# History 536

**Historical Memory**

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**Office Hours:** T/Th 9-11am; W 4-5pm; and by appt.

**Department:** History.

**Class meeting place and time:** W, 6-8:30 pm, History Conference Room

**Course Description:**

This graduate reading and discussion seminar (so twice the fun!) explores the issue of memory, particularly what many call “collective memory,” as a fundamental part of and concern to public history and historians. Of particular interest is how individuals and groups actively utilize the past in the present, produce and reproduce historical narratives, construct and reconstruct historically-based identities, appropriate the past for political use and rhetoric, build monuments and memorials to both shape and control space (and people), and, ultimately, how various individuals and groups battle over the meanings of the past to establish and/or maintain power in the present. As public historians and historians in general are often uniquely positioned in such jobs as teachers, museum curators, historical society directors, archivists, historic site managers, historic preservationists, oral historians, and consultants, to name a few, they are also often at the forefront of interpreting history for a larger public audience and, hence, frequently placed to affect memory and the (re)creation of a useable past.

**Program Learning Outcomes:**

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).
* This course will focus on PLOs 2, 4, & 5.

**Student Learning Outcomes for History 536:**

A student who completes this course will be expected to be able to (1) demonstrate a nuanced knowledge of memory, its evolution and history, its various meanings, and major issues associated with the field, (2) recognize how memory is a unique historical line of inquiry, (3) demonstrate an awareness of the intimate relationship between memory and public history, (4) understand the intimate and high interest public audiences take in history, and (5) complete writing assignments demonstrating mastery of material, particularly in relation to each other.

**Required Texts:**

1. Auclair, Elizabeth and G. J. Fairclough, eds, *Theory and Practice in Heritage and Sustainability: Between Past and Future* (New York: Routledge, 2015);
2. Barthel, Diane L, *Historic Preservation: Collective Memory and Historical Identity* (New Brunswick: Rutgers University Press, 1996);
3. Blouin, Francis X. and William G. Rosenberg, *Processing the Past: Changing Authorities in History and the Archives* (New York: Oxford University Press, 2013);
4. Cantrell, Gregg and Elizabeth Hayes Turner, eds, *Lone Star Pasts: Memory and History in Texas* (Texas A&M Press, 2007);
5. Hamilton, Paula and Linda Shopes, eds, *Oral History and Public Memories* (Philadelphia: Temple University Press, 2008);
6. Horton, James Oliver and Lois Horton, *Slavery and Public History: The Tough Stuff of American Memory* (Chapel Hill: University of North Carolina Press, 2009)
7. Horowitz, Tony, *Confederates in the Attic: Dispatches from the Unfinished Civil War* (New York: Vintage Books, 1999);
8. Landsberg, Alison, *Engaging the Past: Mass Culture and the Production of Historical Knowledge* (New York: Columbia University Press, 2015);
9. Levin, Amy K., ed, *Defining Memory: Local Museums and the Construction of History in America’s Changing Communities* (Lanham, MD: AltaMira Press, 2007);
10. Olick, Jeffrey K., Vered Vinitzky-Seroussi, and Daniel Levy, eds, *The Collective Memory Reader* (New York: Oxford University Press, 2011).
* In addition to the above, which are available at the bookstore, several journal and book chapter readings are assigned as well (see the Course Calendar). These will be made available to students in a Course Reader.

**Course Requirements:**

**Grading Scale:**

A: 450-500 pts

B: 400-449 pts

C: 350-399 pts

D: 300-349 pts

F: 0-299 pts

* Discussion Participation: 50 pts
* Discussion Facilitator/Recorder: 150 pts
* Weekly Reflections: 150 pts
* Final Paper: 150 pts

Total: 500 pts

**Grading Policy:**

1. ***Attendance Policy:***

Attend all classes, please.

1. ***Discussion Participation (out of 50 points):***

Much of this class revolves around discussion. You are expected to show up to class prepared, having read the assigned readings, and ready to participate in class discussion and activities.

