

CONF 600
Foundations of Conflict Analysis and Resolution
Fall 2016

Mondays and Thursdays, 4:30 pm-7:10 pm

Founders Hall 317

Dr. Agnieszka Paczynska

Office Hours: Monday 2:30 pm-3:30 pm or by appointment

apaczyns@gmu.edu

Welcome to the course and to the School for Conflict Analysis and Resolution (S-CAR) at George Mason University. This class will provide an introduction to key theories of conflict analysis and resolution. The objective of this course is to help you build a foundation for your work at S-CAR and in the field of conflict analysis and resolution.

This course will run as a seminar with an emphasis on discussion and student participation. We value critical thinking and therefore it is imperative that students read the assigned books and articles prior to the class meeting for which they are assigned. Active participation in class discussion is expected.

This course offers an integration of theory, research and practice in an intensive semester-long course on the foundations of our field. Students will critically analyze conflict theories, models and modes of practice that function as the grounding for subsequent courses in S-CAR's curriculum, and explore some of the key contemporary debates in conflict analysis and resolution. The course will include opportunities for linking theory to practice through experiential learning activities.

The course is divided into three sections. The first introduces theories of conflict and frameworks for conceptualizing conflict analysis. The second section introduces conflict resolution intervention theories and practices. Finally, the third section focuses on some of the key current debates in the field. Throughout the course, students will be encouraged to think about conflict from different theoretical, epistemological and methodological perspectives.

Course Learning Objectives:

1. Students will become familiar with CAR's foundations, including key concerns, controversies, methodologies, research approaches and epistemological traditions.
2. Students will be able to engage in critical reflection on the major contributions of CAR, and will develop analytical reasoning skills required for conflict research and CR practice.
3. Students will be able to identify and assess the value commitments that underpin the work of both conflict researchers and conflict resolution practitioners.
4. Students will strengthen their capacity to communicate effectively in both written and oral forms.

GRADING AND REQUIREMENTS

Course grades will be determined as follows:

Participation – 10%

Group Project and Presentation – 15%

Dialogue and Difference Facilitation & Reflection Paper – 10%

Short Papers – 10% each for total of 20%

Reflection Papers – 10% each for total of 20%

Final Exam – 25%

Participation

The emphasis in this class will be on an intellectual give and take among all of us. This means that our meetings will take the form of a seminar rather than a lecture. This of course places much responsibility on your shoulders and requires you to be responsible for doing all the readings prior to class and actively participating in class discussions. The success of the course thus depends on you coming to the seminar prepared.

Participation grades will be based on the frequency and quality of your involvement each week. You do not need to have something to say on every topic that comes up in discussion but rather should participate in a way that promotes and deepens the discussion. This also means serving as a generous and sensitive interlocutor for your classmates during discussion, helping us build an environment of mutual respect and learning. In evaluating participation, I will look for evidence that you have done the readings with sufficient attention and care and have thought about them. Participation will be worth 10% of your final grade. Your participation grade will also reflect your engagement in the various exercises we will be doing during the course.

Group Presentation

The class will be divided into four groups. Each group will be assigned a particular conflict for analysis. You will have time during the course to meet with your group to prepare a case analysis and presentation. Each presentation will be 30 minutes long. All groups will present their analyses at the end of the semester. All groups will present their analysis on **December 5**. Time will be provided during a few class meetings for the teams to prepare their presentations. The four groups will be: Community-police conflict in Baltimore; Banning burkinis in France; Clashes in Venezuela; and War in Yemen. We will discuss the group presentations in more detail during the first two meetings.

Dialogue and Difference Project

The class will organize a Dialogue and Difference event that will be open to the S-CAR and the Arlington campus community on a contemporary contentious topic. Students will decide on a topic they feel would be of interest to the campus community, choose

appropriate speakers for the event and invite them, and facilitate conversations at the event itself. S-CAR's Dialogue and Difference Project brings together students, faculty, staff, and community members to discuss current controversial and important issues. For more information about the Dialogue and Difference project, including information on past events, see: <http://scar.gmu.edu/dialogue-and-difference/11422>

Short Papers

You will be required to write 2 four to five page papers (double-spaced, 12 point font). Each paper will critically examine the material covered over the previous weeks (readings, exercises, films, class discussions). You will not need to do any additional reading or conduct any additional research in order to write these papers. I will distribute the questions for each paper in class. You will have a week to write each short paper. The short papers will be due on **September 19th** and **November 21st**.

