

SOC 346: The Sociology of Guns

Fall 2023

Wednesday, 3:30-6:00 pm, 010 Kirby Hall

Instructor: David Yamane, Professor of Sociology

Contact Information: 004F Kirby Hall, 336/758-3260, yamaned@wfu.edu

Office Hours: By appointment

INTRODUCTION

Guns often have a spectacular presence in the American imagination, from the Colt .45 “Peacemaker” to the AR-15 to George Zimmerman to Uvalde Elementary School. Guns are also a part of everyday life in communities across the country. They are used as tools of self-defense and criminal violence, and are one of the most commonly owned pieces of sporting equipment in the United States.

Clearly, guns are an important part of American society and culture. With some 400,000,000 guns held by over 75 million private citizens and a Constitutional amendment associated with gun ownership, the possession, regulation, meaning, and use of firearms reaches into important realms of American society, including: civil rights and liberties, identity and culture, crime and violence, public health and personal safety, and even sport and leisure.

This course explores the multifaceted role guns play in the U.S. from a sociological perspective, including the prevalence and distribution of guns, lawful possession and use of firearms, and gun crime and injuries.



LEARNING OBJECTIVES AND ASSESSMENT

If you engage this course thoughtfully and with commitment, by the end of the semester you will achieve the following learning objectives:

Learning Objective	Method of Assessment
(1) Better understand guns' multifaceted role in the U.S., including the history, legalities, and everyday uses and abuses. Relatedly, you will be able to approach the issue of guns in society in a scholarly – that is, objective and nuanced – manner from a sociological perspective.	(1) Firearms Course Field Trip, Major Writing Assignment and Presentation of Writing Assignment, Class Participation
(2) Better understand your personal beliefs about guns, including scrutinizing your relationship to guns to make informed choices about your participation with and the place of guns in the communities in which you live.	(2) Field Trip Reflection Essay, Final Reflection Essay
(3) Have begun to develop an attitude and the tools necessary to cultivate your sociological imagination with respect to guns for the rest of your life.	(3) Major Writing Assignment, Class Participation

COURSE REQUIREMENT SUMMARY

1. Class Field Trip to Gun Range (*automatic course failure* for not completing)
2. Field Trip Reflection Essay (5%)
4. Major Writing Assignment (50%)
5. Presentation of Writing Assignment at Class Symposium (10%)
6. Final Reflection Essay (10%)
7. Class Participation (25%)



COURSE GRADES

The scale for grades based on the number of points earned over the course of the semester is as follows:

Exceptionally High

A 94-100

Superior

A- 90-93

B+ 87-89

B 84-86

Satisfactory

B- 80-83

C+ 77-79

C 74-76

Unsatisfactory

C- 70-73

D+ 67-69

D 64-66

Failure

F Less than 64

IMPORTANT NOTES ABOUT CLASS

1. Mas vale prevenir que lamentar: It is better to *prevent* problems than to *lament* them once they occur. Similarly, it is easier to *prevent* problems than to *undo* them once they are done. So please be in touch with me early and often and as much as necessary. My door is always open to you.

2. Electronics in class: Studies show that we learn better taking notes by hand, rather than on computers. Studies also show that computers in class, especially when not used appropriately, distract users and their classmates. In addition, studies confirm that we do not read as well online as we do in print. Therefore, **computers/tablets cannot be used in class** unless I specifically say so.



There is to be ***absolutely no use of cell phones, PDAs, or other communication devices*** during class. If you need to send or receive a message from someone, please step out of class to do so. That is not a problem (unless you are regularly leaving class). Disrupting the class and disrespecting Professor Yamane and your classmates is a problem. The solution to the problem is reducing your class participation grade to 0. No warnings, no questions asked.

3. Honor Code violations: Suspected violations will be reported to the Office of Judicial Affairs. See also the Policy on Use of Generative Artificial Intelligence (GAI) below.