Some of the main purposes for using discussions in graduate-level courses like this one include: (1) to raise the level of student involvement in the classroom; (2) to develop the individual skills of formulating and expressing ideas and opinions; (3) to help students learn to evaluate the logic of—and evidence for—their own and others’ positions; (4) to increase students’ appreciation for complexity of issues; (5) to develop listening and critical thinking skills; (6) to increase students’ intellectual agility; (7) to develop skills of synthesis and integration; and (8) to develop motivation for further learning.

Given all the above, in this class, we will therefore have discussions and you are expected to participate in them. If you have some anxieties, know that such is normal (if you have documented ones, please come talk to me about such and I will react accordingly).

Ultimately, take solace in the fact that this is a friendly environment and safe zone to participate in class discussion. Also, of all the places in the world to sound out your ideas and thoughts, even if not fully formed or even incorrect at the end of the day, the college graduate course is an exemplary one and no harm will come to you for talking things out in class. Hence, the Golden Rule of the class is, well, the Golden Rule: “Do unto others . . .” That is, no insulting or otherwise putting down fellow classmates. Insults of others and derogatory speech will not be tolerated. In fact, I look kindly on words of encouragement and positive reinforcement.

**What to do:** All students should do the following to prepare for—and participate in—class discussion.

* Prepare by thoroughly reading all the assigned material (I recommend reading the introductions more than once), and having a solid understanding of the big-picture of the readings as well as the details.
* Because no one should know substantially more than others about the topic/s, students should feel responsible for doing any supplemental reading/searching for components or background of the readings that they do not understand to share with the group.
* Each student (including a Discussion Facilitator and Discussion Recorder) must write down two topics to talk about during the discussion and provide it to the Discussion Recorder and Discussion Facilitator at the start of the class (Recorder and Facilitator described below).
	+ Some ideas for types of topics to discuss include, but are not limited to: delving deeper into a particular topic/area; exploring the evidence/reasoning the author or authors provide for any of their conclusions; expanding on an implication of any particular reading; exploring the implications of any particular reading for understanding both the discipline of history broadly conceived and for different disciplinary areas; or for how the research could be applied in a variety of different capacities.
		- Obviously, the possibilities are endless.
* Each student must provide insights, questions, and answers to posed questions from the Facilitator or Recorder, not to mention the professor and fellow students in general.
* Actively listen to fellow group participants and respond to each other’s comments rather than just bringing your own comments to the table.
1. ***Discussion Facilitator (50 points each) and Discussion Recorder (50 points each); 150 points overall):***

*Note #1: while we have fifteen sets of readings/weeks (minus spring break for week 9), we will not have discussion facilitators for weeks 6, 10, and 16, and we will not have recorders for week 16. Because there are 8 of you, each of you will be both a facilitator and recorder at least one time, while 3 of you will be a facilitator a second time and 5 of you will be a recorder a second time.*

*Note #2: For Discussion Facilitator and Discussion Recorder you will grade yourself. Simply inform me of how many points you earned and, briefly, why (tell me in an email within a week after serving as such; e.g., “Hey Doc Awesome, I am giving myself 45 points for being a discussion facilitator for week 3 because . . .”).*

**Discussion Facilitator - What to Do:** The facilitator is a so-called servant to the group. Indeed, facilitation is about seeing what the group needs to move forward and providing guidance and empowering the group; to do so, the facilitator can use any of the following strategies to facilitate the discussion:

* Ask questions: To inspire a response is perhaps the most important strategy of the facilitator. Questions should be open-ended questions, such as “what, how, who, why” type questions that encourages brainstorming and creativity.
* Probe in-depth into a comment/idea: Encourages more in-depth analysis, such as, “Why did you say that?” or “Could you be more specific?”
* Paraphrase: Only for clarification of a comment made by a student, not to evaluate or improve it.
* Refer back to earlier comments: Which ties the discussion to previous student’s contributions.
* Be comfortable with silence: The facilitator must be willing to wait once a question is posed, as people need time to think and frame a response. Thus, a facilitator should not step in and answer one’s own question.
* Give positive reinforcement: This is a way to encourage participation, especially to students who are quieter.
* Include quieter members: Some ways to draw people out are to ask students directly for their opinion on something that has been brought up, to refer back to comments that quieter people make to draw them out further, or to break the class into smaller groups or pairs that then report to the larger group.
* Shift perspective of the discussion: If all students seem to agree, it may be less likely that a single or few students who feel differently would speak up. To get these students to speak up, the facilitator can ask if there “might be another viewpoint that could be missing from the discussion.” In addition, the facilitator can ask for the implications of the topic or a big-picture question; or the facilitator can ask for a specific example or for details to enrich the discussion that may be at too broad of a level.
* Summarize: Occasional summary is helpful to keep the group focused. The facilitator can briefly summarize what has been said before moving on. Alternatively, the facilitator can ask for someone else to summarize, but it is important that enough time is provided for students to think before answering.

