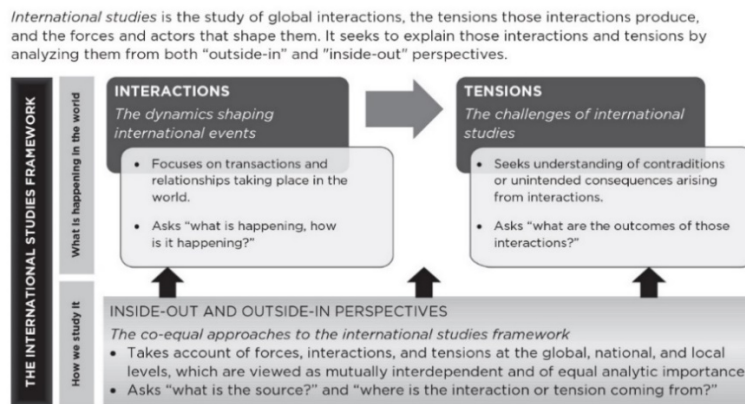


Introduction to International Studies | IS:2000:0AAA
The University of Iowa
The College of Liberal Arts and Sciences
Fall 2026

Description of Course

This course is designed to help you improve your international literacy. The first part of the course is structured around the foundations of an International Studies approach to understanding the complicated world in which we live. The second part focuses on complex case studies of current global challenges, each of which requires multifaceted solutions that transcend international boundaries and reach multiple populations across the globe all at once. In the third part of the course, you will begin to appreciate how taking an interdisciplinary approach is becoming not only increasingly relevant, but indispensable, by working on a group project. This class consists of two weekly lectures and a discussion session; you are expected to have read the required readings before each session. You are expected to attend all lectures and discussion sessions. This class fulfills the [CLAS International and Global Issues general education \(GE\) requirements](#).

International Studies Framework



International Studies Framework from Straus, Scott A. and Driscoll, Barry. (2021). *International Studies: Global Forces, Interactions, and Tensions, 2nd Edition*. Thousand Oaks, CA: CQ Press. Interactions, Tensions, and Inside-Out and Outside-In Perspectives.

Learning Objectives

By taking this course, you will:

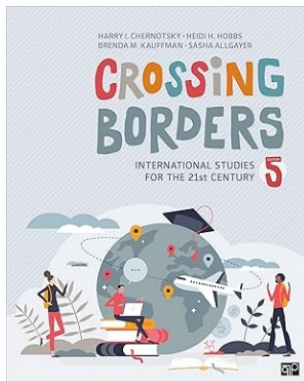
- Develop a foundational understanding of the "human-created international system," the global institutions, interactions, and patterns that have organized our world since the post-WWII period.
- Explore historical and contemporary contexts for global issues and inequalities and be able to explain the impact locally and globally on people, places, ideas, and events.
- Use the International Studies interdisciplinary approach to help make sense of the complicated world in which we live and the course content and concepts.

- Apply basic research methods to broaden your understanding of specific global and local realities as well as to inform discussion about challenges around the world.
- Plan and practice open, intentional, and critical discussion of global challenges and engage in reflection about them.
- Be challenged to think about the world in new and creative ways that can prove useful in pursuit of academic and career goals with international dimensions.

Outline of Course Topics

- Colonialism
- Globalization
- States, Countries, and Nations
- Organizations: IGOs, INGOs, NGOs
- Cultures and Social Identities
- Capitalism and the Global Economy
- Solutions Thinking
- Climate Change
- Immigration
- Democracy and Authoritarianism
- Internet, Data, and Misinformation

Textbook/Materials



Required and optional chapters of our textbook are available on ICON Direct through ICON: Chernotsky, H., et. al. (2025) *Crossing Borders: International Studies for the 21st Century*, 5th ed. Thousand Oaks, CA: CQ Press.

All other required readings, media, and materials are available via ICON.

Additional reading materials and resources are suggested within each topic module. We encourage you to undertake research in areas of interest and to share topics and issues of the day from local and international sources.