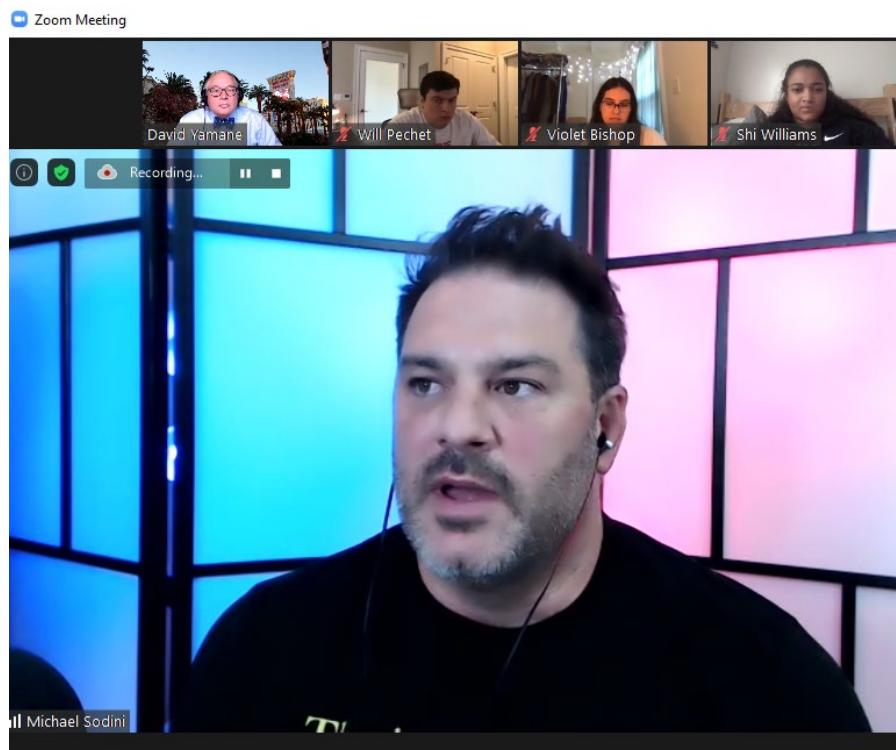
4. Attendance policy and missed classes: I do not take attendance. Students are adults with various obligations that might require them to miss class occasionally. Students are also people and sometimes have challenges that require them to stay home and attend to their well-being. Repeated absences will affect your course participation grade since you cannot participate if you are not in class. You cannot do “make-up” work since there is no substitute for being there. If you know you will miss class, please let me know so I will not expect you. If you cannot submit an assignment on time, please let me know in advance so we can plan for that.

5. Late Assignments: Extensions will be granted only in exceptional circumstances. Late assignments will be penalized 25% for each day or part of a day they are late.

6. Electronic mail communication: I check my e-mail regularly and you are welcome to contact me by e-mail with questions or comments. However, please be aware that e-mail is not an appropriate medium for highly personal or confidential correspondence. Finally, because I may not immediately receive or reply to your messages, pressing issues should be anticipated or handled in person whenever possible.

7. On disabilities: According to Section 504 of the Rehabilitation Act of 1973, individuals with a physical or mental impairment (“disability”) are entitled to equal access, integration and the provision of reasonable accommodation by federally-supported institutions like Wake Forest. The university is required to make “*academic adjustments*” for qualified disabled persons. These adjustments may include modifications to *academic requirements* as are necessary to ensure that such requirements do not discriminate against a qualified handicapped student. Adjustments may also include modifications to course examinations or other procedures for evaluating students’ academic achievement. If these protections apply to you, or you think that they might apply to you, please contact the Learning Assistance Center (758-5929) within the first two (2) weeks of the semester.

8. Contingency plan for class meetings: If we cannot meet in person, we will continue to meet as a class through our course Canvas site and Zoom. As necessary, we will make other adjustments to the course requirements to get through any disruptive event. If you have any questions about this plan, please let me know.



