

POLS 4305
University of Texas at Tyler
Fall 2021

Room: Zoom

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International Terrorism

The Terrorism Problem. Following the mass casualty attacks on American soil by the Islamic extremist group, al Qaeda, who transformed aircraft into missiles to hit their targets in New York City and Washington D.C. on September 11, 2001—a day that will live in infamy—a ‘global war on terror,’ led by the United States, unfolded across the world. Terrorism became a top priority on the foreign policy agenda of many countries and continues to be regarded as a central national and international security issue. This form of violence is a political tool of power, force and influence designed to demonstrate societal vulnerability and heighten insecurity among ordinary citizens and government elites alike in order to bring about social change. Combating terrorism is not easy, but battling against an indefinite, ill-defined threat from shadowy small cells of individuals dedicated to violence often seems unjustifiable or even mindless.

Various terror tactics such as piracy and execution were employed by states and non-state groups in the past, but the modern era, roughly the last half of the twentieth century and beyond, is notable both for the expanded use of terrorism by political groups and the increasing lethality associated with individual terrorist acts. Today, there is heightened awareness of the threat posed by these events. Many governments are reviewing and redesigning policy options to deal with the problem. For the moment, terrorism has become an enduring feature of the global environment. The use of suicide bombings and transportation bombings (with explosives placed in cars, on buses, subway and commuter trains) and domestic, or homegrown terrorism cells is troubling to law enforcement. Low-tech instruments are used in various but technological advancements in information technology also trouble security specialists.

What is Terrorism? Over the last century, the term terrorism has been applied most often to the illegal use of violence aimed at governments—directly or indirectly—in an attempt to influence policy or to topple an existing regime. Terrorist acts are designed to create widespread fear across an audience far beyond their immediate victims in order to weaken the general sense of security in society, and to mobilize publics and pressure leaders to change. Historically, terrorism has been practiced by political organizations on the right and on the left, used by nationalist and religious groups, by revolutionaries, and by state institutions including military forces and intelligence services. Numerous definitions of terrorism have been proposed. Many are confusing and controversial owing to the value-laden basis of the concept and its intense stigma.

Course Objectives: This is an introductory course designed for students with no academic background in the subject to help you: (1) understand terrorism: its definitions, causes, and strategies; (2) analyze who becomes a terrorist; (3) separate truth from fiction with respect to the causes and consequences of terrorism; and (4) appreciate the need for further investigation to learn about terrorists strategies and the relationship to counterterrorism policy.

Course Format: We will examine terrorism from several points of view: definitional disputes, political and social causes, the psychology of individuals who commit terrorist violence; terrorist organizations; lone-wolf terrorism; techniques of terrorism and discuss counter terrorism policies, concluding with the current conflict atmosphere: an assessment of GWOT. Seminar sessions combine lecture with class discussion.

Course Readings:

There is a significant amount of required reading for the course, and you are expected to complete all of it on time. Please note that sections of articles or books are often assigned; note the assigned pages before reading sections that are not required. This course will teach you how to read actively for argument and evidence, rather than passively allowing the readings to wash over you. This approach will shorten the time you spend on reading while improving your understanding and retention of relevant information. Be prepared to discuss the main arguments and evidence of each required reading during class discussion. Please note that readings are subject to change, but this is rare and advance notification will be given. I recommend additional readings that you may consult for additional background, insight, and reference. You will not be tested on the recommended readings, but they will help you flesh out your knowledge in any area in which you have a particular interest. All required readings for the course are either in your purchased books or are available online in the course Canvas site, the Library, or in the Library's Electronic Journals database. Students should immediately familiarize themselves with the mechanics involved.

Required books

1. Anthony Richards, *Conceptualizing Terrorism* (Oxford: Oxford University Press, 2015).
ISBN-10: 0198746962
ISBN-13: 978-0198746966
2. James J. F. Forest, *The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, 3rd ed. (Santa Ana, CA: Nortia Current, 2019).
ISBN-10: 194050306X
ISBN-13: 978-1940503066
3. Alan B. Krueger, *What Makes a Terrorist: Economics and the Roots of Terrorism*, 10th Anniversary ed. (Princeton: Princeton University Press, 2018).
ISBN-10: 0691177821
ISBN-13: 978-0691177823
4. Richard Jackson. 2015 *Confessions of a Terrorist: A Novel*. Zed Books: London & New York
ISBN-10: 1783600039
ISBN-13: 978-1783600038
5. Richard Jackson, ed. *Routledge Handbook of Critical Terrorism Studies* (New York: Routledge, 2018)
ISBN-10: 1138601144
ISBN-13: 978-1138601147

Articles:

Selected from recent issues of the following journals: *Terrorism and Political Violence*; *Studies in Conflict and Terrorism*; and *Perspectives on Terrorism*. (download articles from University Library website).

