

PP290: Social Movements in Theory and Practice

Spring 2020

Zoom: Tuesday and Thursday, 2:00-3:15 p.m.

<https://ucla.zoom.us/j/6610999316>

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Course Description: A social movement is a group of people pressuring for social change over long periods of time. This course will consider why social movements form, what types of tactics movements choose, how those tactics affect movements' success, and the role new technologies play. Each week will focus on a specific topic, such as nonviolence or social media, with historic and more recent movements being used as case studies.

COVID-19 AND REMOTE LEARNING

As a response to the national emergency related to the Coronavirus, and till further notice, parts of or the whole of this course will be offered remotely using electronic communications. Details will be updated on the class CCLE website for each week. Despite these unusual circumstances, the published schedule will be observed. These circumstances are, no doubt, extraordinary, and we encourage students to be patient as we adjust to these new processes.

I will teach via Zoom during the assigned class time using video and screen sharing. I hope that you can use video as well but understand if bandwidth requires you to only use audio. Guest speakers will also use Zoom during the assigned class time. Please make every effort to join class live, though there is no penalty if you have to watch lecture at a later point.

Though I hope you can join us at the scheduled time, it is of course understandable if you have to take the class asynchronously. To that end, **I am video recording each session and will put them on CCLE after each class.** Here is the official UCLA language on this matter: "This program uses video recording or other personal information capture for the purpose of facilitating the course and/or test environment. Pursuant to the terms of the agreement with UCLA, the data is used solely for this purpose and any vendor is prohibited from redisclosing this information. UCLA also does not use the data for any other purpose."

I will hold office hours via Zoom as well.

Let us all be patient as we work through remote learning. While I have used Zoom for calls

and small meetings, I have never taught using it. It is powerful software, and it will provide an experience as close to physically being together as possible. I expect there to be hiccups, however, and I ask that we all remain understanding as we adapt to these new times.

READINGS

We will read large chunks from the following books. I encourage you to purchase or rent them, as they are very useful books in general. I have also provided .pdfs of the relevant chapters on the course website.

1. Erica Chenoweth and Maria J. Stephan. *Why Civil Resistance Works*. Columbia University Press, New York City, 2011
2. Charles Tilly and Sidney Tarrow. *Contentious Politics*. Oxford University Press, Oxford, second edition, 2015

MY TEACHING PHILOSOPHY

A key skill to develop in graduate school is the ability to make and evaluate arguments with data. (Data can be qualitative, a point to which I return shortly.) A goal of my seminars is therefore to develop your comfort interpreting quantitative results as well as working with data.

To develop your comfort interpreting quantitative results, much of the interaction in this class will consist of interpreting authors' claims based on data they present. For example, an author may say, "I find that people are more likely to protest when they have friends who have protested." Sometimes, an author will make that claim even if the results are not statistically significant, or the results will just barely be significant. The effects could also be very small, especially in relation to effects for other variables in their statistical models. In class, I will often show the paper's regression output or ask us to interpret it.

I am more than happy if you do not feel quantitatively strong. In fact, I may prefer it. Please do not let the above paragraph dissuade you from taking the class. A goal of the class is to overcome trepidation. Numbers are not magical or scary.

To develop your ability to work with data, I structure the class in two ways. First, during each class period, I will spend 10-15 minutes showing you one to two datasets. Sometimes, the dataset is one we will have already seen in an article, but most of the time they are datasets not featured in this class. There is a lot of data in the world, and I want to expose you to it as much as possible. Learning about these datasets will give you ideas for your final paper (see below), and you are more than welcome to use them for your final paper. Part of each class' data presentation will consist of a discussion of how the dataset could inform a final paper research question.

Another reason to not be scared of data is because they can be qualitative. They do not have to be just numbers. Some of our readings, especially chapters from books, are explicitly comparative case studies. A case study or ethnographic observation are the most common forms qualitative data take. So long as you choose your qualitative data carefully, you can make just as rigorous an argument using words as using data.

The second part of the class structure focused on working with data is your final paper, discussed more below. Your final paper must involve some sort of data analysis, loosely defined. Data analysis could be the careful selection of at least two cases and the clear presentation of details about them so that your argument is clear. If you use quantitative data, your presentation of it could be as simple as descriptive statistics or visualizations. Your data use can be as complicated as you want.