POLICY ON USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GAI)

Introduction

With the rise of generative artificial intelligence (GAI or AI) software (including but not limited to ChatGPT, Bing Chat, GrammarlyGO, and Microsoft Copilot), it is important to note when and how these technologies may be used in this course.

These emerging technologies can be used to handle some mundane tasks and to help with ideation. For example, I not only consulted with colleagues and other colleges in drafting this policy statement, but I also built on ideas generated by Google's Bard Experiment. (Source: "Write a policy on appropriate use of AI by college students in writing assignments" prompt. *Bard Experiment*. 2023.07.13 version, Google, 4 August 2023, bard.google.com.)

But GAI can also be used to cheat in violation of Wake Forest University's Honor Code (<https://bulletin.wfu.edu/undergraduate/wake-forest-college/honor-system/>).

This policy, therefore, outlines the appropriate use of GAI writing tools by students in this course. It is intended to help students use AI tools responsibly in ways that do not violate academic integrity.

Policy

- Students may use GAI writing tools to help them with their writing assignments.
- Students must not use GAI tools to plagiarize or cheat on assignments.
- If students use AI tools to generate ideas that they then paraphrase, credit should be given to the source of those ideas (i.e., your AI software). See the MLA Style Center's advice on citing AI sources: <https://style.mla.org/citing-generative-ai/>.
- If students use specific words generated by AI tools, those words must be enclosed in quotation marks and the source of the words cited. See MLA Style Center's advice above.
- Students must be aware of the limitations of GAI. Responses to GAI prompts can be partial, biased, wrong, or even simply made up (see "AI hallucination"). A student using GAI to develop thoughts or writing is solely responsible for errors.

Violations of the Policy

Violations of this policy will be considered academic dishonesty and violators will be referred to the university's Honors and Ethics Council.

Questions

If you have any questions about this policy in general or in connection with a specific assignment, please contact me in advance.

DETAILED COURSE REQUIREMENTS

Further information (including length, due dates, etc.) will be provided in Canvas. There are 500 points possible for this course, broken down as follows:

[1] CLASS FIELD TRIP (*automatic course failure* for not completing):



On Wednesday, August 30th we will take a FIELD TRIP to Veterans Range in Mocksville where students will have the opportunity to shoot. Although the range visit is mandatory, shooting is optional.

Failure to complete the field trip will result in a course grade of "F." There is no opportunity to make up the trip. Please plan accordingly.

[2] FIELD TRIP REFLECTION ESSAY (25 points): In this essay, you will describe your experience participating in the range visit. The essay is a subjective recollection of your experience at the range, so the content is largely up to you, but it must answer the following question: *How did the experience fit with your prior understanding of guns in the US?*

To answer this question you might benefit from thinking about the following related questions: What did you find surprising? What did you learn? What did you find appealing (or disturbing)? Although you can (and should) reference particular events, processes, or experiences, this essay should not be a mere "play-by-play" of what you did during the field trip. [Assignment from Brett Burkhardt, Oregon State University]

Length: 500 words minimum (no maximum)

[3] MAJOR WRITING ASSIGNMENT (250 points): This major writing assignment is broken down into several smaller parts, each of which contributes to the whole:

- Topic Selection Proposal (25 points)
- Annotated Bibliography (50 points)
- Final Paper (175 points)