**Discussion Recorder - What to Do:** The recorder is also a so-called servant to the group and is responsible for being the memory of the discussion group and record participants contributions (i.e., providing the information the professor will need to assign discussion participation grades at the end of the class). The recorder should do the following.

* The recorded will take notes during the discussion for later distribution to the group.
* After class, the recorder will: (1) transcribe discussion notes and the list of discussion topics and questions; and (2) provide a summary or synthesis of the discussion
	+ Create this in word.doc;
	+ Have this out by the Monday evening following discussion.
* The recorder is also encouraged to participate as a discussion participant as well; however, it is recognized that the recorded has the added job of keeping some written record of the discussion, which requires a lot of attention.
* That said, because the recorder often has a good overview of the discussion, please feel free to help the facilitator move the discussion along if needed/desired.

**Discussion Facilitator (Everyone pick once; 3 pick a second time)**

1. Week 2, Jan. 24:
2. Week 3, Jan. 31:
3. Week 4, Feb. 7:
4. Week 5, Feb. 14:
5. Week 7, Feb. 28:
6. Week 8, Mar. 7:
7. Week 11, Mar. 28:
8. Week 12, Apr. 4:
9. Week 13, Apr. 11:
10. Week 15, Apr. 25:
11. Week 16, May 2:

**Discussion Recorder (Everyone pick once; 5 pick a second time)**

1. Week 2, Jan. 24:
2. Week 3, Jan. 31:
3. Week 4, Feb. 7:
4. Week 5, Feb. 14:
5. Week 6, Feb. 21:
6. Week 7, Feb. 28:
7. Week 8, Mar. 7:
8. Week 10, Mar. 21:
9. Week 11, Mar. 28:
10. Week 12, Apr. 4:
11. Week 13, Apr. 11:
12. Week 14, Apr. 18:
13. Week 15, Apr. 25:

***4. Weekly Reflection (15 points each week; out of 150 points total):***

I will provide you with two notebooks and/or composition books: Each class, beginning in week 4, so February 7, through week 14, so April 18, you are to hand in your notebook in which I expect a weekly reflection of a few handwritten pages concerning the readings and discussions. Let me be very clear: I am not grading you *per se* on the quality of your reflections, nor scanning for accuracy. Nevertheless, you will need to be nuanced and sophisticated nonetheless to show me this was not something you pieced together at the last second and that you, for at least a bit, seriously contemplated the readings and discussions. So, one week you will turn in a notebook A for me to evaluate, leaving you with the notebook B to do your thing the following week. Then you will turn in notebook B as I return notebook A. This will then go forward, so on and so on. We will discuss details in class.

***5. Final Paper (out of 150 points):***

Due: Finals week (May 9) / Rough Drafts due on week 15 (Apr. 25). While no grade will accompany your rough draft, unless you beg, lose a family pet, have a documented legal or medical excuse, you cannot get credit for the final paper without turning in a rough draft. Please take note of that. **You are required to answer one question (in several parts): What is memory and why is it important both as a mode of study and to society generally.** To answer that, define memory (or provide several definitions of several labels, e.g., collective memory, cultural memory, dominant memory, public memory, national memory, etc), incorporate major theories and ideas, and be sure to address the functionality of memory to individuals and groups (both large and small). Be sure to address what the study of memory provides historians and, specifically, why memory is so important for public historians.

Answer that in a paper of no less than ten pages and no longer than fifteen (excluding title page and bibliography, of course). Essentially, all the readings done for this course will help you answer this brilliantly posed question. I expect you to cite them and put the various authors and ideas into conversation.