CLASS PARTICIPATION

I expect you to participate during lectures. The class is small, and participation is a large part of your grade. In addition to asking about papers' quantitative results, I include frequent open-ended questions. These questions are designed to help you interpret the readings, see the bigger picture, and connect academic discussions to the real world.

If you are able to attend the class live, please use the hand raise feature when you would like to participate. Treat this feature just like you would during an in-person class: use it for clarifying questions, points you want to make, ideas you have, and so on. I will train myself to look at as I lecture, just like I would scan a room during lecture for your hands.

If you cannot attend class live, however, please send me an e-mail with three sentences. The first is the date of the class you could not attend. The second is one interesting fact you learned from that session's reading. The third is one critique of one of that session's readings. If you cannot attend class live, please send me this e-mail within 72 hours of the end of class, i.e. Friday by 3:15 for a Tuesday class, Sunday by 3:15 for a Thursday class.

OFFICE HOURS

I ask that you sign-up for office hours at this link: <https://socialmovements2020.youcanbook.me>. I may have other meetings scheduled with other students if you do not let me know that you plan to come by in advance. It is not mandatory that you sign-up for office hours, but it guarantees that I am available during the time for which you sign-up.

During office hours, I will have my Zoom meeting open continuously. Office hours are not recorded.

ASSISTANCE

If you wish to request an accommodation due to a disability, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu.

ASSIGNMENTS

A goal of this class is to help you produce a high quality research paper. Because a high-quality paper cannot be produced in the time between the end of Week 10 and the exam time during Finals Week, this class' final two weeks are devoted to helping you work on the paper.

Having an outline of the paper you are going to write facilitates the creation of a high-quality paper. Writing an outline before writing a paper forces you to think about your arguments, how the arguments relate to each other, and the data you will use. It also makes writing the paper easier, as it provides guidance and structure when staring at a blank screen. The first class assignment is therefore to provide an outline of this class' very first reading. Chapter 7 of Tilly and Tarrow (2015) is structured and well-written. Reading it to recover the key points of each section and putting those points into outline form will help you see how to proceed from an outline to a paper. I will provide a sample outline by the end of Week 2, and the Tilly and Tarrow outline is due on **April 16th** by the start of class.

Aside from participation, the other assignments focus on the research paper. When we meet individually, we will review the outline that you will have provided on **May 12th**. This session will be to discuss your research topic. Think of it as a conversation about the research paper, not an in-person critique of the outline you will have provided.

A rough draft is due on **Sunday, May 31st**. This rough draft does not have to be complete, but it should at least contain an introduction as well as some data analysis and argument. I will review your rough drafts before our meeting.

The final paper is due during **Finals Week**, by 6:00 p.m. on **Monday, June 8th**. That is the end of our assigned Final Exam time.

Once the class' enrollment has stabilized, I will assign individual meeting times. The times will be during class, though you only have to "attend" class during your meeting time. These meetings will be via Zoom.

Since this quarter is being taught remotely, all assignments will be submitted via CCLE.

GRADING

Assignment	Worth	Due
Tilly & Tarrow Outline	10%	04.16.2020 at 14:00
Paper Outline	20%	05.12.2020 at 14:00
Paper Rough Draft	20%	05.31.2020 at 17:00
Final Paper	30%	06.08.2020 at 18:00
Participation	20%	–

I believe in punctuality. Barring unforeseen circumstances, that means an assignment needs to be timestamped by CCLE no later than the hour at which it is due. For each hour it is late, I deduct 5 points. For example, if the assigned is turned in at 14:01 or 14:59, 5 points are deducted. At 15:00, 10 points are deducted.

COURSE POLICIES:

- General

- Read assignments and come prepared for discussion.
- You do not have to have something to say about every article, but the hope is you find something interesting each week to talk about.
- There are no stupid questions.
- **There are no stupid questions.**
- **THERE ARE NO STUPID QUESTIONS.**

- Grades

- Grades in the **C** range represent performance that **does not meet expectations**; grades in the **B** range represent performance that **meets expectations**; grades in the **A** range represent work that is **excellent**.

COURSE OUTLINE

WEEK 1

TUESDAY, MARCH 31: WHAT IS A SOCIAL MOVEMENT?