Reflection Papers

You will be required to write 3 three to four page reflection papers (double-spaced, 12 point font). In each paper you will reflect on the experience of engaging in one of the 3 experiential learning activities we will be conducting during the course: conflict assessment; conflict intervention; and the Dialogue and Difference event. You will reflect on such questions as the application of theoretical frameworks in practice, the ethical concerns that emerged during the activity, and group dynamics among others. The reflection papers will be due on **October 20th**, **November 3rd**, and **November 10th**.

Final Exam

There will also be a take-home final exam. It will consist of three questions based on the readings and class discussions. The final exam will be 10 pages in length (double-spaced, 12 point font). The questions will be handed out during our final class meetings. The exam should be submitted electronically. Late exams will not be accepted. The final will be due on **December 14th**.

Writing Guidelines:

Your written assignments for this class will be graded according to the criteria stated below. The relative weight given to each of these categories will vary depending on the nature of the assignment.

1. Clear and sound content, including a well-stated thesis, related points to support that thesis, and applicable, logically presented, and specific evidence; clarity of argument.
2. Depth of engagement with ideas; originality; seriousness of thought; conceptual complexity.
3. Well-organized structure; text 'flows' with coherent and effective transitions between and among ideas; appropriate voice, tone, and style for audience and purpose (e.g. no slang or contractions); accurate word choice.
4. Sufficient and consistent citations.

5. Correct mechanics including grammar, syntax, spelling and punctuation.

All papers should be thoroughly proofread before being handed in and will be marked down for excessive typographical errors. Quality of writing is critical because if the writing is poor, then you are unlikely to be able to clearly communicate an argument.

Late assignments or “incomplete” grades will be given only in exceptional cases of personal or immediate family crisis. You **MUST** discuss the possibility of such an arrangement beforehand rather than waiting until an assignment is due. Failure to complete an assignment on time without prior discussion with me will result in a failing grade for that assignment. If you must miss a class, please let me know beforehand by e-mail.

Honor Code and Plagiarism:

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR’s policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

English Language Institute:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by members of the GMU faculty or staff. For more information contact 703-993-3642 or malle2@gmu.edu

The Writing Center:

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact 703-993-4491 or wcenter@gmu.edu.

READINGS

The books assigned for this class are available for purchase at the GMU Arlington Bookstore. You can also find many of them at the Burton Library, the GMU library or at

other libraries that are part of the university consortium. Other readings are available on our Blackboard site.

The following books are available for purchase:

Susan F. Hirsch and Frank Dukes. *Mountaintop Mining: Understanding Stakeholders and Change in Environmental Conflict*. Athens: Ohio University Press, 2014

Lisa Schirch, *Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security*. Kumarian Press, 2012

Louis Krisberg and Bruce W. Dayton, *Constructive Conflicts: From Escalation to Resolution*. Rowman & Littlefield Publishers; 4th Edition, 2011

MEETING SCHEDULE

PART I: THEORIES OF CONFLICT

Week One

Meeting 1, Monday, August 29- Introduction to the Course. What is Conflict?

Meeting 2, Thursday, September 1- Emergence of Conflict Analysis and Resolution; Response to Realism and Neorealism

Hans J. Morgenthau. 1967. *Politics Among Nations*, chapter 1

Kenneth N. Waltz, "Structural Realism after the Cold War" *International Security*, vol. 25, no. 1, Summer 2000, 5-41

John J. Mearsheimer and Stephen M. Walt, "An Unnecessary War," *Foreign Policy*, January-February, 2003, 50-59

Guest Presentation – Mary Oberlies, Conflict and Peace Studies Librarian, Arlington Campus Library

Week Two

Monday, September 5 – NO CLASS, Labor Day

Meeting 3, Thursday, September 8 – Basic Human Needs; Relative Deprivation and Structural and Cultural Violence

John Burton, "Institutional Values and Human Needs," in *Deviance Terrorism & War*. Australian National University Press (1979): 55-84.

