

Political Science 160
Force, Strategy, and Arms Control
Tufts University
Spring Semester 2014

<http://researchguides.library.tufts.edu/PoliticalScience160>

Prof. Taliaferro
Packard Hall 112
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Block D+: Tues., Thurs. 10:30-11:45 A.M.
Office Hours: Mon. 9:30-11:30 A.M, or by
appointment
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OVERVIEW

This course provides an overview of the role of force in international relations (IR). It examines the circumstances under which states and non-state actors use force or the threat of force to advance their interests and enhance their security. The course has three objectives. First, it introduces students to some theories and concepts that form the basis of security studies as a distinct area of study within IR. Second, it examines some current security challenges for the United States and other countries such as military transformation; cyber warfare; the privatization of security; China's military modernization; chemical, biological, and nuclear weapons proliferation and nonproliferation; the rise of unmanned aerial vehicles (UAVs); and the dynamics counterinsurgency (COIN) and counterterrorism strategies in Iraq, Afghanistan, Pakistan, and elsewhere. Third, it introduces students to basic principles of qualitative methodology in the social sciences, including the ability to formulate appropriate research questions, derive testable hypotheses, collect and analyze data, and communicate theoretical concepts and empirical findings.

Prerequisite: PS 61: Introduction to International Relations

All students enrolled in this course are expected to read and to be familiar with the syllabus. All students are expected to read and follow directions. The course requirements, deadlines, and policies contained in this syllabus apply to all students. They are not negotiable. Additional copies of this syllabus are available on the PS 160 Trunk website.

PS 160 Trunk <http://Trunk.tufts.edu>

This course makes extensive use of Trunk. You must submit all written work to the Assignment of Trunk as MS Word files. The deadlines appear on the last page of this syllabus. Please note I do not accept paper copies or email copies of assignments under any circumstances. I cannot accept file formats other than MS Word. There are no exceptions. Please plan accordingly.

READINGS

The three required books are on three-hour reserve at Tisch Library. You can purchase or rent paperback copies at the Tufts University Bookstore in the Mayer Campus Center. You can also purchase copies on Amazon.com or BarnesandNoble.com.

1. Robert A. Pape, *Bombing to Win: Airpower and Coercion in War* (Ithaca: Cornell University Press, 1996) ISBN 0-8014-8311-5
2. P.W. Singer, *Corporate Warriors: The Rise of the Privatized Military Industry*, updated edition (Ithaca: Cornell University Press, 2008), ISBN 978-0-8014-7436-1

3. Stephen Van Evera, *Guide to Methods for Students of Political Science* (Ithaca: Cornell University Press, 1997) ISBN 0-8014-8457-x

The other required readings include articles from scholarly journals and monographs. You can gain access to them via the PS 160 Trunk site. There are stable hyperlinks to various electronic journals to which the Tufts University Libraries subscribe. You must use your Tufts username and password to access those electronic journals if you are off-campus. If a particular hyperlink does not work, then simply go to the PS 160 Library Research Guide (on Trunk) enter the title of the journal in the Tufts University Library Catalog, and search for the appropriate issue and article. Most articles are only available as *.pdf files.

REQUIREMENTS

The requirements for this course are:

- Class Participation (10%, ongoing assessment)
- A 15-20 page research paper (submitted in stages)
 - Research puzzle and annotated bibliography (10%)
 - Summary introduction and theory section (20%)
 - Complete research paper (45%)
- National Security Team Presentations (15%)

Class Participation (10%)

Please remember the following guidelines for class participation.

- Please come to class prepared to discuss the assigned readings. Class sessions will be a mixture of lectures, discussions, films, and occasionally debates.
- If you miss a class meeting due to illness, a family emergency, or observance of a religious holy day, it is your responsibility to get the notes from a classmate.
- Contributing to class discussions will help your grade, but *dominating class discussions will not*.
- *I encourage you to raise questions during class*. Chances are that if you are confused on an issue, a good number of your classmates are confused as well.
- Remember, it is obvious when students use laptops for purposes other than taking notes (esp., checking *Facebook*). It is also obvious to me when students are texting on their PDAs and cell phones, reading periodicals, and listening to MP3 players. Such disrespectful behavior toward your fellow students and me will have a very negative effect on your grade. *I reserve the right to ask repeat offenders to leave the classroom*.
- *Be courteous and respect the opinions of your classmates*. While spirited debate on the issues is an integral part of the learning process, there is no room for discourteous discourse or personal attacks upon anyone in the class.