- To reemphasize: this week is also an adjustment week as we transition to taking remote classes. Let us all be patient and kind to each other.
- Dataset:
 - [Global Nonviolent Action Database](#)
 - [Transnational Social Movement Organization Dataset](#)
- Reading:
 - Chapter 1, Charles Tilly and Sidney Tarrow. *Contentious Politics*. Oxford University Press, Oxford, second edition, 2015
 - Chapter 7, Charles Tilly and Sidney Tarrow. *Contentious Politics*. Oxford University Press, Oxford, second edition, 2015
- Further Reading:
 - Fabiana Machado, Carlos Scartascini, and Mariano Tommasi. Political Institutions and Street Protests in Latin America. *Journal of Conflict Resolution*, 55(3):340–365, 2011
 - Maria Inclan. Latin America, a Continent in Movement but Where To? A Review of Social Movement Studies in the Region. *Annu. Rev. Sociol.*, 441217(1):1–12, 2018

THURSDAY, APRIL 2: NON-VIOLENCE

- Dataset:
 - [Integrated Conflict Early Warning System](#)
- Reading:
 - Mauricio Rivera Celestino and Kristian Skrede Gleditsch. Fresh carnations or all thorn, no rose? Nonviolent campaigns and transitions in autocracies. *Journal of Peace Research*, 50(3):385–400, may 2013
 - Ches Thurber. Social Structures of Revolution: Networks, Overlap, and the Choice of Violent Versus Nonviolent Strategies in Conflict. *Journal of Peace Research*, 50(3):401, 2013
 - Erica Chenoweth and Kurt Schock. Do Contemporaneous Armed Challenges Affect the Outcomes of Mass Nonviolent Campaigns? *Mobilization: An International Quarterly*, 20(4):427–451, 2015

- Further reading:
 - Véronique Dudouet. Dynamics and factors of transition from armed struggle to nonviolent resistance. *Journal of Peace Research*, 50(3):401–413, 2013

WEEK 2

TUESDAY, APRIL 7: RECRUITMENT

- Dataset:
 - [Mass Mobilization](#)
 - [Armed Conflict Locations and Events Database](#)
- Reading:
 - David A. Snow, Louis A. Zurcher Jr., and Sheldon Ekland-Olson. Social Networks and Social Movements: A Microstructural Approach to Differential Recruitment. *American Sociological Review*, 45(5):787–801, 1980
 - Roberto M. Fernandez and Doug McAdam. Social networks and social movements: Multiorganizational fields and recruitment to Mississippi Freedom Summer. *Sociological Forum*, 3(3):357–382, 1988
 - Florence Passy and Gian-Andrea Monsch. Do Social Networks Really Matter in Contentious Politics? *Social Movement Studies*, 13(1):22–47, jan 2014
- Further Reading:
 - Chapter Two, Erica Chenoweth and Maria J. Stephan. *Why Civil Resistance Works*. Columbia University Press, New York City, 2011

THURSDAY, APRIL 9: CASES

- Dataset:
 - [Social Conflict Analysis Database](#)
- Reading:
 - Reading: Chapter 6 (United States), Kenneth T. Andrews. Creating Social Change: Lessons from the Civil Rights Movement. In *Social Movements: Identity, Culture and the State*, chapter 6. Oxford University Press, Oxford, 2002
 - Reading: Chapter 6 (Philippines), Erica Chenoweth and Maria J. Stephan. *Why Civil Resistance Works*. Columbia University Press, New York City, 2011
 - Reading: Chapter 7 (Burma), Erica Chenoweth and Maria J. Stephan. *Why Civil Resistance Works*. Columbia University Press, New York City, 2011

- Further Reading:
 - Chapter Four, Erica Chenoweth and Maria J. Stephan. *Why Civil Resistance Works*. Columbia University Press, New York City, 2011
 - Chapter Seven, Charles Kurzman. *The Unthinkable Revolution in Iran*. Harvard University Press, Cambridge, 2004

WEEK 3

TUESDAY, APRIL 14: SPONTANEITY

- Dataset:
 - [Global Digital Activism Dataset](#)
- Reading:
 - Karl-Dieter Opp and Christiane Gern. Dissident Groups, Personal Networks, and Spontaneous Cooperation: The East German Revolution of 1989. *American Sociological Review*, 58(5):659–680, 1993
 - David A. Snow and Dana M. Moss. Protest on the Fly: Toward a Theory of Spontaneity in the Dynamics of Protest and Social Movements. *American Sociological Review*, 79(6):1122–1143, oct 2014
 - Zachary C. Steinert-Threlkeld. Spontaneous Collective Action: Peripheral Mobilization During the Arab Spring. *American Political Science Review*, 111(02):379–403, 2017