A successful paper will:

* Clearly show your ability to recognize or recall the main historical works associated with memory;
* Clearly show your ability to recognize or recall the interpretive debates associated with memory;
* Clearly show your ability to distinguish and categorize the main works associated with memory;
* Clearly show your ability to distinguish and categorize the interpretive debates associated with memory;
* Clearly show your ability to offer an in-depth critique of the main works and interpretive debates supported with justified evidence;
* Clearly identify the issues concerning memory and place it within its specific scholarly context;
* Demonstrate a mastery of memory’s historical context;
* Utilize a clear thesis statement that includes a statement of significance;
* Has a well-crafted structural system and utilizes historians’ grammatical standards;
* References sources as appropriate, especially the ones read for class.

**PLEASE NOTE:** Your paper must follow *Chicago Manual of Style* and formatting requirements. To review such, see the *Chicago Manual of Style*. Make sure that you footnote/endnote correctly and that you use the English language properly. If you fail to submit the paper in proper format,I will not even accept the paper and ask you to rewrite it (we can go over the mistakes together, of course). Here is a link to a quick guide online for Chicago: <http://www.chicagomanualofstyle.org/tools_citationguide.html>.

**Format:**

* Title page: with no number on it. And the title page is considered 0. Therefore, the first non-title page should be numbered as 1, with subsequent pages numbered accordingly (place the number in the upper right).
* Times New Roman: Yes, this font is the most boring font known to humankind, but still use it please; precisely because uniformity and standardization across all papers and all students makes things easier on me (and that is what matters, after all!).
* 12-point font.
* Double spaced.
* You can print on both sides of the paper if you want.
* Endnotes/Footnotes: Use Arabic numerals; follow Chicago Style.
* Bibliography: Organized Alphabetically by author’s last name.

**COURSE CALENDAR**

**Jan. 17, Week 1 – Introductions and Syllabus Review**

**Week 2 Theme: Why History Matters in Contemporary America (and the World!)**

**Jan. 24, Week 2 – Current Events and the Weight of History**

* Read & Discuss (the below list might seem long, but you are not required to read every word; just skim/peruse):
	+ *Confederates in the Attic* by Tony Horwitz.
	+ Tony Horwitz, “[After Charlottesville, New Shades of Gray in a Changing South](http://archive.fo/3RX1h),” August 25, 2017, The Wall Street Journal, <http://archive.fo/3RX1h>
	+ David W. Blight, “[‘The Civil War Lies on Us Like a Sleeping Dragon’: America’s Deadly Divide and Why It Has Returned](https://www.theguardian.com/us-news/2017/aug/20/civil-war-american-history-trump),” 20 August 2017, *The Guardian.*, <https://www.theguardian.com/us-news/2017/aug/20/civil-war-american-history-trump>.
	+ W. Fitzhugh Brundage, “[I’ve Studied the History of Confederate Memorials. Here is What To Do About Them](https://www.vox.com/the-big-idea/2017/8/18/16165160/confederate-monuments-history-charlottesville-white-supremacy),” 18 August 2017, *Vox*, <https://www.vox.com/the-big-idea/2017/8/18/16165160/confederate-monuments-history-charlottesville-white-supremacy>.
	+ Ta-Nehisi Coates, “[Why Do So Few Blacks Study the Civil War?](https://www.theatlantic.com/magazine/archive/2012/02/why-do-so-few-blacks-study-the-civil-war/308831/)” 2012, *The Atlantic*, <https://www.theatlantic.com/magazine/archive/2012/02/why-do-so-few-blacks-study-the-civil-war/308831/>.
	+ Caroline Janney, “[Why We Need Confederate Monuments](https://www.washingtonpost.com/news/made-by-history/wp/2017/07/27/why-we-need-confederate-monuments/?utm_term=.56c02c6d9f56),” 27 July 2017, *The Washington Post*, <https://www.washingtonpost.com/news/made-by-history/wp/2017/07/27/why-we-need-confederate-monuments/?utm_term=.ac81c8ba67c0>.
	+ James Loewen, “[Why Do People Believe Myths About the Confederacy? Because Our Textbooks and Monuments are Wron](https://www.washingtonpost.com/posteverything/wp/2015/07/01/why-do-people-believe-myths-about-the-confederacy-because-our-textbooks-and-monuments-are-wrong/?utm_term=.06bdadf21565)g,” 1 July 2015, *The Washington Post*, <https://www.washingtonpost.com/posteverything/wp/2015/07/01/why-do-people-believe-myths-about-the-confederacy-because-our-textbooks-and-monuments-are-wrong/?utm_term=.52fe0822122e>.
	+ Sanford Levinson, excerpt from *Written in Stone: Public Monuments in Changing Societies*, pp. 113-29.