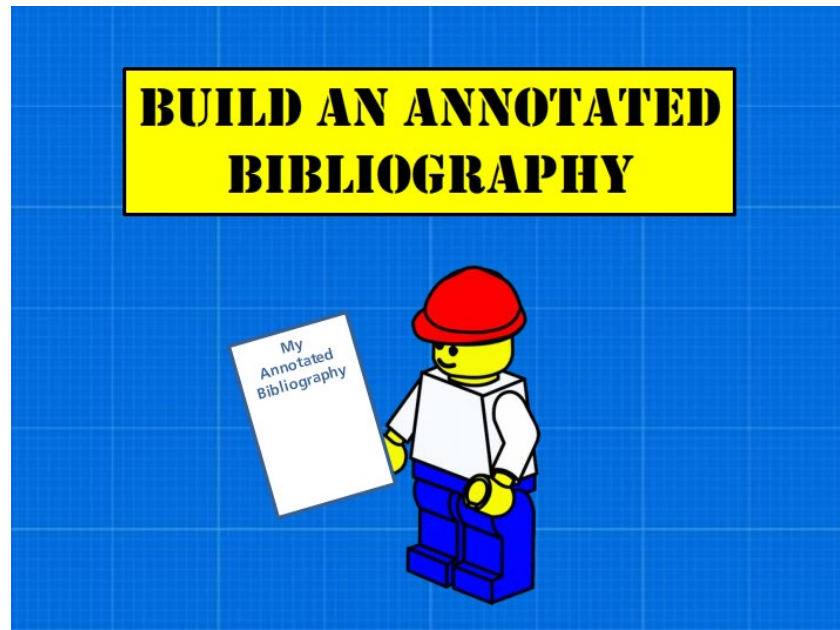
In this assignment, you will move beyond the personal view you articulated in your field trip reflection essay and adopt a scholarly approach to the question of guns in

society. Here the issue is not your experience or beliefs about guns but the empirical research on guns. You will consider the role guns actually play in society by systematically engaging sociological theories and studies (called “the scholarly literature”) on one specific aspect of the broader phenomenon (e.g., concealed carry, homicide, self-defense, hunting, sport). You should choose a topic that is of interest to you that you want to investigate further.

Logistics: To keep you on track to your eventual submission of a final paper, you must complete two intermediate assignments: a topic selection proposal and an annotated bibliography.

[A] Topic Selection Proposal (25 points): In this proposal, you will detail and explain your chosen topic and why it is important to understand better. Professor Yamane must approve your general topic before you proceed to your proposal. 300 word minimum (no maximum).

[B] Annotated Bibliography (50 points): Central to your assessment of the role guns actually play in American society will be to review and synthesize existing sociological studies (“the scholarly literature”) on your topic. As an intermediate step in writing your paper, you will provide an annotated bibliography of the sources you are using. These should primarily be *social scientific books and/or articles based on original empirical research*, but you may also include one or two relevant legal cases, law review articles, synthetic essays, and the like. Your bibliography should include a minimum of 10 scholarly books and/or articles, no more than three of which can be on our course syllabus.



According to the Cornell University library guide:

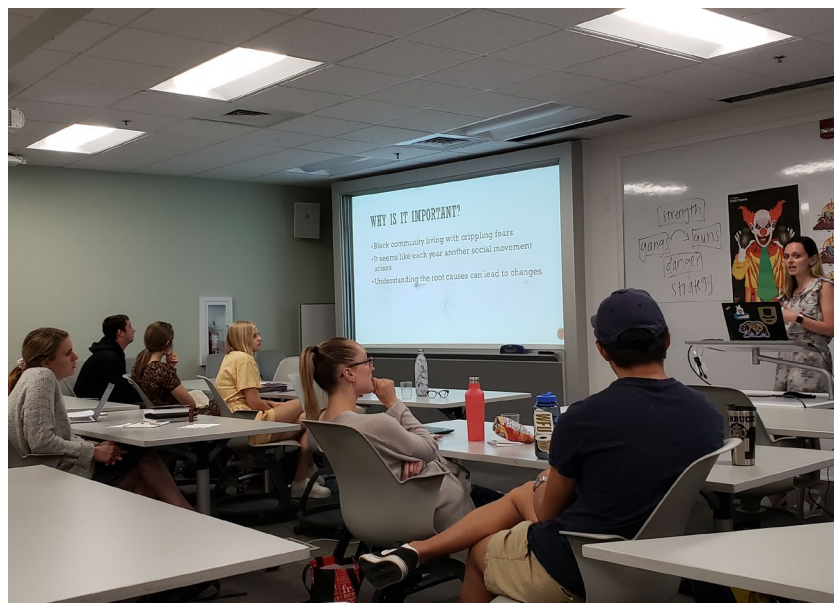
“An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.”