THURSDAY, APRIL 16: JANE NGUYEN

- Guest speaker: Jane Nguyen, a co-founder and core organizer of Ktown for All, has led outreach and policy advocacy since May 2018 when the organization was founded to counter-protest protesters of a proposed homeless shelter in Koreatown, Los Angeles. Nguyen is active with the Services Not Sweeps coalition as a founding member and serves on the board of Invisible People, a nonprofit that uplifts the experiences of unhoused people and produces news and educational materials that reaches millions of viewers worldwide.
- Due at 2 p.m.: Outline of Chapter 7 of Tilly and Tarrow 2015.

WEEK 4

TUESDAY, APRIL 21: REPRESSION

- Dataset:

- Sit-ins and Desegregation in the U.S. South in the Early 1960s
- Urban Social Disorder (PRIO)
- Reading:
 - Jennifer Earl. Tanks, Tear Gas, and Taxes : Toward a Theory of Movement Repression. *Sociological Theory*, 21(1):44–68, 2003
 - Jonathan Sutton, Charles R. Butcher, and Isak Svensson. Explaining political jiu-jitsu: Institution-building and the outcomes of regime violence against unarmed protests. *Journal of Peace Research*, 51(5):559–573, 2014
 - Christopher M. Sullivan. Political Repression and the Destruction of Dissident Organizations. *World Politics*, 68(4):645–676, 2016
- Further Reading:
 - Clionadh Raleigh. Violence Against Civilians : A Disaggregated Analysis. *International Interactions*, 38:462–481, 2012
 - Darin Christensen and Francisco Garfias. Can You Hear Me Now? How Communication Technology Affects Protest and Repression. *Quarterly Journal of Political Science*, 13(1):89–117, 2018

THURSDAY, APRIL 23: HOUSING

- Dataset:
 - [Zillow](#)
 - [U.S. Census via the Integrated Public Use Microdata Series](#).
- Reading:
 - Edward L. Glaeser, Hyunjin Kim, and Michael Luca. Measuring Gentrification: Using Yelp Data to Quantify Neighborhood Change. 2018
 - *On CCLE*: Michael Storper and Andres Rodriguez-Pose. Housing, urban growth and inequalities: The limits to deregulation and upzoning in reducing economic and spatial inequality. *Urban Studies*, 57(2):223–248, 2020
 - *On CCLE*: Michael Manville, Paavo Monkkonen, and Michael Lens. Zoning and Affordability: A Reply to Rodríguez-Pose and Storper. *Urban Studies*, 2020
- Further Reading:
 - Tokyo:
 - * André Sorensen, Junichiro Okata, and Sayaka Fujii. Urban Renaissance as Intensification: Building Regulation and the Rescaling of Place Governance in Tokyo’s High-rise Manshon Boom. *Urban Studies*, 47(3):556–583, 2010
 - * Junichiro Okata and Akito Murayama. Tokyo’s Urban Growth, Urban Form and Sustainability. In Andre Sorensen and Junichiro Okata, editors, *Megacities: Urban Form, Governance, and Sustainability*, chapter 2, pages 15–41. Springer, 2011

- * Robin Harding. Why Tokyo is the land of rising home construction but not prices, aug 2016
- * James Gleeson. How Tokyo built its way to abundant housing, 2018
- * River Davis. What Housing Crisis? In Japan, Home Prices Stay Flat, apr 2019
- John M. MacDonald and Robert J. Stokes. Gentrification, Land Use, and Crime. *Annual Review of Criminology*, 3:121–138, 2020

WEEK 5

TUESDAY, APRIL 28: ANTHONY DEDOUSIS, ABUNDANT HOUSING LOS ANGELES

- Anthony Dedousis is the Director of Policy and Research for Abundant Housing LA, a pro-housing educational and advocacy organization working to help solve Southern California's housing crisis. In this role, he develops data-driven research and analysis that illustrate trends in housing in Los Angeles, and works with elected officials to develop new policy proposals and laws. His work has appeared on the Los Angeles Times op-ed page.