Types of Assessments

- Weekly Short Written Assignments
- Short Online Quizzes
- Group Project: Proposal, Annotated Bibliography, Recorded Discussion
- Final Short Written Assignment

Course Meeting Time and Place

Lectures: T/Th, 2:00-2:50pm, 125 Trowbridge Hall

Discussion Sections:

W (9:30-10:20am, 207 PH) / W (3:30-4:20pm, 207 PH) / Th (12:30-1:20pm, 470 VAN)

Access department information here: [Department of LLLC](#)

Course ICON site: To access the course site, log into [Iowa Courses Online \(ICON\)](#) <https://icon.uiowa.edu/index.shtml> using your Hawk ID and password.

Course Home: The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the add and drop deadlines, the “second-grade only” option (SGO), academic misconduct policies, and other undergraduate policies and procedures. Other UI colleges may have different policies.

Instructor

Peter Gerlach, PhD

Campus Address: 632 Phillips Hall

Email: peter-gerlach@uiowa.edu

Drop-in Hours: T/Th, 9-10:30am (In-person | please request virtual, if needed)

Teaching Assistant

Doğa Ayar

Campus Address: 570 Phillips Hall

Email: doga-ayar@uiowa.edu

Drop-in Hours: M/F, 10-11:30am (In-person | please request virtual, if needed)

DEO: Jill Beckman, PhD, Department of Languages, Linguistics, Literatures, and Cultures,

Email: jill-beckman@uiowa.edu

Grading System

Grades are based on a +/- scale, as follows:

100 A+	87-89 B+	77-79 C+	66-69 D+	59-below F
94-99 A	83-86 B	73-76 C	62-65 D	
90-93 A-	80-82 B-	70-72 C-	60-61 D-	

Assignments and Grading (200 total points)

Attendance: Lecture	30 (1 point each)
Attendance: Discussion Section	15 (1 point each)
Prompt Responses	50 (x10, 5 points each)
Countries of the World Quiz (parts 1 and 2)	20
Section Reviews (1 and 2)	20 (x10 each)
Global Challenges Group Project	65
Proposal	15
Annotated Bib / Recording	15 / 25
Section Review 3: Reflection Paper	10

Course Work

Course Policy on Use of Artificial Intelligence

In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT, Copilot, Grammarly, etc.) to complete coursework **without proper attribution or authorization is a form of academic dishonesty**. If you are unsure about whether something may be [plagiarism or academic dishonesty](#), please contact me to discuss the issue. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment.

Attendance and Engagement

We are going to do our best to ensure you are successful in this course. Attending every class is central to that success, so do make it a priority to show up to every lecture and discussion section. To make things easy, as there is a total of 45 class meetings, attendance in each class period is worth 1 point, for a total of 45 points. Unexcused absences will result in the loss corresponding number of points.

Engagement is a central feature of this course and to your success in it. Engagement comes in many forms. Taken holistically, engagement includes (but is not limited to) the following:

- Preparation (reviewing readings and material before class)
- Focus (avoiding distractions during in-person and online activities)
- Presence (engaged and responsive during activities)
- Asking questions (in class, out of class, online, offline)
- Listening (hearing what others say, and also what they're not saying)
- Specificity (referring to specific ideas from readings and discussions)
- Synthesizing (making connections between readings and discussions)

We believe that engaged contributions in class discussions make for more interesting conversations. They enrich the learning process with a diversity of viewpoints, and they help you connect with the material. We do not expect you to be well versed or even familiar with all the topics and issues we examine, and so, in some cases, engagement may take the form of active listening. At others, and as you become more comfortable with the course, engagement will mean many more things. A good way to enter a discussion is to find topics and questions that are of interest to you or issues about which you would like to learn more.

Absence policy: Please let us know if you need to miss class and want to ensure your absence is *excused*. We appreciate good communication—and in advance, whenever possible.

Excused absences such as illness, mandatory religious obligations, university activities and/or unavoidable circumstances will be considered on a case-by-case basis. We ask that you use the CLAS absence form on ICON under Student Tools. University regulations require that students be allowed to make up examinations which have been missed due to illness or other unavoidable circumstances. Students with mandatory religious obligations or UI authorized activities must discuss their absences with us as soon as possible. Religious obligations must be communicated within the first three weeks of classes.