Recommended Books

1. Allison, Graham. *Nuclear Terrorism: The Ultimate Preventable Catastrophe*. New York: Henry Holt. 2004.
2. Atwan, Abdel Bari. *The Secret History of Al Qaeda*. University of California Press. 2008.
3. Cronin, Audrey Kurth and James M. Ludes (eds.) *Attacking Terrorism: Elements of a Grand Strategy*. Washington: Georgetown University Press. 2004.
4. Hudson, Rex A. *The Sociology and Psychology of Terrorism: Who Becomes A Terrorist and Why?* University Press of the Pacific. 2005.
5. Kegley, Charles W. *The New Global Terrorism: Characteristics, Causes, Controls*. Upper Saddle River, New Jersey: Prentice Hall. 2003.
6. Pape, Robert. *Dying To Win: The Strategic Logic of Suicide Terrorism*. New York: Random House. 2005.
7. Wright, Lawrence. *The Looming Tower: Al-Qaeda and the Road to 9/11*. 1st ed. New York: Knopf, 2006.

Course Expectations:

Please read the assigned materials before each class meeting. On average, the weekly workload spread over the entire semester is about 10 hours outside class time. *Kindly turn on your video cameras and be prepared to speak during class.*

Course Assignments:

1. **An Essay on the movie “Battle of Algiers.”** Describe the causes and solutions to terrorism portrayed in the movie in the context of the cleverness and mistakes of the French government and the Algerian FLN. *Specs:* maximum 6 pp. (double space, 12 point, Times New Roman font, 1 inch margins) (10% grade contribution, due on Canvas and discussed in class).
2. **Reading Summaries** of what is known, and what is unknown (what questions remain) about (1) Terrorist Organizations, (2) Lone Wolf Terrorism, (3) Current Terrorism Threats, (4) Counterterrorism, (5) Negotiating with Terrorists, (6) based on the materials assigned for each of the 9 topics. *Specs:* max 1 page each (double space, 12 point, Times New Roman font, 1 inch margins). (10% total grade contribution--1% for each summary—due on Canvas and discussed in class).
3. **Group Research Presentation on a Technique of Terrorism** (assassination, hostage-taking, transportation bombing, suicide bombing, or cyber attacks) accompanied by a bibliography. Students will be divided into 5 groups, each focused on one particular technique. The presentations should include (1) a description of the technique, (2) when used (examples), (3) organizations using it, (4) its implementation effects, and (5) trends in usage. *Specs:* 25 minutes for each presentation. Font size 36+ for slide titles; 22+ bullet points, (avoid extensive text), nothing below font 18. Select easy read color combinations. (10% grade contribution, due and discussed in class on TBA)
4. **Critical Review Essays:** You must complete three essays that discuss topics that precede the essay due date. The first essay will involve topics in Week 1-4; the second essay will address topics in weeks 5-8; the third essay will cover topics from the remainder of the course. Essays are open but general prompts will be provided in class. *Specs:* 5-7 pp. (double space, 12 point, Times New Roman font, 1 inch margins; due on Canvas). Each essay will be worth 20% of total grade.

5. **(optional to replace one critical review essay): Review and Assessment of a Counterterrorism Policy Proposal** described in “Denying the Link between Islamic Ideology and Jihadist Terrorism: ‘Political Correctness’ and the Undermining of Counterterrorism,” by Jeffrey M. Bale, *Perspectives on Terrorism*, Vol. 7, Issue 5 (October, 2013) and “One Hundred Years of Jihad in Australia,” by Mark Durie, *Middle East Forum*, online (January, 2015). The review should (1) describe the main argument, (2) evaluate the logic and evidence for the proposed policy, (3) analyze possible consequences, and (4) provide an overall assessment of the perspective, specifically why it would be wise or unwise for any Western country to adopt. *Specs*: 12 pp. (double space, 12 point, Times New Roman font, 1 inch margins). (20% grade contribution, due on Canvas by 5:00 p.m. December 4).
6. **Class participation:** You must complete all assigned written and oral work in order to pass the seminar. Any student found guilty of plagiarism will fail the seminar. Students who participate regularly during our class discussions will receive *extra credit*—meaning that if you find yourself between two grades at the end of the semester, you will receive the *higher grade*.