More info: <http://guides.library.cornell.edu/annotatedbibliography>

[C] Final Paper (175 points): In the final paper, you will explain the role that guns actually play in American society based on your reading of the existing sociological “literature” (published theories and research) on the topic you are investigating. In addition to explaining what the existing literature says on your chosen topic, you should also develop your own perspective on it. For example, does the scholarly literature differ from popular perceptions? Do gun politics have a corrupting influence on what is studied or how? Does the literature come to a single, clear conclusion or not? If not, what should scholars be studying to rectify that situation? 2,000 words minimum (no maximum but the longer the essay, the more coherent the writing needs to be).

[5] PRESENTATION OF WRITING ASSIGNMENT (50 points):

Each student will have an opportunity to present the results of their inquiry into the role of guns in society to their fellow students in a “Celebration of Learning Symposium.” In 8 minutes (max.), students will describe what the literature says (and doesn’t say) about their topic and discuss key conclusions and limitations of the work.



[6] FINAL REFLECTION ESSAY (50 points): In this final essay, you will revisit your previous personal experience with and understanding of guns in the U.S. (as expressed, e.g., in the field trip reflection essay) in light of your consideration of the role guns actually do play in American society. Reflecting on what you learned from completing your major writing assignment and the class more generally, discuss how your mind

has (and/or has not) changed. Conclude this paper by considering what more you need to know in order to make informed choices about your own participation with and the place of guns in the communities in which you live and will live in the future. 1,000 word minimum (no maximum but remember to be coherent in your writing).

[7] CLASS PARTICIPATION (125 points): Throughout the semester, you will be given opportunities to participate in the communal life of this course. Collectively this will constitute this portion of your grade. There is nothing preventing you from earning all of these points other than your own (lack of) effort and initiative.

As in life, you do not get credit in this class just for showing up. You must participate *thoughtfully* and *actively* in our class discussions to do well in this course component.

“Thoughtful” participation entails being prepared for class, volunteering your ideas about the course materials for the day, asking good questions informed by the course materials, and volunteering informed responses to questions raised.

As should be clear, “thoughtful” participation is based not on your personal opinions and experiences, but on your careful consideration of the course materials. Therefore, reading and thinking about the course materials is a prerequisite for thoughtful participation. Of course, the sharing of personal opinions and experiences is important in a class like this, but participation that is limited to that is inadequate.

“Actively” here does not mean constantly. It means that you are regularly involved in the course discussions, can be expected to contribute, and do not go mentally AWOL for periods. Merely preparing for class or “listening actively” in class is not considered participation.

If you are not comfortable speaking in group settings, then this is a wonderful developmental opportunity for you (in the same way that it is a wonderful developmental opportunity for people who do not like to read and write). If participating in class discussions is sincerely difficult for you, please come see me during office hours at the beginning of the semester and we will strategize ways you can overcome this challenge.

IMPORTANT NOTE ON CLASS PARTICIPATION GRADING: Class participation is not graded on a conventional A through F scale where below 60% is a failing grade. If you do not participate in class, you get 0 points. Remember: You do not get credit just for showing up. The rubric I will use for giving out class participation grades is as follows:

GRADING CRITERIA		Quality of Participation		
		High (>40%)	Middling (25-40%)	Low (<25%)
Quantity of Participation	High (>40%)	Participates frequently and consistently. Demonstrates high level of engagement with class content, assigned readings, and fellow students. (Score > 80%)	Participates frequently and consistently. Demonstrates some engagement with class content, assigned readings, and fellow students. (Score: 70-90%)	Participates frequently and consistently. Does not demonstrate deep engagement with the class content, assigned readings, or fellow students. (Score: 45-60%)
	Middling (25-40%)	Participates regularly. Demonstrates high level of engagement with class content, assigned readings, and fellow students. (Score: 70-90%)	Participates regularly. Demonstrates some engagement with class content, assigned readings, and fellow students. (Score: 50-80%)	Participates regularly. Does not demonstrate deep engagement with the class content, assigned readings, or fellow students. (Score: 25-60%)
	Low (<40%)	Participates occasionally, sporadically, or less. Demonstrates high level of engagement with class content, assigned readings, and fellow students. (Score: 45-70%)	Participates occasionally, sporadically, or less. Demonstrates some engagement with class content, assigned readings, and fellow students. (Score: 25-60%)	Participates occasionally, sporadically, or less. Does not demonstrate deep engagement with the class content, assigned readings, or fellow students. (Score: < 40%)

REQUIRED COURSE MATERIALS

[1] Secure a used or new copy on your own: Adam Winkler, *Gunfight: The Battle Over the Right to Bear Arms in America* (2013 paperback edition with New Introduction). For used copies, try <https://www.abebooks.com/>. Do not buy an electronic copy as you are not permitted to use any electronic devices in class.

[2] Purchase from Professor Yamane: Course reader containing most of the required materials.

If acquiring these materials poses an extraordinary financial burden, please contact Professor Yamane right away.

COURSE SCHEDULE

Consult Modules in Canvas for the most up-to-date information.

MODULE 0: PRELIMINARIES (8/23)

- REVIEW welcome and class overview video in Canvas
- REQUIRED ASSIGNMENTS (0.0 to 0.6 in Canvas): sign up for gun range field trip, read important field trip information, watch gun safety information video and pass quiz, watch gun information and basic shooting instruction videos, review BAFTE Form 4473
- PICK UP course reader from Erica Talley in Sociology Department Office (Canvas 0.7)

MODULE 1: RANGE FIELD TRIP (8/30) (RAIN DATES: 9/1 OR 9/2)

- VISIT Veterans Range, Mocksville (Canvas 1.0)
- PICK UP course reader from Erica Talley in Sociology Department Office (Canvas 1.1)

MODULE 2: INTROS/RANGE DEBRIEF; PROF. YAMANE'S PERSPECTIVE (9/6)

- **DUE: Field Trip Reflection Essay due Monday, September 4th (Canvas 2.2)**
- READ: David Yamane, "Introduction: How a Liberal Professor Became a Gun Owner," draft of a chapter in forthcoming book, *Gun Curious* (2024) (Canvas 2.1)

- READ: David Yamane, “Guns are Normal and Normal People Use Guns,” draft of a chapter in forthcoming book, *Gun Curious* (2024) (Canvas 2.1)
- IN CLASS: Review course, student introductions, field trip debrief, Professor Yamane’s perspective
- IN CLASS: Pay for course reader and range trip (Canvas 2.3)

MODULE 3: THE HUMAN-WEAPON RELATIONSHIP (9/13)

- **GUEST SPEAKER: Randy Miyan, Executive Director, Liberal Gun Owners**
- READ: Selections from “The Liberal Gun Owners Lens, Pillar 1: The Human-Weapon Relationship” (excerpts) (2020) (Canvas 3.1)
- REVIEW: Other materials provided by guest speaker (Canvas 3.2a, b, c)
- SUBMIT thoughts/questions for guest speaker by September 11th (Canvas 3.3)
- SUBMIT: Feedback on guest speaker by September 15th (Canvas 3.4)

MODULE 4: HISTORICAL AND LEGAL CONTEXT OF GUNS IN AMERICA (9/20)

- **DUE: Topic Selection Proposal due September 19th (Canvas 4.3)**
- READ: Adam Winkler, *Gunfight: The Battle Over the Right to Bear Arms in America* (2013 paperback edition with New Introduction) (Canvas 4.1)
- READ: Syllabi of SCOTUS decision in *NYSRPA v. Bruen* (2022) (Canvas 4.1)

MODULE 5: THE CONTEMPORARY REALITY OF GUNS IN THE U.S. (9/27)