Absences from Class

University regulations require that students be allowed to make up examinations which have been missed due to illness, religious holy days, military service obligations, including service-related medical appointments, jury duty, or other unavoidable circumstances or other university-sponsored activities. Students should work with their instructor regarding making up other missed work, such as assignments, quizzes, and classroom attendance.

Absences for Religious Holy Days

The university is prepared to make reasonable accommodations for students whose religious holy days coincide with their classroom assignments, test schedules, and classroom attendance expectations. Students must notify their instructors in writing of any such religious holy day conflicts or absences within the first few days of the semester or session, and no later than the third week of the semester. If the conflict or absence will occur within the first three weeks of the semester, the student should notify the instructor as soon as possible. See [Policy Manual 8.2 Absences for Religious Holy Days](#) for additional information.

Absences for Military Service Obligations

Students absent from class or class-related requirements due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) shall be excused without any grading adjustment or other penalty. Instructors shall make reasonable accommodations to allow students to make up, without penalty, tests and assignments they missed because of veteran or military service obligations. Reasonable accommodations may include making up missed work following the service obligation; completing work in advance; completing an equivalent assignment; or waiver of the assignment without penalty. In all instances, students bear the responsibility to communicate with their instructors about such veteran or military service obligations, to meet course expectations and requirements.

Late assignment policy: Assignments handed in *within (1) day after the missed due date* will still be considered for full points. After (1) day, late assignment may be considered for up to half credit. We don't want you to fall behind, so, regardless of the reason, please be in contact with us to follow up about missed class content and assignments.

Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let us know so that we can make arrangements for you.

Reading/Viewing: The readings are our guide in exploring the broad and specific issues important to this course. Please do the assigned reading and viewing with care and thoughtfulness and be prepared to demonstrate during class discussion that you have thought critically about them. We encourage you to take notes, and even write your own creative responses when something inspires you.

Writing Formatting: Submit work typed using single spacing, 12-pt. font. When formatting and using citations, please use APA style.

Countries of the World Quiz (20 points)

In Week 3, students will be asked to show their knowledge of the countries of the world. The quiz is due on ICON by 11:59pm at the end of Week 3. **In Week 7**, students will complete the second part of the quiz, due on ICON by 11:59pm at the end of the week, comparing learning from Week 3. More information will be provided on ICON.

Section Reviews (Weeks 7, 11, 16) (10 points each)

At the end of sections 1, 2, and 3, as noted on the calendar, you will demonstrate your learning of the content in the three sections: Foundations, Case Studies, and Global Challenges Group Projects. For the first two, you will submit a 10-minute, self-recorded video in which you and your GCGPs partners from the class 1) synthesize your primary takeaways from the section, especially where new learning or notable points of un-/re-learning have occurred and 2) respond to the prompts for the given section. For the final Section Review (also see below under the heading, GCGP), you will individually submit a 1-page reflection paper about the project and how it fits into the course. More information will be provided on ICON.

Prompt Responses (Weeks 1-2, 4-11) (5 points each)

Students will respond to 10 ICON Discussion prompts. Prompts are designed for students to demonstrate familiarity with course content and to reflect on active learning with classmates.

Global Challenges Group Project (GCGP) (Weeks 12-16)

Topics of international concern and importance—the issues that matter most to people around the world—are not simply read and thought about by individuals in isolation from one another. They are discussed by people of similar and differing viewpoints—in private settings like homes and in public settings like classrooms, community centers, and legislative chambers. These conversations, and the vigorous, even heated debates, they inspire are hallmarks of human interaction and, indeed, democratic society. And they are especially vital when change and progress are sought. This group project assignment, then, will model such human interaction common to (nearly) every corner of the world. As well as the open, intentional, and critical discussion and reflection needed for truly healthy—albeit messy—community. One in which all voices are heard and in which complexity, contradiction, and complication are expected ingredients. Groups for the project will be selected from within discussion sections during Week 7 and will get practice working with each other throughout Section 2: Case Studies, establishing communication habits and trust for the rest of the course.

