table of contents and bibliography. Papers should be double spaced, normal 12 point font, 1 inch margins, on a topic that is directly related to this course. Students are encouraged to write a paper of the quality that can be submitted to a publication or conference. Footnotes (not endnotes) are required.

* + - Paper format for research paper option:
      * Title page, giving paper title, student’s name, ID, course number, title and ethics statement. The ethics statement must state the following: ***“I am familiar with the UW Academic Policy on academic ethics and affirm that this paper does not violate any of its provisions.*”**
      * Executive summary of no more than one page in length that summarizes the paper thesis, arguments and conclusions
      * Table of contents that essentially provides an outline for the paper
      * Problem statement that clearly, succinctly, and comprehensively explains the nature of the “problem” you are addressing
      * Analysis or argument
      * Short conclusion
      * Bibliography
  + Final papers **may not** be submitted by fax or by e-mail. You must submit a printed copy to the instructor by the due date.
  + Research and writing tips:
    - * Student’s often over use adjectives (many, a lot, big, great) at the expense of facts. Focus on facts. Write the first draft using no adjectives. Once you have created a persuasive paper based on the facts, go back and re-insert the adjectives.
      * Utilize a variety of sources, not a few sources repeatedly.
      * Books, peer reviewed journal articles, newspapers, magazines, interviews and internet/web sources are all acceptable sources. Please note that not all internet/web sources are credible so use these carefully and sparingly.
      * Footnotes can be used to “park” information that is relevant to your research topic, which may have deepened your understanding of your topic, but which may not necessarily fit within the scope of your paper. For example, a statement such as “a contrary view that I do not accept is proposed by …. who states that …… I disagree because the author does not take into consideration….” might better fit in a footnote than the body of the paper.
      * Remember that the course instructor not only reads footnotes, but often checks the sources as well.
      * Pick a topic that is manageable. Don’t over commit yourself to a topic that you cannot complete during the term.
      * Before you commit to a research topic, ensure that there are enough research resources available to allow you to successfully complete it.
      * Consider researching a topic that you may have interest in presenting at a conference.
      * Be cognizant of academic ethics.
  + Potential topics. The following list is meant to stimulate student ideas of potential research topics. It is illustrative of possible options, not a limitation of available options. Students are encouraged to select a topic that relates to the reason for your interest in enrolling in this course. Potential topics include:
    - * The future of Canadian policing
      * Why policing is everyone’s responsibility
      * Black Lives Matter movement
      * Blue Lives Matter movement
      * Indigenous perspectives on policing
      * Restorative justice and policing – complementary or contradictory?
      * Comparison of Canadian and global perspectives on policing
      * Capitalism and policing
      * Draft a “protest manual” on how civil protesters should interact with police in planning mass protests
      * Policing and poverty
      * Policing and mental health
      * Abolition of policing
      * Is racism a community problem or a policing problem?
      * Policing in a context of unjust laws, rules and structural violence
      * Policing and pacifism
      * Google “peace and policing” and critique common “images” of the role of police in society
      * Critique how police are viewed in contemporary movies, and how these images contribute to a common stereotype of policing
      * Analyze how police are seen to be constrained by law in contemporary TV programs or movies, and how torture and brutality is seen to be required to enforce law
      * The militarization of policing
      * The roles of specific police units – military police, global policing, SIU, university police, etc.
      * Etc., etc.
* **Final reflection (5% of overall grade) – due March 16, 2017, by 6 pm.** The purpose of this 1,000 word final reflection assignment is to challenge each student to examine how their individual thinking about the topic of police and policing may have changed, evolved, or remained constant during the term. For this reflection, review the earlier reflection you prepared earlier in the term, comment on what aspects you still stand by, what has changed if any, why it has changed, what you now believe to be your personal obligation when contemplating the notion of law or standards in a democratic society and who enforces norms, or offer other reflection impacting your opinions. Students will be expected to reference and cite course materials or other resources consulted for completion of this assignment. Feel free to address other issues that you believe are important to you as you reflect on where you have ended up in your thinking about the notion of peace and policing.

**Citation style for all assignments**

The **citation style** for writing in this course is Chicago Style, Notes and Bibliography. A helpful source with useful examples is available from Purdue University’s Online Writing Lab. <https://owl.english.purdue.edu/owl/resource/717/01/>. Make sure you open the underlying tabs for information and examples on many kinds of works including web sources. Footnotes are required, and in-text citations or end notes are not permitted.

Rachel Reist, the TA for this course, will organize an event or two (workshop, discussion, etc.) to assist students become more familiar with the requirements of writing an Op Ed, how to successfully carry out a major research and writing project, deepening understanding of attribution rules, etc. She will also be available for appointments to advise students individually if helpful.

