

TRANSNATIONAL SOCIOLOGY (Spring 2025)

(SYD3390, # 26326, Section RG48)

Class: MWF, Period 6 (12:50-1:40 PM)

Location: Pugh 120

Instructor: ***Dr. Ravi Ghadge*** (phonetically, ghaad gay; he/him/his)
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Office: 3111 Turlington Hall
Office hours: M&F 11:40 AM-12:40 PM in person or by appointment on Zoom
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 (E-mail is the preferred way to contact me. Please include your full name
 and the course title in your subject line)

Course Description

The increasing movement of ideas, capital, and people across national borders calls into question the ability of conventional sociological approaches that have treated social interaction and social life through the territorially bound context of the nation-state system. This course examines comparative and transnational approaches emphasizing a cross-border research perspective in studying social transformation across the globe within trans-local and transcontinental contexts. The themes explored include transnational migration, identity and belonging, transnational religion, global cultural diffusion, transnational business, transnational crime, and social movements.

Course Objectives

By the end of the course, students will:

- Critically analyze the contribution of the comparative and transnational perspectives to sociological analysis.
- Identify theoretical and methodological challenges of studying social relations beyond national boundaries.
- Demonstrate skills to examine people's diverse experiences of globalization from a transnational perspective.
- Research and present findings on a key transnational social issue or theme.

As we read and produce social research, the class may be particularly interesting to those considering a career in government, the not-for-profit community, consulting, academia, law, business, or education. People in these professions are frequently responsible for summarizing, analyzing, and conducting research. This is also undoubtedly useful for anyone considering an advanced degree in social science. The course is designed to enhance interpretation, analysis, and

argumentative skills to understand and address the complexities of the contemporary global world.

Course Format

This course is entirely in-person. I will use a combination of several methods of instruction. Class meetings will comprise lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials **before** class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.

We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials in the course's Canvas shell. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

Required Reading Material:

There are **two required texts** for this course. Readings marked TSR can be found in *The Transnational Reader*. Readings marked with an asterisk will be posted on Canvas.

- 1) Book: *The Transnational Studies Reader: Intersections and Innovations* by Sanjeev Khagram and Peggy Levitt, 2008, Routledge: New York and London. ISBN: 0-415-95373-1
- 2) Book: *God Needs No Passport: Immigrants and the Changing American Religious Landscape* by Peggy Levitt, The New Press, 2009. ISBN: 978-1-59558-456-4 (You can find a used copy of this book on Amazon for less than \$10)

These additional readings are available on Canvas:

Durkheim, Emile. 1951. *Suicide*, New York: The Free Press, Introduction, part I (pp. 41-53) + Second book, 1st chapter (pp. 145-151) + Second book, 5th chapter, part II+III (pp. 246-258).

Ebbinghaus, Bernhard. 2005. When Less is More. *International Sociology* 20(2):133-52.

Geertz, Clifford. 1971. *Islam Observed. Religious Development in Morocco and Indonesia*. Chicago: University of Chicago Press. Chapter 1("Two Countries, two cultures", p. 1-22).

Pierson, Paul. 1996. The New Politics of the Welfare State. *World Politics* 48: 143-179.

Skocpol, Theda. 1979. *States and Social Revolutions. A Comparative Analysis of France, Russia, And China*. Cambridge: Cambridge University Press. Chapter 1/Introduction (pp. 3-43, especially pp. 3-6, 33-43).

Skocpol, Theda/Margaret Somers. 1980. The Uses of Comparative History in Macrosocial Inquiry. *Comparative Studies in Society and History* 22(2):174-97.

Weber, Max. 1966. *The Protestant Ethic and the Spirit of Capitalism*. Los Angeles: Roxbury. "Introduction to the Sociology of Religion (pp. 13-31), and Chapter II "The Spirit of Capitalism" (pp. 47-78).

Wimmer, Andreas, und Nina Glick Schiller. 2002. Methodological nationalism and beyond: nation–state building, migration and the social sciences. *Global Networks* 2(4):301-34.

Course Policies

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving the class early, as it disrupts the class proceedings.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to classroom discussions of facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida's mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas.

Occasionally, we may discuss controversial and sensitive topics in this class, including (but not limited to) race, sexuality, political, and religious views. Given the diversity of our experiences, there may be occasions when conflicting viewpoints are expressed, but we must learn to disagree respectfully and with reason.

Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show consideration for your audience, and our answers should show some knowledge and context for the discussed topic.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.

- We will observe other common-sense courteous behavior in class and during online discussions.

I reserve the right to act against consistently disruptive students according to legal and university guidelines.

Office Hours—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with but come prepared with specific questions.

E-mail Policy: Students can contact me via email on my university account (ravighadge@ufl.edu) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded to on the following business day.