- **GUEST SPEAKER on Literature Searches: Hubert Womack, ZSR Library**
- READ: J. Berrigan, Deborah Azrael, and Mark Miller, “The Number and Type of Private Firearms in the United States,” *The ANNALS of the American Academy of Political and Social Science* (2022) (Canvas 5.1)
- READ: William English, “2021 National Firearms Survey: Updated Analysis Including Types of Firearms Owned” (excerpts), *Social Science Research Network* working paper (2022) (Canvas 5.1)
- READ: Matthew Miller, Wilson Zhang, and Deborah Azrael, “Firearm Purchasing During the COVID-19 Pandemic: Results from the 2021 National Firearms Survey,” *Annals of Internal Medicine* (2022) (Canvas 5.1)

MODULE 6: GUN CULTURE 2.0 & THE CONCEALED CARRY REVOLUTION (10/4)

- READ: David Yamane, “The Sociology of US Gun Culture,” *Sociology Compass*

(2017) (Canvas 6.1)

- READ: David Yamane, "Gun Culture 2.0: Evolution and Contours of Defensive Gun Ownership in America," *The ANNALS of the American Academy of Political and Social Science* (2022) (Canvas 6.1)
- READ: David Yamane, "Law: Liberalizing the Right to Bear Arms," chapter in the forthcoming book, *Gun Culture 2.0* (2023 draft) (Canvas 6.1)
- WATCH: Video of "Shooting a Carry Permit Test Blindfolded" (Canvas 6.3)

MODULE 7: WORK WEEK FOR ANNOTATED BIBLIOGRAPHIES (10/11)

- NO CLASS: Professor Yamane attending Liberal Gun Club National Convention in Las Vegas
- **DUE: Annotated Bibliographies due October 13th** (Canvas 7.1)

MODULE 8: RACE AND GUNS (10/18)

- **GUEST SPEAKER: Chad King, Black Bottom Gun Club, Detroit**
- READ: Jennifer Carlson, "Revisiting the Weberian Presumption: Gun Militarism, Gun Populism, and the Racial Politics of Legitimate Violence in Policing," *American Journal of Sociology* (2019) (Canvas 8.1)
- READ: Nicholas Johnson on *The Black Tradition of Arms*, series of 4 blog posts in the *Washington Post* (2014) (Canvas 8.1)
- REVIEW: Other materials provided by guest speaker (Canvas 8.1b, c)
- SUBMIT thoughts/questions for guest speaker by October 16th (Canvas 8.3)
- SUBMIT: Feedback on guest speaker by October 20th (Canvas 8.4)

MODULE 9: GENDER, SEXUALITY, AND GUNS (10/25)

- READ: Angela Stroud, "Good Guys with Guns: Hegemonic Masculinity and Concealed Handguns," *Gender & Society* (2012) (Canvas 9.1)
- READ: F. Carson Mencken and Paul Froese, "Gun Culture in Action," *Social Problems* (2019) (Canvas 9.1)
- READ: Jennifer Carlson, "Carrying Guns, Contesting Gender," *Contexts* (2015) (Canvas 9.1)
- READ: Thatcher Phoenix Combs, "Queers with Guns? Against the LGBT Grain," *Sociological Perspectives* (2022) (Canvas 9.1)
- READ: Joe Anderson, "The Extraordinary Ethics of Self-Defence: Embodied Vulnerability and Gun Rights among Transgender Shooters in the United States," *Ethnos* (2021) (Canvas 9.1)

- WATCH: Video of “Fear and Loading: Meet the NRA’s Most Wanted Customer” (Canvas 9.3)

MODULE 10: THE STANDARD MODEL OF EXPLAINING THE IRRATIONALITY OF DEFENSIVE GUN OWNERSHIP (11/1)

- READ: David Yamane, “Articulating the Standard Model of Explaining the Irrationality of Defensive Gun Ownership” (DRAFT) (Canvas 10.1)
- READ: Nicholas Buttrick, “Protective Gun Ownership as a Coping Mechanism,” *Perspectives on Psychological Science* (2020) (Canvas 10.1)
- READ: John J. Donohue, “The Effect of Permissive Gun Laws on Crime,” *The ANNALS of the American Academy of Political and Social Science* (2022) (Canvas 10.1)
- WRITING WORKSHOP: We will do hands-on work on your papers-in-progress so bring your computers.