Grading Criteria:

A (90-100)	high level performance showing excellent reasoning, insightful analytic ability presented clearly and precisely.
B (80-89)	Very close, but not quite A level specification.
C (70-79)	Sound thinking, good reasoning, not insightful or as clearly expressed as in A- level work.
D (60-69)	Sound thinking, moderately good reasoning, not insightful, may lack argument or clarity of expression
F (0-59)	Inadequate or insufficient reasoning or expression.

Academic Dishonesty

The UT Tyler community regards cheating as an extremely serious matter and deals severely with those who violate the standards of academic integrity.

Examples of academic dishonesty include (but are not limited to):

- Copying from another person’s test paper
- During a test, possession of materials not authorized by the person administering the test
- Discussing the contents of an examination with another student who will take the examination or the divulging of examination contents to another when an instructor has allowed the exam to be kept by the student
- Working with others in taking tests or preparing academic assignments when not authorized by the course instructor
- Obtaining by any means another person’s work and submitting that work as one’s own. This included the downloading of academic papers or the purchase of papers written by others.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

Weekly Schedule

Week 1: (August 24 & 26)**Topic: What is Terrorism?****Reading:** (read after class)

1. James J. F. Forest, *The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, 2nd ed. (Santa Ana, CA: Nortia Current, 2015): **Chapters 1-3**
2. Anthony Richards, *Conceptualizing Terrorism* (Oxford: Oxford University Press, 2015): Preface & Chapters 1-5.

Viewing: (outside class)

3. "The Battle of Algiers." You must find your own copy, purchase/rent suggestions on Canvas.

Week 2: (August 31 & September 2)**Topic: Causes of Terrorism****Reading:** (read before class)

1. James J. F. Forest, *The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, 2nd ed. (Santa Ana, CA: Nortia Current, 2015): Chapters 4-9
2. Alan B. Krueger, *What Makes a Terrorist: Economics and the Roots of Terrorism*, 10th Anniversary ed. (Princeton: Princeton University Press, 2018): Chapters 2-3
3. Anthony Richards, *Conceptualizing Terrorism* (Oxford: Oxford University Press, 2015): Chapters 6-10.

Discussion (during class)**Essays on** "The Battle of Algiers"**September 6: Happy Labor Day!****Week 3: (September 7 & 9)****Topic: Terrorist Organizations****Reading:** (read before class)

1. Forest, James J.F. 2012. *The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, Chapters 10-15
2. Gregg, Heather S. 2014. "Defining and Distinguishing Secular and Religious Terrorism." *Perspectives on Terrorism*. Vol. 8. Issue 2. (April), pp. 36-51.
3. Tsintsadze-Maass, Eteri and Richard Maass, 2014. "Groupthink and Terrorist Radicalization." *Terrorism and Political Violence*. Vol. 26, pp. 735-758.
4. Joseph K. Young and Laura Dugan. 2014. "Survival of the Fittest" Why Terrorist Groups Endure." *Perspectives on Terrorism*. Vol. 8. No. 2. pp. 2-23.

First Reading Summary due online and discussed in class**Week 4: (September 14 & 16)****Topic: Becoming a Terrorist****Reading:** (read before class)

1. Krueger, Alan. 2007. *What Makes a Terrorist: Economics and the Roots of Terrorism*, Chapter 1.

2. Lemieux et. al. 2014. "Inspire Magazine: A Critical Analysis of its Significance and Potential Impact through the lens of the Information, Motivation, and Behavioral Skills Model." *Terrorism and Political Violence*. Vol. 26. pp. 354-371.
 3. Victoroff, Jeff. 2005. "The Mind of the Terrorist: A Review and Critique of Psychological Approaches." *Journal of Conflict Resolution*. Vol. 49. pp. 3-42.
- **First Critical Review Essay Due**

Week 5: (September 21 & 23)

Topic: Lone Wolf Terrorism

Reading: (read before class)