Proposal (15 points)

In Week 12, the proposal is due on ICON on Friday by 11:59pm. Each group will submit a proposal, explaining the topic they have chosen as well as: 1) what the focus of the project will be and why, 2) what each member's research role within the group will be and their "plans" for their role. Project research roles that group members can choose from could include project lead (organization, editing, etc.), source types (popular media, social media, academic journals), and country(ies) context(s), among others. All will be included in the annotated bibliography. More details are available on ICON.

In Weeks 13 and 15, groups will use time in class (lectures and discussion sections) and outside of class (as needed and appropriate) to enact their proposals. Groupmates will share how their research role informs the project and plan for the recorded discussion using the format selected by the group. Lectures will be used to address questions and concerns related to the group projects, especially common concerns across the groups.

Annotated Bib (15 points) and Recording (25 points)

In Week 15, groups will submit a link to their 15–20-minute recording, in which members discuss specifics from their respective topics and the issues and questions they feel are most important/pressing regarding their topics, bringing to bear research as well as their personal views and opinions. Groups will need to demonstrate familiarity with their topic and provide an annotated bibliography of at least 20 sources. Working in-person, groups will engage in an informal, unscripted recorded conversation of their topic on the Thursday of Week 15. A link to the recording and the annotated bibliography is due on ICON by 11:59pm on Friday. Each member of the group will be graded individually. More details are available on ICON.

Section Review #3: Reflection Paper (10 points)

In Week 16, the Reflection Paper, which is Section Review #3, is due on ICON on Sunday 11:59pm. Each member of the group will be graded individually. More details are available on ICON.

Communication: UI Email

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community. For the privacy and the protection of student records, UI faculty and staff can only correspond with UI email addresses.

Where to Get Academic Support for this Course

Please note my drop-in student hours above, which are 9-10:30am every Tuesday and Thursday morning. Please do stop in!

Please also consider using the following campus resources:

- [The Writing Center](#) offers one-on-one appointments, standing weekly tutorials and document review for students, faculty and staff interested in getting feedback on writing. The Writing Center sometimes also provides Writing Fellows, undergraduate Honors students who are assigned to courses to provide students with feedback on course papers.
- [Tutor Iowa](#) is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.
- [Brett Cloyd](#): The university **librarians** are eager to assist you in locating materials. Brett Cloyd is the specialist in International Studies at UI Libraries.

Academic Honesty and Misconduct

All students in CLAS courses are expected to abide by the [college's standards of academic honesty](#). Undergraduate academic misconduct must be reported by instructors to CLAS according to [these procedures](#). Graduate academic misconduct must be reported to the Graduate College according to Section F of the [Graduate College Manual](#).

Student Complaints

Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the DEO (Chair) of the department. Sometimes students will be referred to the department or program's Director of Undergraduate Studies (DUS) or Director of Graduate Studies (DGS).

Undergraduate students should contact CLAS Undergraduate Programs for support when the matter is not resolved at the previous level. Graduate students should contact the CLAS Dean's Office when additional support is needed.

Drop Deadline for this Course

You may drop an individual course before the drop deadline; after this deadline you will need collegiate approval. You can look up the drop deadline for this course [here](#). When you drop a course, a “W” will appear on your transcript. The mark of “W” is a neutral mark that does not affect your GPA. To discuss how dropping (or staying in) a course might affect your academic goals, please contact your Academic Advisor. Directions for adding or dropping a course and other registration changes can be found on the Registrar’s website. Undergraduate students can find policies on dropping CLAS courses [here](#). Graduate students should adhere to the academic deadlines and policies set by the Graduate College.

Free Speech and Expression

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit the [Free Speech at Iowa website](#) for more information on the university’s policies on free speech and academic freedom.

Non-discrimination Statement

The University of Iowa prohibits discrimination in employment, educational programs, and activities on the basis of race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, or associational preferences. The university also affirms its commitment to providing equal opportunities and equal access to university facilities. For additional information on nondiscrimination policies, contact the Senior Director, Office of Civil Rights Compliance, the University of Iowa, 202 Jessup Hall, Iowa City, IA 52242-1316, 319-335-0705, ui-ocrc@uiowa.edu. Although not required, students have the option to share their pronouns and chosen/preferred names in class and through MyUI. Instructors and advisors can find information about a student’s chosen/preferred name in MyUI.