Research Paper

This course requires an original research paper of 15-20 pages (double-spaced). You will submit this paper in three stages, with each stage building upon the previous one. You can find memos on how to prepare each part, as well as the grading guidelines for the research paper as a whole, in the Resources section of the PS 160 Trunk site:

1. Research Puzzle and Annotated Bibliography (10%): This assignment calls upon you to develop a tentative research puzzle (or question) and to become familiar with the scholarly literature pertinent to that topic. Many of the databases you should use to identify sources will be discussed in the library information session (see below). Your research puzzle or question, as well as your bibliography, will likely evolve as you do more research. This assignment should be 1 to 2 pages (single-spaced).
2. Summary Introduction and Theoretical Section of the Paper (20%): In the introduction, you state the research puzzle or policy question, briefly discuss why that puzzle or question arises, and identify candidate theories from which two competing hypotheses might be derived. In the theoretical section, you briefly discuss the literature that from which you derive your hypotheses, the types of evidence that would confirm or disconfirm each hypothesis. This assignment should be 5 to 6 double-spaced pages.
3. Completed Research Paper (45%): The completed research paper should build upon the work you have done on the previous two assignments, as well as incorporate the feedback you have received from the writing fellows and from me. Your research paper will consist of four sections: the introduction, theoretical section, empirical section, and conclusion. Your main task in the empirical section is to evaluate the evidence you have gathered and reach a conclusion about which of the two rival hypotheses provides the better explanation for your puzzle. This assignment should be 15 to 20 double-spaced pages.

Writing Fellows, Due Dates, and Return of Papers

PS 160 is part of the Undergraduate Writing Fellows Program. Our writing fellows are an integral part of this course. They are here to provide you with constructive feedback and encouragement in preparing the research paper. The writing fellows are not here to edit or proofread initial drafts. They are not TAs; they are not here to grade your work.

A calendar of due dates appears on the last page of the syllabus. There are **two due dates** for each stage of the research paper. On the first date, submit a complete initial draft to me via the Assignment area of the PS 160 Trunk site. The writing fellows will download and read the drafts. I will also read a random selection of initial drafts. After revising the assignment in light of the writing fellow's comments, please submit the revised draft to me via the Assignment area of the PS 160 Trunk site. I will grade the revised draft of each portion of the research paper.

Meetings with writing fellows are mandatory. If you do not meet with your writing fellow to discuss an initial draft, you will earn a failing grade on the revised draft. If you do not submit an initial draft at all, you will earn a failing grade on the revised draft. There are no exceptions. Late submissions of initial drafts will result in the imposition of late penalties on the revised draft. I regularly consult with the writing fellows to see which students have kept their appointments. It is your responsibility to make and keep appointments with your writing fellow.

Graded papers (with my comments) will be available on Trunk, generally within ten days of the second submission dates. Students can only retrieve their own assignments.

Please use a 12-point font for the text of each portion of the research paper. All components of the research paper should adhere to the grammatical and syntax rules of standard written English. You must use footnotes or endnotes to document all quotations, paraphrases, statements of fact, and the work of other authors. You should adhere to the footnote or

endnote format set forth in the *Chicago Manual of Style*, 16th ed. (Chicago: University of Chicago Press, 2010). The PS 160 Library Research Guide has a link to the online version of the *Chicago Manual of Style*. You can find it under the tab "Citation Help."