Johan Galtung, "Cultural Violence," in Manfred B. Steger and Nancy S. Lind, editors. *Violence and its Alternatives: an Interdisciplinary Reader*. New York: St. Martin's Press, (1999): 39-53.

Ted R. Gurr, *Why Men Rebel*, 22-58

Additional Readings:

Richard Rubenstein, "Basic Human Needs: Steps Toward Further Theory Development," www.gmu.edu/academic/ijps/vol6_1/Rubenstein.htm

John Burton, "Where Do We Go From Here?" http://www.gmu.edu/academic/ijps/vol6_1/Burton4.htm

Sandra Lane, et. al., "Structural Violence, Urban Retail Food Markets, and Low Birth Weight," *Health and Place*, 2008: 415-423.

Time reserved for work on group presentations

Week Three

Meeting 4, Monday, September 12 – Culture and Conflict

Kevin Avruch, *Context and Pretext in Conflict Resolution: Culture, Identity, Power and Practice*, 2012, Chapters 1-3 and 6

Marc Howard Ross, "Cultural Contestation and the Symbolic Landscape: Politics by Other Means?" in Marc Howard Ross, editor, *Culture and Belonging in Divided Societies: Contestation and Symbolic Landscapes*, 2009, 1-24

Sally Merry. "Human Rights Law and the Demonization of Culture (And Anthropology Along the Way)." *Political and Legal Anthropology Review* 2003, 26:1: 55-77

Additional Reading:

Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72, 1993.

Meeting 5, Thursday, September 15 – Identity

Kriesberg and Dayton, *Constructive Conflicts: From Escalation to Resolution*, 49-59.

Benedict Anderson, *Imagined Communities*, chapters 1 and 2

Judith Butler, "Precarious Life, Grievable Life." From: *From Frames of War: When is Life Grievable?* New York: Verso, 2009.

"The Radicalization of Luke Skywalker: A Jedi's Path to Jihad," <http://decider.com/2015/12/11/the-radicalization-of-luke-skywalker-a-jedis-path-to-jihad/>

Guest Lecturer: Dr. Patricia Maulden, Dialogue and Difference Director

Week Four

Meeting 6, Monday, September 19 – Narrative

Sara Cobb, Sara. *Speaking of Violence: The Politics and Poetics of Narrative in Conflict Resolution*. New York: Oxford University Press, 2013. Introduction and Chapter 1.

John Winslade and Gerald Monk, *Narrative Mediation: A New Approach to Conflict Resolution*. San Francisco: Jossey-Bass, 2000. Read Chapter 1, "Narrative Mediation: What is It?" and Chapter 2, "Theoretical and Philosophical Issues in Narrative Mediation."

First Short Paper Due

Meeting 7, Thursday, September 22 – Power and Knowledge

Michel Foucault selections from *Discipline and Punish: the Birth of the Prison*

Peter T. Coleman, "Power and Conflict," in Morton Deutsch, Peter T. Coleman and Eric C. Marcus, editors, *The Handbook of Conflict Resolution: Theory and Practice*, 2014, 137-267

Iris Marion Young, "The Logic of Masculinist Protection: Reflections on the Current Security State." *Signs: Journal of Women in Culture and Society* 2003, vol. 29, no. 1.