Classroom Expectations

Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the [Code of Student Life](#). While students have the right to express themselves and participate freely in class, it is expected that students will behave with the same level of courtesy and respect in the virtual class setting (whether asynchronous or synchronous) as they would in an in-person classroom. Failure to follow behavior expectations as outlined in the [Code of Student Life](#) may be addressed by the instructor and may also result in discipline under the [Code of Student Life](#) policies governing E.5 Disruptive Behavior or E.6 Failure to Comply with University Directive.

Class Recordings

Some of the sessions in this course may be recorded or live-streamed. Such recordings/streaming will only be available to students registered for this class. These recordings are the intellectual property of the instructor and they may not be shared or reproduced without the explicit, written consent of the instructor. Further, students may not share these sessions with those not in the class or upload them to any other online environment. Doing so would be a breach of the Code of Student Conduct, and, in some cases, a violation of state and federal law, including the Federal Education Rights and Privacy Act (FERPA).

The unauthorized video or audio recording of academic activities (e.g., lectures, course discussions, office hours, etc.) by a student is prohibited. Students with a reasonable accommodation for recording approved by Student Disability Services should notify each instructor and provide the Letter of Accommodation prior to using the accommodation. A student may record classroom activities with prior written permission from the instructor and notice to other students in the class that audio or video recording may occur. Any and all classroom recording must be for personal academic use only. The distribution, sharing, sale, or posting of recordings on the internet (including social media), in whole or in part, is prohibited and doing so may be a violation of the Code of Student Life and/or state or federal privacy, copyright, or other laws.

Mental Health

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with specific class-related concerns. For additional support and counseling, students are encouraged to contact University Counseling Service (UCS). Information about UCS, including resources and how to schedule an appointment, can be found at counseling.uiowa.edu. Find out more about UI mental health services at: mentalhealth.uiowa.edu.

Basic Needs and Student Support

It can be difficult to maintain focus and be present if you are experiencing challenges with meeting basic needs or navigating personal crisis situations. The Office of the Dean of Students can help. Contact us for one-on-one support, identifying options, and to locate and access basic needs resources (such as food, rent, childcare, etc.).

[Student Care and Assistance](#)

132 IMU

dos-assistance@uiowa.edu

319-335-1162

Basic Needs info:

- [Food Pantry at Iowa](#)
- [Clothing Closet](#)
- [Basic Needs and Support Resources](#)

Sexual Harassment/Sexual Misconduct and Supportive Measures

The University of Iowa prohibits all forms of sexual harassment, sexual misconduct, and related retaliation. The [Policy on Sexual Harassment and Sexual Misconduct](#) governs actions by students, faculty, staff and visitors. Incidents of sexual harassment or sexual misconduct can be reported to the [Office of Civil Rights Compliance](#) or to the [Department of Campus Safety](#). Students impacted by sexual harassment or sexual misconduct may be eligible for academic supportive measures and can learn more by [contacting the Office of Civil Rights Compliance](#). Information about confidential resources and videos explaining these resources can be found on the [Office of Civil Rights Compliance website](#).

Conflict Resolution

The Office of the Ombudsperson is a confidential, impartial, informal, and independent resource for any member of the university community with a problem or concern. The Office of the Ombudsperson offers a safe place to discuss conflicts or concerns. Students are encouraged to reach out for assistance. The office will brainstorm with students to help identify options, answer any questions, and provide referrals to other offices as appropriate. More information about the Office of the Ombudsperson, including how to schedule an appointment, can be found at ombudsperson.org.uiowa.edu.

Accommodations for Students with Disabilities

The University is committed to providing an educational experience that is accessible to all students. If a student has a diagnosed disability or other disabling condition that may impact the student's ability to complete the course requirements as stated in the syllabus, the student may seek accommodations through [Student Disability Services](#) (SDS). SDS is responsible for making [Letters of Accommodation \(LOA\)](#) available to the student. **The student must provide an LOA to the instructor as early in the semester as possible, but requests not made at least two weeks prior to the scheduled activity for which an accommodation is sought may not be accommodated.** The LOA will specify what reasonable course accommodations the student is eligible for and those the instructor should provide. Additional information can be found on the [SDS website](#).