**PACS Research Support**

The library has created a subject guide to help you carry out peace-related research. You can access this guide at <http://subjectguides.uwaterloo.ca/pacs>. If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Laureen Harder-Gissing (lhardergissing@uwaterloo.ca), is available for consultation. Laureen works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Laureen.

**The Writing Centre**

The Writing Centre works across all faculties to help students clarify their ideas, develop their voices, and communicate in the style appropriate to their disciplines. Writing Centre staff offer one-on-one support in planning assignments, using and documenting research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit [www.uwaterloo.ca/writing-centre](http://www.uwaterloo.ca/writing-centre). Group appointments for team-based projects, presentations, and papers are also available.

**Please note** that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

**Late assignments**

A late written assignment will be assessed an automatic penalty of 10% and will only be accepted within one week of the due date. A valid medical document is required for medical accommodation.

**Additional course policies**

**Excused absences:** In accordance with University of Waterloo guidelines, students who desire an excused absence for an assignment or exam must provide a note from a health care worker documenting justification for the absence.

**Official University of Waterloo Polices**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/undergraduate/student-support/academic-standing/ethical-behaviour) for more information.

***Discipline:*** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

***Grievance:*** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

***Appeals:*** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Accommodation for Students with Disabilities**

The [AccessAbility Services](https://uwaterloo.ca/accessability-services/) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the **beginning** of each academic term.

**Course Schedule**

The following course schedule may change from time-to-time to reflect the actual pace of class discussion and movement through course topics. As this is the first time this course will have been offered, there may also be periodic adjustments to the assigned readings to better tailor the readings to the course content. Any changes to this course schedule will be announced in class at least a week in advance, and an announcement circulated on LEARN about changes. Readings can be found in the course texts, internet sources or documents uploaded on LEARN for each week.