**Weeks 3-4 Theme: Setting the Stage for the Study of Memory**

 **Jan. 31, Week 3 – Big Ideas and Theories**

* Read and Discuss:
	+ Part 1. Precursors and Classics, pp. 63-176, in *The Collective Memory Reader*, edited by Olick, Venitzky-Seroussi, and Levy, also available in Course Reader.
	+ Gramsci, Selections from Prison Notebooks, pp. 191-218, in Course Reader
	+ Marx, Ideology, pp. 189-207, in Course Reader
	+ Fillingham, *Foucault For Beginners*, 13-63 (Intro to the Section labeled “Ever So Quick Summary of Foucault’s Life”), in Course Reader.

**Feb. 7, Week 4 – Big Memory Works, Themes, and Names**

* Read and Discuss:
	+ From *The Collective Memory Reader*, edited by Olick, Venitzky-Seroussi, and Levy, (also available in Course Reader): Introduction; all of Part II, History, Memory and Identity; and all of Part III, Power, Politics, and Contestation.
	+ Wertsch, ch. 3, “Collective Memory: A Term in Search of Meaning,” pp. 30-66, in *Voices of Collective Remembering*, in Course Reader.
	+ Sandul, rough draft of article, “Of Evolution and Memory: Theorizing a Biocultural Framework of Memory,” in Course Reader.
		- **Composition Book of Weekly Reflection due**

**Weeks 5-7 Theme: Memory in Our Backyard/In the News Today**

**Feb. 14, Week 5 – African American Memory: From Slavery to Martin Luther King Jr.**

* Read and Discuss:
	+ From Horton and Horton, *Slavery and Public History* (also in Course Reader): chs 2-3, and 5-9.
	+ From Romano and Raiford, *The Civil Rights Movement in American Memory* (in Course Reader): Intro, chs. 1, 3, 5, and 8.
	+ From Cantrell and Turner, *Lone Star Pasts*: ch. 8.
		- **Notebook of Weekly Reflection due**

**Feb. 21, Week 6 – Southern/Texan Memory**

* Guest: Dr. M. Scott Sosebee
* Read and Discuss:
	+ From Cantrell and Turner, *Lone Star Pasts*: Intro, chs. 3-5; 10-11.
	+ From Brundage, *The Southern Past* (in Course Reader): Intro, chs. 1, 3-4, 6.
		- **Composition Book of Weekly Reflection due**

**Feb. 28, Week 7 – Forgetting, Justice and Reconciliation, and the Power of Apology**

* Read and Discuss:
	+ Pages 446 (Davis) through 480 (Ricoeur) in *The Collective Memory Reader*, edited by Olick, Venitzky-Seroussi, and Levy, available in Course Reader
	+ Barkan, Elzar, “Introduction: Historians and Historical Reconciliation,” available in Course Reader.
	+ From Barkan and Karn, *Taking Wrongs Seriously: Apologies and Reconciliation*: chs. 1, 9-12, in Course Reader.
	+ Connerton, “Seven Types of Forgetting,” in Course Reader.
	+ Corntassel *&* Holder, “Who’s Sorry Now? Government Apologies, Truth Commissions, and Indigenous Self-Determination in Australia, Canada, Guatemala, and Peru,” in Course Reader.
	+ Miller, Ch. 6, “Inheriting Responsibilities,” in *National Responsibility and Global Justice*, in Course Reader.
	+ Weyeneth, “The Power of Apology and the Process of Historical Reconciliation,” in Course Reader.
	+ Wohl et al, “Why Group Apologies Succeed and Fail: Intergroup Forgiveness and the Role of Primary and Secondary Emotions,” in Course Reader.
		- **Notebook of Weekly Reflection due**