1. McCauley, Clark, Sophia Moskalenko and Benjamin Van Son, 2013. "Characteristics of Lone-Wolf Violent Offenders: A Comparison of Assassins and School Attackers." *Perspectives on Terrorism*. 7, Issue 1 (February). pp. 4-24.
2. Kaplan, Jeffrey, Heléne Löow, and Leena Malkki. "Introduction to the Special Issue on Lone Wolf and Autonomous Cell Terrorism." *Terrorism and Political Violence* 26, no. 1 (2014): 1-12.
3. Kaplan, Jeffrey, and Christopher P. Costa. "On Tribalism: Auxiliaries, Affiliates, and Lone Wolf Political Violence." *Terrorism and Political Violence* 26, no. 1 (2014): 13-44.
4. Michael, George. "Counterinsurgency and Lone Wolf Terrorism." *Terrorism and Political Violence* 26, no. 1 (2014): 45-57.

Terrorism and Political Violence, Vol 26. Special Issue on Lone Wolf Terrorism and Autonomous Cell Terrorism. ENTIRE.

Second Reading Summary due and discussed

Week 6: (September 28 & 30)

Topic: Techniques of Terrorism

Reading: (read before class)

1. Forest, James J.F. 2012. *The Terrorism Lectures: A Comprehensive Collection for Students of Terrorism, Counterterrorism, and National Security*, Chapters 16-18

Week 7: (October 5 & 7)

Topic: Current Terrorism Threats

Readings: (read before class)

1. Bipartisan Policy Center. 2017. "Defeating Terrorists, not Terrorism: Assessing U.S. Counterterrorism Policy from 9/11 to ISIS." Bipartisan Policy Center (September).
2. Bergen, Peter, Bruce Hoffman and Katherine Tiedemann. 2011. "Assessing the Jihadist Terrorist Threat to America and American Interests." *Studies in Conflict and Terrorism*. Vol. 34. pp. 65-101.
3. Lister, Charles. 2014. "Profiling the Islamic State." Brookings Doha Center Analysis Paper. The Brookings Institution. No. 13. (November). ENTIRE.
4. Ungerer, Carl. 2011. "Beyond bin Laden: Future Trends in Terrorism." Australian Strategic Policy Institute. (December) ENTIRE.

Third Reading Summary due and discussed**Week 8: (October 12 & 14)****Topic: Counter Terrorism; contemporary responses to terrorism****Reading:** (read before class)

1. Richard Jackson, ed. *Routledge Handbook of Critical Terrorism Studies* (New York: Routledge, 2018): chapters 19-23

Fourth Reading Summary due on Canvas and discussed in class**Second Critical Review Essay Due on Canvas****Week 9: (October 19 & 21)****Topic: Critical Approaches to the Study of Terrorism****Reading:** (read before class)

1. Richard Jackson, ed. *Routledge Handbook of Critical Terrorism Studies* (New York: Routledge, 2018): chapters 10-14

Fifth Reading Summary due on Canvas and discussed in class**Student Presentations #1****Week 10: (October 26 & 28)****Topic: State terrorism****Reading:** (read before class)

1. Richard Jackson, ed. *Routledge Handbook of Critical Terrorism Studies* (New York: Routledge, 2018): chapters 15-18

Sixth Reading Summary due on Canvas and discussed in class**Student Presentations #2****Week 11: (November 2 & 4)****Topic: Emerging Debates****Reading:** (read before class)

1. Richard Jackson, ed. *Routledge Handbook of Critical Terrorism Studies* (New York: Routledge, 2018: Part V: pp 261-309
2. Swati Parashar, "Terrorism and the Postcolonial 'State,'" in Rutazibwa and Shilliam eds. *The Routledge Handbook of Postcolonial Politics* (New York: Routledge, 2018): 110-125.

Seventh Reading Summary due on Canvas and discussed in class**Student Presentations #3****Week 13: (November 9 & 11)****Topic: Confessions of a Terrorist****Reading:** (read before class)

1. Read first half of Richard Jackson. 2015 *Confessions of a Terrorist: A Novel*. Zed Books: London & New York

Eighth Reading Summary due on Canvas and discussed in class**Student Presentations #4**

Week 14: (November 16 &18)

Topic: Confessions of a Terrorist

Reading (read before class)

1. Read second half of: Richard Jackson. 2015 *Confessions of a Terrorist: A Novel*. Zed Books: London & New York

Ninth Reading Summary due on Canvas and discussed in class

Week: (November 22-26) Happy Thanksgiving!

Week 15: (November 30 & December 2)

Student Presentations #5

Student Presentations # 6