Time reserved for work on group presentations

Week Five

Meeting 8, Monday, September 26– Economy and Conflict

Mark Duffield, "Globalization, Transborder Trade, and War Economics," Mats Berdal and Davjd M. Malone, editors, *Greed and Grievance: Economic Agendas in Civil War* Lynne Rienner, 2000, 69-89

Paul Collier, "Economic Causes of Civil Conflict and Their Implications for Policy," in *Leashing the Dogs of War*. Chester Crocker, Fen Olser Hampson, and Pamela Aall, editors. Washington, DC: United States Institute of Peace Press, 2007, 197-216

World Bank. *Conflict, Security and Development*. Washington, DC: World Bank, 2011, 49-93

Julie Litchfield, "Poverty, Livelihoods, and Violent Conflict," in Patricia Justino, Tilman Bruck, and Philip Verwimp, editors. *A Micro-Level Perspective on the Dynamics of Conflict, Violence, and Development*. Oxford University Press, 2013, 147-64 **Meeting 9, Thursday,**

Meeting 9, Thursday, September 29 – Dynamics of Conflict

Krisberg and Dayton, *Constructive Conflicts: From Escalation to Resolution*, chapters 4-7

Week Six

Meeting 10, Monday, October 3 – Collective Action and Mobilization

Aldon Morris, "Black Southern Student Sit-In Movement: An Analysis of Internal Organization," *American Sociological Review*, December 1981

Sidney G. Tarrow. *Power in Movement: Social Movements and Contentious Politics*, chapter 1 and 5

Erica Chenoweth and Jay Ulfelder, "Can Structural Conditions Explain the Onset of Nonviolent Uprisings?" *Journal of Conflict Resolution*, 2015, 1-27

Kristian S. Gleditsch and Mauricio Rivera, "The Diffusion of Nonviolent Campaigns," *Journal of Conflict Resolution*, 2015, 1-26

Recommended:

Mark R. Beissinger, "Structure and Example in Modular Political Phenomenon: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions," *Perspective on Politics*, vol. 5, no. 2, July 2007, 259-276

Idean Salehyan, "Transnational Rebels: Neighboring States as Sanctuary for Rebel Groups," *World Politics*, January 2007, 217-242

Meeting 11, Thursday, October 6 – Conflict Assessment and Conflict and Systems Mapping

Lisa Schirch, *Conflict Assessment and Peacebuilding Planning: Toward a Participatory Approach to Human Security*, chapters 1-10

Robert Ricigliano and Diana Chigas, *Systems Thinking in Conflict Assessment: Concepts and Applications*, November 2011 (http://pdf.usaid.gov/pdf_docs/pnady737.pdf)

Week Seven

Meeting 12, Tuesday, October 11 [COLUMBUS DAY, CLASS MEETS ON TUESDAY]– Guest Lecturer: Susan Hirsch

Hirsch and Dukes. *Mountaintop Mining* book.

Time reserved for work on group presentations

PART II: FRAMEWORKS

Meeting 13, Thursday, Thursday, October 13 – Movie: Matawan – conflict in an early 20th century mining community in West Virginia

Week Eight

Meeting 14, Monday, October 17 – Experiential Learning Activity – Conflict Assessment

Meeting 15, Thursday, October 20 – Peacebuilding

John Paul Lederach, "Reconciliation: The Building of Relationship," in *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, D.C.: USIP, 1997, 23-35

Catherine Barnes, "Weaving the Web: Civil Society Roles in Working with Conflict and Building Peace," In *People Building Peace II: Successful Stories of Civil Society*. Edited by Paul Van Tongeren, et al. Boulder: Lynne Rienner, 2005.

Ervin Staub, "Reconciliation between Groups: Preventing (New) Violence and Improving Lives," in Peter T. Coleman, Morton Deutsch, and Eric C. Marcus, eds. *The Handbook of Conflict Resolution*, Third Edition San Francisco: Jossey Bass, 2014, 971-997.

Marc Howard Ross, "The Politics of Memory and Peacebuilding," in Roger MacGinty, editor. *Routledge Handbook of Peacebuilding*. Routledge 2015

Movie: Wajir Story

Reflection Paper on Experiential Learning Activity 1 Due

Week Nine

Meeting 16, Monday, October 24 – Facilitation

Dr. Patricia Maulden will provide a reading packet

Recommended:

Beth Fisher-Yoshida, "Creating Constructive Communication through Dialogue" in Peter Coleman, Morton Deutsch, and Eric C. Marcus, editors, *The Handbook of Conflict Resolution: Theory and Practice*, 2014, 877-897

Christopher Mitchell, "From Controlled Communication to Problem Solving: The Origins of Facilitated Conflict Resolution," *The International Journal of Peace Studies*, Spring 2001

Ron Kraybill, "Group Facilitation- Skills to Facilitate Meetings and Training Exercises to Learn Them" Riverhouse ePress, 2005

Kriesberg and Dayton, *Constructive Conflicts: From Escalation to Resolution*, chapters 8 and 9

Finalizing Preparation for the Dialogue and Difference Event

Meeting 17, Thursday, October 27 – Dialogue and Difference Event (class meets until 9 p.m.)