THURSDAY, APRIL 30: LOS ANGELES HOUSING POLITICS

- Dataset
 - [Land Use in California](#)
 - [Wharton Residential Land Use Regulation Index](#)
- Reading:
 - Andrew H Whittemore. Zoning Los Angeles: a brief history of four regimes. *Planning Perspectives*, 27(3):393–415, 2012
 - Michael C. Lens and Paavo Monkkonen. Do Strict Land Use Regulations Make Metropolitan Areas More Segregated by Income? *Journal of the American Planning Association*, 82(1):6–21, 2016
 - C.J. Gabbe. How Do Developers Respond to Land Use Regulations? An Analysis of New Housing in Los Angeles. *Housing Policy Debate*, 28(3):411–427, 2018
- Furter Reading:
 - Dana Cuff. Los Angeles: Urban Development in the Postsuburban Megacity. In Andre Sorensen and Junichiro Okata, editors, *Megacities: Urban Form, Governance, and Sustainability*, chapter 12, pages 273–287. Springer, 2011
 - Michael Manville, Alex Beata, and Donald Shoup. Turning Housing Into Driving: Parking Requirements and Density in Los Angeles and New York. *Housing Policy Debate*, 23(2):350–375, 2013

- Paavo Monkkonen. Understanding and Challenging California’s Opposition to Housing Construction in California’s Urban Areas. Technical report, 2016
- Jenny Schuetz, Genevieve Giuliano, and Eun Jin Shin. Can a Car-Centric City Become Transit Oriented? Evidence From Los Angeles. *Cityscape*, 20(1):167–190, 2018
- Brian J. Asquith, Evan Mast, Davin Reed, and Evan Mast. Supply Shock Versus Demand Shock: The Local Effects of New Housing in Low-Income Areas. Technical report, W.E. Upjohn Institute for Employment Research, 2019

WEEK 6

TUESDAY, MAY 5: ELIZABETH BLANEY

- Elizabeth Blaney is the co-founder of Union de Vecinos, Eastside Local of the LA Tenants Union. During residency, she studies the structure of the comunas in Venezuela and the conditions in which that model exists, and determine how it can strengthen the organizing in Los Angeles.

THURSDAY, MAY 7: ISSUE LINKAGE

- Dataset:
 - Count Love
 - Dynamics of Collective Action - United States
- Reading:
 - Kim Voss and Michelle Williams. The local in the global: rethinking social movements in the new millennium. *Democratization*, 19(2):352–377, 2012
 - Wooseok Jung, Brayden G. King, and Sarah A. Soule. Issue Bricolage: Explaining the Configuration of the Social Movement Sector, 1960-1995. *American Journal of Sociology*, 120(1):187–225, 2014
- Further Reading:
 - Andrew G. Walder. Political Sociology and Social Movements. *Annual Review of Sociology*, 35:393–412, 2009
 - Nella Van Dyke and Bryan Amos. Social movement coalitions: Formation, longevity, and success. *Sociology Compass*, 11:1–17, 2017
 - Dan Wang, Alessandro Piazza, and Sarah A. Soule. Boundary-Spanning in Social Movements: Antecedents and Outcomes. *Annual Review of Sociology*, 44:167–187, 2018

WEEK 7

TUESDAY, MAY 12: LEONARDO VILCHIS

- Leonardo Vilchis, with Pico-Aliso residents, co-founded Union de Vecinos to stop the demolition of the projects. They won a contract for the 250 organized families to stay in the development. In 2007, Leonardo with local residents began a democratization project in Maywood to increase civic engagement, resulting in a movement that changed city government, removed anti-immigrant checkpoints, and fired a corrupt city police department. His experience has helped put Union de Vecinos, Eastside Local of the LA Tenants Union in a leadership role against gentrification in Boyle Heights. Leonardo is also a co-founder of the Los Angeles Tenants Union. During his residency in 2020, Leonardo Vilchis will examine the connections between recent victories of the Los Angeles and California housing movement and the larger global movement, plus research the relationship between social housing and land reform and its impact in the community.
- Due at 2:00 p.m. in my inbox: Outline of final paper.

THURSDAY, MAY 14: DISCUSS OUTLINE AND DATA

- I expect you to have an outline of your paper as well as an idea of the data you will use. Data can be quantitative or case studies.