Course Calendar

The schedule and weekly content are subject to change as deemed appropriate by instructor, students, and/or needs of the course. More details can be found on [the course ICON page](#).

SECTION 1: FOUNDATIONS

Week 1	Introductions	24-30 August
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Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Lecture

DUE: Prompt Response #1 (Sun, 30 Aug)

Week 2	From Colonialism to Globalization	31 August-6 September
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Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture

DUE: Prompt Response #2 (Sun, 6 Sep)

Week 3	States, Countries, and Nations	7-13 September
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Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture

DUE: Countries of the World Quiz (Sun, 13 Sep)

Week 4	Organizations: IGOs, INGOs, and NGOs	14-20 September
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Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture

DUE: Prompt Response #3 (Sun, 20 Sep)

Week 5	Culture and Social Identity	21-27 September
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Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture

DUE: Prompt Response #4 (Sun, 27 Sep)

Week 6	Capitalism and the Unequal Global Economy	28 September-4 October
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Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture

DUE: Prompt Response #5 (Sun, 4 Oct)

Week 7 Looking Forward 5-11 October

Tue: Lecture: Review and Why “Big Topics” Discussions Matter

Wed/Wed/Thu: Discussion Section (**SELECTION: Global Challenges Groups**)

Thu: Active Lecture: Solutions Thinking

DUE: Prompt Response #6 (Sun, 11 Oct)

DUE: Countries of the World Quiz, part 2 (Sun, 11 Oct)

DUE: Section Review #1 (Sun, 11 Oct)

OPTIONAL: Mid-Semester Check-In Survey (Open)

SECTION 2: CASE STUDIES

Week 8 Climate Change 12-18 October

Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture (with Global Challenges Groups)

DUE: Prompt Response #7 (Sun, 18 Oct)

Week 9 Democracy and Authoritarianism 19-25 October

Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture (with Global Challenges Groups)

DUE: Prompt Response #8 (Sun, 25 Oct)

Week 10 Migration, Immigration, and Refugees 26 October-1 November

Tue: Lecture

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture (with Global Challenges Groups)

DUE: Prompt Response #9 (Sun, 1 Nov)

Week 11 Internet, Data, Misinformation 2-8 November

Tue: Lecture (AND US Election Day)

Wed/Wed/Thu: Discussion Section

Thu: Active Lecture (with Global Challenges Groups)

DUE: Prompt Response #10 (Sun, 8 Nov)

DUE: Section Review #2 (Sun, 8 Nov)

SECTION 3: GLOBAL CHALLENGES GROUP PROJECTS

Week 12 Group Projects: Proposals 9-15 November

Tue: Lecture: Groupwork Time

Wed/Wed/Thu: Discussion Section

Thu: Lecture: Groupwork Time

DUE: Global Challenges Group Project Proposal (Fri, 13 Nov)

Week 13 Group Projects: Research 16-22 November

Tue: Lecture: Groupwork Time

Wed/Wed/Thu: Discussion Section
Thu: Lecture: Groupwork Time

Week 14 Fall Break 23-29 November
No class

Week 15 Group Projects: Finalize and Submit 30 November-6 December
Tue: Lecture: Groupwork Time
Wed/Wed/Thu: Discussion Section
Thu: Lecture: All Groups' Recording Time
DUE: Global Challenges Group Project Annotated Bib and Recording (Fri, 4 Dec)
DUE: Global Challenges Group Project Checklist (Fri, 4 Dec)

Week 16 Group Projects: Wrap Up and Projects Viewing 7-13 December
Tue: Lecture: Connecting to the World
Wed/Wed/Thu: Discussion Section
Thu: Lecture: Last Class and Projects Viewing
DUE: Section Review #3: Reflection Paper (Sun, 13 Dec)

Week 17 Final Exams Week 15-19 December
No final exam