Week Ten

Meeting 18, Monday, October 31 – no class

Meeting 19, Thursday, November 3 – Experiential Learning Activity – Intervention

Reflection Paper on the Dialogue and Difference Event due

PART III: CURRENT DEBATES

Week Eleven

Meeting 20, Monday, November 7 – Gender and Conflict

Cynthia Enloe, “Being Curious About our Lack of Feminist Curiosity.” In *Curious Feminist: Searching for Women in a New Age of Empire*. Berkeley: University of California Press, 2004. 1-10.

Lesley Gill, “Creating Citizens, Making Men: The Military and Masculinity in Bolivia.” *Cultural Anthropology*, Vol. 12, No. 4, 1997, 527-550.

Sara E Davies and Jacqui True, “Reframing Conflict-Related Sexual and Gender-Based Violence,” *Security Dialogue*, 2015, 495-512

Mary Caprioli, “Primed for Violence: The Role of Gender Inequality in Predicting Internal Conflict,” *International Studies Quarterly*, vol. 49, no. 2, 2005, 161-178.

Additional reading

Mara Olekanls, “Natural-Born Peacemakers? Gender and the Resolution of Conflict?”

Morton Deutsch, Peter T. Coleman and Eric C. Marcus, editors, *The Handbook of Conflict Resolution: Theory and Practice*, 2014, 355-383

Time reserved for work on group presentations

Meeting 21, Thursday, November 10– Liberal Peace and its Critics

Edward Newman, Roland Paris, and Oliver P. Richmond, “Introduction,” in Edward Newman, Roland Paris and Oliver P. Richmond, editors. *New Perspectives on Liberal Peacebuilding*. Washington, DC: The Brookings Institution, 2009, 3-25

Oliver P. Richmond and Roger MacGinty, “Where Now for the Critique of the Liberal Peace?” *Conflict and Cooperation*, 2015, 171-189

Hanna Leonardsson and Gustave Rudd, “The Local Turn in Peacebuilding: a Literature Review of Effective and Emancipatory Local Peacebuilding,” *Third World Quarterly*, 2015, 825-839

Elizabeth Dauphinee, "Narrative Voice and the Limits of Peacebuilding: Rethinking the Politics of Partiality," *Peacebuilding*, 2015, 261-278

Recommended: Severine Autesserre, "Hobbes and the Congo – Frames, Local Violence, and International Intervention (2003-2006)," *International Organization*, 2009, 249-280

Reflection Paper on Experiential Learning Activity 2 Due

Week Twelve

Meeting 22, Monday, November 14 - Environment, Climate Change and Conflict

Nils Petter Gleditsch, "Whither the Weather? Climate Change and Conflict," *Journal of Peace Research*, January 2012, 3-9

Wario R. Adano, Ton Dietz, Karen Witsenburg and Fred Zaal, "Climate Change, Violent Conflict and Local Institutions in Kenya's Drylands," *Journal of Peace Research*, January 2012, 65-80

Clionadh Raleigh and Henrik Urdal, "Climate Change, Environmental Degradation and Armed Conflict," *Political Geography*, 2007, 674-694

William deBuys "Apache Pass: Crossing the Line," in William deBuys, *A Great Aridness: Climate Change and the Future of American Southwest* (Oxford University Press, 2013), 204-235

Recommended: Cullen S Hendrix and Idean Salehyan, "Climate Change, Rainfall, and Social Conflict in Africa," *Journal of Peace Research*, January 2012, 35-50