National Security Team Presentations (15%)

The final requirement for the course is a brief group presentation in which you will have an opportunity to apply what you have learned this semester to a current dilemma in U.S. national security. You will be part of an interagency team from the State Department, the Defense Department, the Intelligence Community, and the National Security Council staff. Each team will have the task of making recommendations to the President of the United States on a particular substantive issue in use national security (e.g., nuclear non-proliferation; responding to China's military modernization; cyber-security; the rules of engagement for UAVs; criteria for humanitarian intervention in failed states, etc.). Relying on your knowledge of IR theory and the materials we have studied this semester, you and your team will make a brief presentation to the President and the other National Security Council principals (i.e. your classmates and me), recommending a course of action. Each team will comprise 3 to 5 people; team assignments will be made later in the semester depending upon your interest and expertise. Detailed set of guidelines for the team presentation will be on the PS 160 Trunk site.

UNIVERSITY AND CLASS POLICIES

Academic Honesty

- You should be familiar with [Academic Integrity for Graduate and Undergraduate Students](#), available on the Dean of Student Affairs website. Tufts University policy states: "Faculty members who encounter an instance where substantial evidence of academic dishonesty exists must report the situation to the Dean of Student Affairs office. This policy assures consistency in the treatment of academic dishonesty and allows the institution to identify repeat offenders. The Dean of Student Affairs office will work with the faculty member in applying university and departmental policies and assist in determining an academic outcome."
- Academic dishonesty includes the following: buying papers; borrowing papers; lending papers (or parts of papers) to other students; submitting the same assignment for two different classes without the express permission of both instructors; plagiarism, defined as quoting material from other sources without using quotation marks or paraphrasing materials without proper citation; and uploading corrupted files to Trunk.
- Tufts University has a site license for *Turnitin*, a leading anti-plagiarism software package. I have set up the Assignments in Trunk so that students must run the different research paper components through Turnitin before submitting them to the Writing Fellows and to me. You will be able to view the report generated by Turnitin. Doing so, will give you greater peace of mind. I also reserve the right to run any and all assignments through Turnitin.

Late Papers

- *All late submissions incur a penalty of 10% (i.e., a letter grade) per each day or portion thereof after the deadline.* This means, an assignment submitted anywhere from one minute to one day late that might otherwise have earned a 90 (A-), will instead earn an 80 (B-). If the same assignment were two days late, it would earn a 70 (C-). Any assignment submitted five or more days after the deadline automatically earns a 50 or

lower (F). Late penalties are not negotiable. Trunk automatically time stamps all submissions, thus enabling me to see who has or has not submitted an assignment on time.

- *Only students with legitimate and documented excuses are exempt from the late penalties. There are only three legitimate excuses:*
 - Bereavement (e.g., the death of a parent, a step parent, a sibling, or another close relative);
 - A life threatening illness in your immediate family that requires you to leave campus; or
 - A serious illness or medical emergency that requires you to receive immediate medical attention
- In the case of bereavement or a family emergency, the student must ask his or her Associate Dean of Undergraduate Education (“alpha dean”) in Dowling Hall to send me notification. In the case of a serious illness or medical emergency, the student is required to provide medical documentation from Health Service or his or her Associate Dean.
- Please remember that any student in such unfortunate circumstances is still responsible for obtaining documentation from an Associate Dean of Undergraduate Education and/or Health Services in a timely fashion. A timely fashion means a within a day or two.
- I am stringent in enforcing deadlines to reward the overwhelming majority of students who submit assignments on time. I also seek to prevent collective action problems and chaos.

Grading Standards

- There is no grade curve in this class. All excellent work will earn an A (90-99%); all meritorious work will earn a B (80-89%); work without any marked merit or defect will earn a C (70-79%); and all unsatisfactory or mediocre work will earn a D (60-69%). Abysmal, incompetent, or non-existent work will earn an F (59% or lower). These are the standards set in the [Bulletin of Tufts University: School of Arts and Sciences and School of Engineering](#).
- Tufts University policy states: “Effective education requires timely and objective evaluation of students' academic work, using clear, standard, fair and public criteria. Such standards should be listed in the course syllabus. While criteria differ across disciplines and faculty, and while the ultimate responsibility for setting standards and evaluating performance rests with departments and individual faculty, submitted grades are final and not subject to negotiation.”
- Please do not attempt to bargain, negotiate, or plead for a higher grade. The grading guidelines for the research paper components appear on the PS 160 Trunk site. Please remember, that in the interest of fairness to everyone, I evaluate all work according to these guidelines. Please do your part by reading and following the guidelines for the papers. When the people grading you give you the playbook, then “common sense” suggests you read and follow the playbook!