MODULE 11: CRIMINAL HOMICIDE AND MASS SHOOTINGS (11/8)

- READ: Shani Buggs and April M. Zeoli, “Gun Homicide Research: What We Know and Where We Need to Go,” *Homicide Studies* (2022) (Canvas 11.1)
- READ: Andrew V. Papachristos, Anthony A. Braga, and David M. Hureau, “Social Networks and the Risk of Gunshot Injury,” *Journal of Urban Health* (2012) (Canvas 11.1)
- READ: Andrew V. Papachristos, Andrew V., and Christopher Wildeman. “Network Exposure and Homicide Victimization in an African American Community.” *American Journal of Public Health* (2014) (Canvas 11.1)
- READ: Grant Duwe, “Patterns and Prevalence of Lethal Mass Violence.” *Criminology & Public Policy* (2020) (Canvas 11.1)
- READ: Adam Lankford, “Race and Mass Murder in the United States: A Social and Behavioral Analysis,” *Current Sociology* (2016) (Canvas 11.1)
- READ: Jaclyn Schildkraut and Lisa B. Geller, “Mass Shootings in the United States: Prevalence, Policy, and a Way Forward,” *The ANNALS of the American Academy of Political and Social Science* (2022) (Canvas 11.1)

MODULE 12: GUN INJURIES, SUICIDE, RIGHTS & RESPONSIBILITIES (11/15)

- **GUEST SPEAKER: Rob Pincus, 2AO, Walk the Talk America**
- READ: Gonzalo Martínez-Alés, et al., “The Recent Rise of Suicide Mortality in the United States,” *Annual Review of Public Health* (2022) (Canvas 12.1)

- READ: David Studdert, et al., “Handgun Ownership and Suicide in California” (2020) (Canvas 12.1)
- READ: Michael Anestis, Allison Bond, and Shelby Bandel, “Understanding Risk and Implementing Data-Driven Solutions for Firearms Suicide,” *The ANNALS of the American Academy of Political and Social Science* (2022) (Canvas 12.1)
- REVIEW: Other materials provided by guest speaker (Canvas 12.1b, c, d)
- SUBMIT thoughts/questions for guest speaker by November 13th (Canvas 12.3)
- SUBMIT: Feedback on guest speaker by October 17th (Canvas 12.4)

THANKSGIVING BREAK (11/22)

MODULE 13: GUN POLITICS AND THE FUTURE (11/29)

- ***Guest Speaker: Mathew Littman, Executive Director, 97 Percent***
- READ: Kristin Goss, “Whatever Happened to the ‘Missing Movement’? Gun Control Politics Over Two Decades of Change” (2019)
- READ: Jordan McMillan and Mary Bernstein, “Beyond Gun Control: Mapping Gun Violence Prevention Logics” (2022)
- REVIEW: Other materials provided by guest speaker (Canvas 13.2a, b, c)
- SUBMIT thoughts/questions for guest speaker by November 13th (Canvas 13.3)
- SUBMIT: Feedback on guest speaker by October 17th (Canvas 14.4)

MODULE 14: CELEBRATION OF LEARNING (12/6)

- **IN CLASS: *Presentation of your seminar papers (Canvas 14.1)***

MODULE 15: OTHER GRADED WORK

- **DUE: *Final Paper Due on December 11th (Canvas 15.1)***
- **DUE: *Final Reflection Essay on December 13th (Canvas 15.2)***
- **CALCULATED: *Over Class Participation Grade (Canvas 15.3)***