**Weeks 8-14 Theme: Public/Popular History and Memory**

**Mar. 7, Week 8 – Archives and Memory**

* Read and Discuss:
	+ Posner, “Some Aspects of Archival Development Since the French Revolution,” in Course Reader (don’t read the Jenkinson article that’s also in the PDF).
	+ Fritzsche, Intro and Ch. 1 from *Stranded in The Present*, in Course Reader.
	+ Blouin and Rosenberg, all of *Processing the Past*
	+ Brundage, Ch. 3: “Archiving White Memory,” in *The Southern Past*, in Course Reader.
		- **Composition Book of Weekly Reflection due**

**Mar. 14, Week 9 – No Class, Spring Break**

**Mar. 21, Week 10 – Museums, Commemoration, Memorialization, and Memory**

* **Class Guest:** Dr. Julia Brock, Assistant Professor of History and Co-Director of the Center for Public History, Univ. of West Georgia; formerly Director of Interpretation, Museum of History and Holocaust Education, Georgia.
* Read and Discuss **(SUBJECT TO CHANGE!)**:
	+ Upton, “Why Do Contemporary Monuments Talk So Much,” in Course Reader.
	+ From Levin, *Defining Memory* (also in Course Reader): Foreword; I—Frameworks; Chs. 1-2; II—The Rebirth of the Nation; Chs. 3-4; III-Nostalgia as Epistemology; Ch. 6; Ch. 8; Ch. 10; VI—No Business Like Show Business; Ch. 14.
	+ From Walkowitz and Knauer, *Memory and the Impact of Political Transformation in Public Space* (in Course Reader):
		- Krylova, “Dancing on the Graves of the Dead”
		- Nolan, “The Politics of Memory in the Bonn and Berlin Republics”
		- Seltz, “Remembering the War and the Atomic Bombs,” in Course Reader.
	+ Kohn, “History at Risk: The Case of the *Enola Gay*,” in Course Reader.
		- **Notebook of Weekly Reflection due**

**Mar. 28, Week 11 – Preservation/Historic Sites and Memory**

* Read and Discuss:
	+ Cauvin, “Historic Preservation,” in Course Reader.
	+ Wallace, “Preserving the Past: A History of Historic Preservation in the United States,” in Course Reader.
	+ Barthel, all of *Historic Preservation*.
		- **Composition Book of Weekly Reflection due**

**Apr. 4, Week 12 – Heritage, Sustainability, and Inclusion/Exclusion**

* Read and Discuss:
	+ Auclair and Fairclough, all of *Theory and Practice in Heritage and Sustainability*
	+ Lawrence-Zúñiga, from *Protecting Suburban America*: chs. 5-7.
	+ Glassberg, from *Sense of History*: ch. 5 in Course Reader.
		- **Notebook of Weekly Reflection due**

**Apr. 11, Week 13 – Oral History and Memory**

* Read and Discuss:
	+ Hamilton and Shopes, all of *Oral History and Public Memories*
	+ Thompson, from *The Voice of the Past*: ch. 4 (Evidence), in Course Reader.
	+ Portelli, “What Makes Oral History Different,” in Course Reader.
		- **Composition Book of Weekly Reflection due**

**Apr. 18, Week 14 – Guest Lecturer: Historian Robert Belot**

* + Any Reading TBD.

**Apr. 25, Week 15 – Popular/Mass Culture**

* Read and Discuss:
	+ Landsberg, all of *Engaging the Past: Mass Culture and the Production of Historical Knowledge*, in Course Reader.
	+ From *The Collective Memory Reader*, edited by Olick, Venitzky-Seroussi, and Levy: Part IV. Media and Modes of Transmission, pp. 311-99, also available in Course Reader.
		- **Notebook of Weekly Reflection due**

**Weeks 16 Theme: Case Study**

**May 2, Week 16 – Read Class Pick**

* For this week, the reading is up to you—well, by class vote. I will provide a list of works to choose from. **Note: Rough draft of final paper is due, in class, on Apr. 25.**

**Week 16 – Individual Consults**

* Sometime during this week (April 30-May 4), schedule an individual appointment with me to discuss your rough draft.

**May 9, Week 17 – Final Paper Due by 11:59pm via email to sandulpj@sfasu.edu**