- Please remember, I can only evaluate the work submitted. I cannot grade the amount of "effort" you put into an assignment or the course as a whole. I cannot award "extra credit." There will be no opportunities to "do over" any portion of the papers. Remember, I must hold all students to the same standards and I have limited time to grade student assignments.

E-mail Etiquette

- If you need to send me e-mail, then please confine your messages to brief questions that require "yes" or "no" answers or that I can answer in a sentence or two. Please make sure that you send email from your Tufts University account or another account that has your full name in the sender's address. For security reasons, I routinely delete (unread) any unsolicited email that arrives with attachments.
- I cannot provide technical support for Trunk, ISIS, MS Word, or any other software program or web-based platform. You should direct all technical support questions to the Tufts Technology Services Help Desk. I cannot provide commentary on draft assignments via e-mail. I do not discuss grades over email.
- Please remember that I have other teaching and research responsibilities, as well as a life away from Tufts. I do not check my university e-mail account after normal business hours (8 AM to 5 PM, Monday through Friday) or on weekends. This means, if you send me e-mail at 3 AM on Sunday, I will not read it until Monday morning. I do not reply to messages sent to my Tufts University e-mail during university vacations.

RESOURCES FOR STUDENTS

Academic Resources Center, ESL Students, and Students with Disabilities: I want all students to be able to participate fully in this class.

- If English is not your first language or you are not proficient in standard written English, please seek assistance at the Academic Resource Center (ARC) in Dowling Hall. The ARC offers *free* peer tutoring, help with writing, and workshops on efficient reading, note taking, and time management.
- The ARC provides services for students with *physical and/or learning disabilities*. If you have a documented disability that may affect your participation and wish to discuss accommodations, please contact **Linda Sullivan, the Director of Access Services, at (617) 627-1571 or Linda.Sullivan@tufts.edu** as soon as possible. The ARC and I will work with you to arrange reasonable accommodations.
- Please remember that if you have a learning or physical disability, it is your responsibility to register with the ARC at the beginning of the semester. The ARC and I cannot work with you to arrange reasonable accommodations, if we do not know you have a disability.

SCHEDULE OF READINGS AND TOPICS

I will try hard to maintain the following schedule. However, we may need to make changes because of snow days, current events, or because we spend more time on a particular topic that I had anticipated. You can find any updates under "Announcements" on the PS 160 Trunk site. I will also make an announcement in class. Please treat the on-line syllabus as the most recent and definitive version.

Part I: The Causes of War and the Principles of Strategy

Thurs. 16 Jan.: Introduction

Tues. 21 Jan.: Security Studies—the Relationship between Theory and Policy

Stephen M. Walt, "The Relationship between Theory and Policy in International Relations," *Annual Review of Political Science*, vol. 8 (2005), pp. 23-47. Available on Trunk:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1146/annurev.polisci.7.012003.104904>

Thurs. 23 Jan.: Principles of Strategy

David Jablonsky, "Chapter 1: Why is Strategy Difficult?" and J Boone Bartholomees, Jr., "Toward a Theory of Strategy," in *U.S. Army War College Guide to National Security Issues*, Vol. I: *Theory of War and Strategy*, 4th edition, ed. J. Boone Bartholomees, Jr. (Carlisle, Penn.: U.S. Army War College Strategic Studies Institute, 2010), pp. 3-12 and pp. 13-43. Available on Trunk as a *.pdf

Van Evera, *Guide to Methods*, pp. 7-21.

Tues. 28 Jan.: Measuring Variables and Causal Effects—Elements of Power

Colin S. Gray, *Hard Power and Soft Power: The Utility of Military Force as an Instrument of Policy in the 21st Century* (Carlisle Barracks, PA: Strategic Studies Institute, U.S. Army War College, 2011), pp. 1-73. Available on Trunk as a *.pdf

Van Evera, *Guide to Methods*, pp. 21-48.