| **Date** | **Topic/Lecturer** | **Readings** | **Assignments** |
| --- | --- | --- | --- |
| **Week 1** | | | |
| Thursday, January 5 | **Introduction to course and learning expectations** | No Reading Assignment |  |
| **Week 2** | | | |
| Thursday, January 12 | **Racism and Coloniality in North America.**  Guest Narendran Kumarakulasingam | * **Text:** Policing the Planet, “Introduction” and “Chapter 1: Thug Nation,” pgs. 1 – 33 and “Chapter 22: This Ends Badly – Race and Capitalism,” pg. 283 – 297. * **LEARN:** “Between the World and Me,” by Ta-Nehisi Coates, taken from book by same title, pgs. 5 – 32. | Quiz  Opening baseline reflection due |
| **Week 3** | | | |
| Thursday, January 19 | **Abolition: The Rise and Fall of Modern Policing.** Guest – Craig Fortier, Assistant Prof., SDS, Renison University College, UW | * **Text:** Policing the Planet, “Chapter 2: Black Lives Matter and Global Visions of Abolition,” and “Chapter 3: Broken Windows at Blues,” pgs. 35 – 61. * **On-line sources:** * Whitehouse, David (2012). "Origins of the Police". Lecture presented at the *Socialism Conference,* at the Hyatt-Regency McCormick Place, Chicago, Illinois.  <https://libcom.org/history/origins-police-david-whitehouse> * Sista II Sista (2006). "Sistas Makin' Moves: Collective Leadership for Personal Transformation and Social Justice" in INCITE! Women of Color Against Violence (eds.) *The Color of Violence: An Anthology.* Boston: S. End Press, pp. 196- 207. <http://collectiveliberation.org/wp-content/uploads/2013/01/Sista_II_Sista_Sistas_Makin_Moves.pdf> | Quiz |
| **Week 4** | | | |
| Thursday, January 26 | **A practical perspective.**  Class will meet at Waterloo North Division, 45 Columbia Street East, Waterloo for tour, discussion with one or more active officers | * **Text:** Policing Rural Ontario, “Introduction: Policing Rural Canada,” and “Chapter 1: Rural Crime,” pg. 1 – 45. * **LEARN:** Kirschman, Ellen.  “The Way it is: Givens and Realities of Police Work.”  In *I Love a Cop: What Police Families Need to Know.*New York: The Guilford Press, 2007. Pages 11-27 | Quiz |
| **Week 5** | | | |
| Thursday, February 2 | **University Policing.** Guest, Staff Sgt. Ken Jessop, UW Police Services | * **Text:** Policing Rural Ontario, “Chapter 2: A Short History of Rural and Small-Town Policing” and “Chapter 3: An Overview of Canadian Policing,” pgs. 47 – 97. * **Internet:** University of Waterloo Police Service 2015 Annual Report, <https://uwaterloo.ca/police/sites/ca.police/files/uploads/files/2015_annual_report.pdf> | Quiz |
| **Week 6** | | | |
| Thursday, February 9 | **Policing – Policy considerations.** Guest, Chief Bryan Larkin, WRPS | * **Text:** Policing Rural Ontario, “Chapter 4: Policing Rural Communities” and “Chapter 5: Confronting Traditional Models of Policing,” pgs. 99 – 152. * **Text:** Policing the Planet, “Chapter 4: Ending Broken Windows Policing in New York City” and “Chapter 5: The Baltimore Uprising,” pgs. 63 – 82. | Quiz  Op Ed assignment due |
| **Week 7** | | | |
| Monday, February 13, 3 – 5:45 pm – NOTE TIME CHANGE | **G-20 and other collisions of peace and policing.** Guest Adam Lewis **–** invited. | * **Text:** Policing the Planet, “Chapter 9: Policing Place and Taxing Time on Skid Row,” “Chapter 10: Asset Stripping and Broken Windows,” “Chapter 11: Broken Windows, Surveillance, and the New Urban Counterinsurgency,” and “Chapter 12: The Emergence of Command and Control Policing,” pgs. 123 – 172. * **Text:** Policing Rural Ontario, “Chapter 8: The Thin Green Line: Protecting Canada’s Natural Resources,” pgs. 209 – 232. | Quiz |
| **Reading Week – February 23 (no class)** | | | |
| **Week 8** | | | |
| Thursday, March 2 | **Police Self-regulation.** Guest from Ontario SIU. | * **Internet:** “Code of Professional Conduct Regulation,” <http://www.qp.gov.bc.ca/police/r205_98.htm> * “Order in Council,” <http://www.policeoversightreview.ca/orderincouncil.pdf> * “Special Investigations Unit,” read the three tabs – “Home,” “The Unit,” and “What We Do,” <https://www.siu.on.ca/en/index.php> * “Special Investigations Unit Annual Report 2014 – 2015,” first 20 pages only, <https://www.siu.on.ca/pdfs/siu_ar_2014_15_ltr_final.pdf> * **Text:** Policing the Planet, “Chapter 6: Total Policing” and “Chapter 7: Mano Dura Contra El Crimen,” pgs. 83 – 107. * **Text:** Policing Rural Ontario, “Chapter 7: Boomtown Policing,” pgs. 183 – 208. | Quiz |
| **Week 9** | | | |
| Thursday, March 9 | **Policing and the Criminalization of Indigenous Peoples in Canada**  Guest – Judah Oudshoorn, Prof, Community and Criminal Justice, Conestoga College | **Learn:**   * Colonizing Surveillance: Canada Constructs an Indigenous Terror Threat, by Craig Proulx, St. Thomas University, Anthropologica, Vol. 56, No. 1, 2014, pgs. 83 - 100 * “Pacification and Indigenous Struggles in Canada,” by Tia Dafnos, York University, Socialist Studies 9 (2) Winter 2013. * **Text:** Policing Rural Ontario, “Chapter 6: Aboriginal Policing,” pgs. 153 – 182. * **Text:** Policing the Planet, “Chapter 8: Policing The Crisis of Indigenous Lives,” pgs.109 – 119. | Quiz |
| **Week 10** | | | |
| Thursday, March 16 | **Global policing and other issues** | * **Text:** Policing Rural Ontario, “Chapter 9: Supporting the Police on the Borders, in the Artic, and Along the Coasts,” Chapter 10: Protecting Critical Infrastructure,” pgs. 233 - 279. * **Text:** Policing the Planet, “Chapter 13: Beyond Bratton,” “Chapter 14: They’re Not Solving the Problem,” “Chapter 15: Resisting State Violence,” “Chapter 16: Community Policing Reconsidered,” “Chapter 17: How Liberals Legitimize Broken Windows,” pgs. 173 – 235. AND, “Chapter 19: We Charge Genocide,” pgs. 259 – 266. | Quiz  Final reflection paper due |
| **Week 11** | | | |
| Thursday, March 23 | **Simulation – planning a civil protest –** exploring how conflicting interests of society are mediated | * **Text:** Policing Rural Ontario, “Chapter 11: The Future of Rural and Small-Town Policing,” pgs. 281 – 300. * **Text:** Policing the Planet, “Chapter 18: Broken Windows is Not the Panacea,” Chapter 20: The Magical Life of Broken Windows,” Chapter 21: Poetry and the Political Imagination,” pgs. 237 – 257, and 267 – 282. | Quiz |
| **Week 12** | | | |
| Thursday, March 30 | **Summary, wrap up, student presentations** | No Reading Assignment.  Students are expected to report on major project in class | Major project due |