WEEK 8

TUESDAY, MAY 19: ZONING

- Dataset:
 - [How Land Use Regulation Produces Segregation](#)
 - [Wharton/Tsinghua Chinese Residential Land Price Indexes](#)
- Reading:
 - Michael Manville. Parking Requirements and Housing Development: Regulation and Reform in Los Angeles. *Journal of the American Planning Association*, 79(1):49–66, 2013
 - C.J. Gabbe. Why Are Regulations Changed? A Parcel Analysis of Upzoning in Los Angeles. *Journal of Planning Education and Research*, 38(3):289–300, 2018
 - Jenny Schuetz and Cecile Murray. Is California’s Apartment Market Broken? The Relationship Between Zoning, Rents, and Multifamily Development. Technical Report July, Terner Center for Housing Innovation, 2019

- Andrew H. Whittemore and Todd K. Bendor. Reassessing NIMBY: The demographics, politics, and geography of opposition to high-density residential infill. *Journal of Urban Affairs*, 41(4):423–442, 2019
- Further Reading:
 - Michael Manville and Taner Osman. Motivations for Growth Revolts: Discretion and Pretext as Sources of Development Conflict. *City & Community*, 16(1):66–85, 2017
 - Michael Manville. Bundled parking and vehicle ownership: Evidence from the American Housing Survey. *Journal of Transport and Land Use*, 10(1):27–55, 2017
 - Vicki Been, Ingrid Gould Ellen, and Katherine O'Regan. Supply Skepticism: Housing Supply and Affordability. *Housing Policy Debate*, 29(1):25–40, 2019
 - Yonah Freemark. Upzoning Chicago: Impacts of a Zoning Reform on Property Values and Housing Construction. *Urban Affairs Review*, pages 1–32, 2019
 - Jessica Trounstine. The Geography of Inequality: How Land Use Regulation Produces Segregation. *American Political Science Review*, 114(2):443–455, 2020

THURSDAY, MAY 21: ZEV YAROSLAVSKY

- A former member of the LA City Council and LA County Board of Supervisors, Zev Yaroslavsky will discuss housing policy and Los Angeles land use policies - its history, the reasons for them, the various stakeholders manifest their influence with regulators, how an elected official or regulator reconciles competing interest, and NIMBYism (the good, the bad and the ugly).

WEEK 9

TUESDAY, MAY 26: DIFFUSION

- Dataset:
 - [Mass Mobilization in Autocracies](#)
- Reading:
 - Valerie J. Bunce and Sharon L. Wolchik. International diffusion and postcommunist electoral revolutions. *Communist and Post-Communist Studies*, 39(3):283–304, 2006
 - Mark R. Beissinger. Structure and Example in Modular Political Phenomena: The Diffusion of Bulldozer/Rose/Orange/Tulip Revolutions. *Perspectives on Politics*, 5(02):259–276, may 2007
 - Kristian S. Gleditsch and Mauricio Rivera. The Diffusion of Nonviolent Campaigns. *Journal of Conflict Resolution*, 61(5):1120–1145, 2017

THURSDAY, MAY 28: GENDER

- Dataset:
 - [Nonviolent and Violent Campaign Outcomes](#)
- Reading:
 - Victor Asal, Richard Legault, Ora Szekely, and Jonathan Wilkenfeld. Gender ideologies and forms of contentious mobilization in the Middle East. *Journal of Peace Research*, 50(3):305–318, 2013
 - Susanne Schaftenaar. How (wo)men rebel: Exploring the effect of gender equality on nonviolent and armed conflict onset. *Journal of Peace Research*, 54(6):762–776, 2017
 - Magali Fassiotto and Sarah A. Soule. Loud and Clear: the Effect of Protest Signals on Congressional Attention. *Mobilization: An International Quarterly*, 22(1):17–38, 2017
- Further Reading:
 - Belinda Robnett. African-American Women in the Civil Rights Movement, 1954–1965: Gender, Leadership, and Micromobilization. *American Journal of Sociology*, 101(6):1661–1693, 1996
 - Iliana Hagenah. How The Women-Only Facebook Group Minbar- Shat Helped Overthrow The Sudanese Government. *Elle*, 2019

SUNDAY, MAY 31: ROUGH DRAFT DUE AT 17:00.

WEEK 10

TUESDAY, JUNE 2: REVIEW ROUGH DRAFT

- I will provide feedback on whatever you have written to this point.

THURSDAY, JUNE 4: REVIEW ROUGH DRAFT

- I will provide feedback on whatever you have written to this point.