Thurs. 30 Jan.: Paradoxes of U.S. Military Dominance

Barry Posen, "Command of the Commons: The Military Foundations of U.S. Hegemony," *International Security*, Vol. 28, No. 1 (summer 2003), pp. 5-46. Available on PS 160 Trunk:

<http://www.mitpressjournals.org.ezproxy.library.tufts.edu/doi/pdf/10.1162/016228803322427965>

Part II: Theory and Practice of Coercion: The Case of Strategic Airpower

Tues. 4 Feb.: Interwar Theories of Airpower and Strategic Bombing

In-class screening of "Victory through Air Power" (Disney Studios, 1943), 70 minutes

Pape, *Bombing to Win*, pp. 1-86.

Thurs. 6 Feb.: Framing Research Questions: Allied Bombing of Germany, 1942-1945

Pape, *Bombing to Win*, pp. 254-314.

Van Evera, *Guide to Methods*, pp. 49-67.

Tues. 11 Feb.: Doing Research in Security Studies –Some Tips from a Reference Librarian

Class will meet at 10:30 in the Electronic Resources Center (ERC) in the Tisch Library (next to the Tower Café). Librarian Connie Reik will join us to discuss various online and print resources for your research papers. *Be sure to bring a print out of the Research Puzzle and Annotated Bibliography Assignment sheet (available on the PS 160 Trunk site under Assignments) with you to class.*

Thurs. 13 Feb.: Hypothesis Testing: Explaining Japan's Unconditional Surrender (Aug. 1945)

Pape, *Bombing to Win*, pp. 87-136.

Van Evera, *Guide to Methods*, pp. 71-88.

Tues. 18 Feb.: Vietnam War (1965-1972)—Conventional Airpower in a Guerilla War

Pape, *Bombing to Win*, pp. 174-210.

Thurs. 20 Feb. No Class (Substitute Monday Schedule on Thursday)

Part III. Some Current Problems in National and International Security

Tues. 25 Feb.: The Privatization of Military Forces and Functions

Singer, *Corporate Warriors*, pp. 3-18 and 40-72.

Thurs. 27 Feb.: Implications of PMFs for Civil-Military Relations

Singer, *Corporate Warriors*, pp. 151-68, 191-205, and 243-60.

Tues. 4 March: Military Transformation, COIN, and the Rise of Special Operations

Jon R. Lindsay, "Reinventing the Revolution: Technological Visions, Counterinsurgent Criticism, and the Rise of Special Operations," *Journal of Strategic Studies*, Vol. 36, No. 3 (2013), pp. 422-453. Available on TRUNK
<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/01402390.2012.734252>

Thurs. 6 March: Twenty-First Century Airpower—The Rise of UAVs (aka Drones)

In-class screening of PBS Nova "Rise of the Drones" aired 23 Jan. 2013 (53 minutes)

Trevor McCrisken, "Obama's Drone War," *Survival*, Vol. 55, No. 2 (2013), pp. 97-122.
Available on Trunk:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/00396338.2013.784469>

Tues. 11 March: China's Military Modernization and the Military Balance in East Asia

Michael Yahuda, "China's New Assertiveness in the South China Sea," *Journal of Contemporary China*, Vol. 22, No. 81 (2013), pp. 446-459. Available on Trunk:
<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/10670564.2012.748964>

Ashley J. Tellis, "Balancing without Containment: A U.S. Strategy for Confronting China's Rise," *The Washington Quarterly*, Vol. 36, No. 4 (2013), pp. 109-124. Available on Trunk:
<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/0163660X.2013.861717>

Tues. 13 March: Cyber Warfare and National Security

Lucas Kello, "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft," *International Security*, Vol. 38, No. 2 (2013), pp. 7-40. Available on Trunk:
https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1162/ISEC_a_00138

SPRING RECESS (15-24 March)

Tues. 25 March: Terrorism and Counterterrorism

Bryan C. Price, "Targeting Top Terrorists: How Leadership Decapitation Contributes to Counterterrorism," *International Security*, Vol. 36, No. 4 (2012), pp. 9-46. Available on Trunk:
https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1162/ISEC_a_00075