Meeting 23, Thursday, November 17 - Inequalities, Race and Conflict

Cathy Schneider, "Police Power and Race Riots in Paris," *Politics and Society*, March 2008, 133-159

Christian Davenport, Sarah A. Soule, and David A. Armstrong, "Protesting While Black? The Differential Policing of American Activism, 1960 to 1990," *American Sociological Review*, 2011, 152-178

S. A. Hamed Hosseini, "Occupy Cosmopolitanism: Ideological Transversalization in the Age of Global Economic Uncertainties," *Globalizations*, 2013, 425-438

Frances Stewart, "Horizontal Inequalities and Conflict: An Introduction and some Hypotheses." *Horizontal Inequalities and Conflict: Understanding Group Violence in Multiethnic Societies*. Palgrave Macmillan. 3-24

Week Thirteen

Meeting 24, Monday, November 21 – R2P and Humanitarian Intervention

Martin Binder, "Paths to Intervention: What Explains the UN's Selective Response to Humanitarian Crises?" *Journal of Peace Research*, November 2015, 712-726

Gerrit Kurtz & Philipp Rotmann, "The Evolution of Norms of Protection: Major Powers Debate the Responsibility to Protect," *Global Society*, January 2016, 3-20

Didier Fassin, "Hierarchies of Humanity: Intervening in International Conflicts," in *Humanitarian Reason: A Moral History of the Present*, 2012, 223-142

Time reserved for work on group presentations

Second Short Paper Due

November 24 – Thursday, NO CLASS _THANKSGIVING BREAK

Week Fourteen

Meeting 25, Monday, November 28 - Transitional Justice

Robin Hoecker, "Visual Narrative and Trauma Recovery," *Narrative Inquiry*, 2014, 259-280

Benjamin J. Appel and Cyanne E. Loyle, "The Economic Benefits of Justice: Post-Conflict Justice and Foreign Direct Investment," *Journal of Peace Research*, 49, no. 5, 2012, 685-699

Rosalind Shaw 2007. "Memory Frictions: Localizing Truth and Reconciliation in Sierra Leone." *International Journal of Transitional Justice* 1:183-207

Kimberly Theidon, "Gender in Transition: Common Sense, Women and War," *Journal of Human Rights* 6:4, 2007, 53-478.

Laura K. Taylor, "Transitional Justice, Demobilisation and Peacebuilding Amid Political Violence: Examining Individual Preferences in the Caribbean Coast of Columbia," *Peacebuilding*, 2015, 90-108

Meeting 26, December 1 – Critical Reflections on Practice

Teju Cole, "The White Savior Industrial Complex." *The Atlantic*, March 21, 2012. Available at: <http://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/>

Severine Autesserre, *Peaceland: Conflict Resolution and the Everyday Politics of International Intervention*. New York: Cambridge University Press, 2014. Chapter Two, "The Politics of Knowledge."

Didier Fassin, "Critique of Humanitarian Reason," 2014. Lecture at the Institute for Advanced Study, Available at: <https://www.youtube.com/watch?v=jDT2mYg6mgo>

Time reserved for work on group presentations

Week Fifteen

Meeting 27, Monday, December 5– Group Presentations

Meeting 28, Thursday, December 10 - Summing up and Moving Forward

Mary B. Anderson, "Experiences with Impact Assessment: Can We Know What Good We Do?" 2004 (http://www.berghof-handbook.net/documents/publications/anderson_handbook.pdf)

Elizabeth Wood, "The Ethical Challenges of Field Research in Conflict Zones," *Qualitative Sociology*, vol. 29, 2006, 373–386

Jonathan Darling, "Emotions, Encounters and Expectations: the Uncertain Ethics of 'The Field,'" *Journal of Human Rights Practice*, July 2014, 201-212

Kimberly Theidon, "How was Your Trip?' Self-Care for Researchers Working and Writing on Violence." Social Science Research Council Working Papers, 2014.
http://webarchive.ssrc.org/working-papers/DSD_ResearchSecurity_02_Theidon.pdf

Take Home Final Exam Handed Out, Due on December 14th, 2016