Thurs. 27 March: No class (International Studies Association meeting)

Tues. 1 April: Power Vacuums—Regional Implications of Syrian Civil War

Stefan Wolff, "The Regional Dimensions of State Failure," *Review of International Studies*, Vol. 37, No. 3 (2011), pp. 951-972. Available on Trunk:
<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1017/S0260210510000951>

Seth G. Jones, "Syria's Growing Jihad," *Survival*, Vol. 55, No. 4 (2013), pp. 53-72. Available on Trunk:
<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/00396338.2013.823034>

Thurs. 3 April: Regime Security and CBW Proliferation/Nonproliferation

Gregory D. Koblentz, "Regime Security: A New Theory for Understanding the Proliferation of Chemical and Biological Weapons," *Contemporary Security Policy*, Vol. 34, No. 3 (2013), pp. 501-525. Available on Trunk:
<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/13523260.2013.842298>

Tues. 8 April: Nuclear Weapons and Nuclear Nonproliferation

Susan B. Martin, "The Continuing Value of Nuclear Weapons: A Structural Realist Analysis," *Contemporary Security Policy*, Vol. 34, No. 1 (2013), pp. 174-194.

Available on Trunk:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/13523260.2013.771042>

Thurs. 10 April: Nuclear Deterrence between Enduring Rivals—India and Pakistan

Zafar Khan, "Cold Start Doctrine: The Conventional Challenge to South Asian Stability," *Contemporary Security Policy*, Vol. 33, No. 3 (2012), pp. 577-594. Available on Trunk:

Trunk:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/13523260.2012.727685>

Sébastien Miraglia, "Deadly or Impotent? Nuclear Command and Control in Pakistan," *Journal of Strategic Studies*, Vol. 36, No. 6 (2013), pp. 841-866. Available on Trunk

Trunk

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1080/01402390.2013.805126>

Tues. 15 April: Nuclear Non proliferation: Iran's Nuclear Program and the Interim Agreement

Kenneth Katzman and Paul K. Kerr, "Interim Agreement on Iran's Nuclear Program," in U.S. Congress Congressional Research Service, ed. (Washington, DC: Congressional Research Service, 2013) p. 20. Available on Trunk: <http://www.fas.org/sgp/crs/nuke/R43333.pdf>

Navid Hassibi, and Tom Sauer, "Easing Sanctions on Iran Might Someday Be Necessary—but It Won't Be Easy," *Bulletin of the Atomic Scientists*, Vol. 69, No. 5 (2013), pp. 46-55.

Available on Trunk:

<https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://dx.doi.org/10.1177/0096340213501368>

Thurs. 17 April: National Security Presentations

Tues. 22 April: National Security Presentation

Thurs. 24 April: Conclusions

PS 160 Calendar of Due Dates (spring 2014)	
Fri. 14 Feb.	Draft research puzzle and bibliography assignment due at 12 P.M.
Sat. 16 Feb. to Thurs. 20 Feb.	Meetings with writing fellows
Fri. 21 Feb.	Revised research puzzle and bibliography assignment due at 12 P.M.
Fri. 7 March	Draft summary introduction and theoretical section due at 12 P.M.
Sat. 8 March – Thurs. 13 March	Meetings with writing fellows
Fri. 14 March	Revised summary introduction and theoretical section due at 12 P.M.
Fri. 11 April	Draft research paper due at 12 P.M.
Sat. 12 April to Mon. 28 April	Meetings with writing fellows
Thurs. 17 April and Tues. 22 April	Team Presentations
Mon. 5 May	Revised research paper due at 7 P.M. (the start time for final exams for all spring 2014 courses in Block D, Tues. Thurs., 10:30-11:45 AM)

REMINDER: Under no conditions can I grant an extension or move assignment due dates because you are "stressed out" or because you have other commitments (e.g. demands of other classes, due dates of other assignments, athletic competitions, EPIIC, or extracurricular activities). Please plan accordingly. I have tried to ensure that due dates do not fall on the religious holy days listed on the 2013-2014 Tufts University Academic Calendar <<http://uss.tufts.edu/stuserv/acadcal/>>.