Class Participation and Excused Absences: Class participation is an essential component of the learning process for this course. Students must complete the assigned readings **prior to** class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade.

You get three (3) unexcused absences during the semester. Every additional absence after that will adversely affect your class participation grade. Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician’s form). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies](#). If you plan on missing any classes due to religious observances, please let me know early in the semester.

Classes will be conducted in a mixed format (lecture-discussion). The instructor will provide a context-setting lecture, and students should come prepared with questions from readings – the two will form the basis of structured discussions.

Grading

Assessment Breakdown

Assessment	Due Date	Percentage of Final Grade
Attendance and Participation	Throughout semester	10
Weekly Reading Responses	Throughout semester	30
Integrative Essays (2@10% each)	Integrative Essay #1: Feb 21	10

	Integrative Essay#2: Apr 21	10
Transnational Group Research Project (40%)	• Research Proposal and Group Accountability Contracts: Feb 14	2.5
	• Annotated Bibliography: Mar 14	2.5
	• Research Paper Draft: Apr 4	5
	• Research Presentations: Apr 16, 18, 21, and 23 (Presentation slides to be submitted on Canvas by Apr 14)	10
	• Final Research Paper: Apr 23	15
Self and Peer Assessment (x2)	• Self and Peer Assessment #1: Mar 14	2.5
	• Self and Peer Assessment #1: Apr 23	2.5
Total		100

Attendance and Participation (10%): Students must come to each class prepared to discuss the assigned reading(s). Please let me know if you are uncomfortable speaking aloud in class early in the semester. You can miss three classes without affecting your overall attendance and participation grade. I will use the following scale to evaluate participation in each class session:

Exceptional participation 90-100	Regularly present and contributes substantially to class discussions.
Strong participation 70-80	Usually present and occasionally contributes to class discussions.
Satisfactory participation 50-60	Sometimes present and rarely contributes to class discussions.
Limited participation 30-40	Rarely present and rarely contributes to class discussions.
Inadequate participation 10-20	Rarely present and did not contribute to class discussions.

Weekly Reading Responses (30%): You will submit a short weekly response to the assigned readings to encourage deeper engagement with the material and facilitate effective class discussion. The reading response is due on Canvas on Thursday, 9 p.m.

The reading responses must contain the following:

- 1) A short (max 500 words) reflection on the weekly readings.
- 2) Two open-ended questions at the end of their response.

The response must be elaborate and provide adequate support from the readings. The reading responses follow the format described below and will be graded based on engagement with the course materials and the depth of the writing.

- **A brief and succinct synopsis** of the main themes/arguments/findings/etc. This helps me understand how you understood a given reading(s) and helps you practice synthesizing information.
- **Engaging the primary argument(s) or point(s) from the readings.** This can take several different forms: agreeing or disagreeing with the main argument/point/finding/etc. and explaining why; comparing and contrasting the key ideas relative to other/prior readings; etc.
- **Extending the argument(s) or point(s) from the readings.** This is your chance to consider the implications of the readings in other contexts. This can be done by connecting the readings' key ideas with your own experience, other sociological studies, etc.).

The open-ended questions should be insightful, demonstrating your engagement with the readings. These questions help generate a good discussion in class and get a sense of what part of the reading requires more elaboration.

Some readings may be conceptually difficult and seem dry or overly technical. Please give yourself enough time to read and digest the material. If you find some technical or quantitative portion of the reading difficult to comprehend, you may skim them and focus on the nontechnical part, including the essential findings and conclusions.

The lowest grade of the one reading response will be dropped. So, you can miss one reading response without affecting your grade. Your responses will be graded according to the following rubric:

Exceptional (5 points)	Proficient (4 points)	Competent (3 points)	Limited (2 points)	Inadequate (1 point)
-Demonstrates a profound understanding of the text, providing insightful and well-crafted responses beyond surface-level interpretations. -Offers compelling support from the text, integrating relevant quotes and evidence to bolster arguments. -Shows an ability to synthesize complex ideas and draw connections that enhance the overall analysis.	-Provides a thorough response, displaying a strong grasp of the text and its themes. -Offers ample support from the text, utilizing quotes and evidence to reinforce key points. -Presents a comprehensive analysis that addresses multiple aspects of the text, demonstrating a nuanced understanding.	-Offers an adequate response, displaying a strong grasp of the text and its themes. -Provides some support from the text but may rely on general observations rather than specific evidence.	-Provides a marginal response, demonstrating a minimal understanding of the text. -Offers limited support from the text, with vague or unsubstantiated claims. -Shows difficulty in articulating coherent arguments or identifying key themes and ideas.	-Reflects an inadequate understanding of the text and/or the task. -Fails to engage meaningfully with the text, offering superficial or irrelevant observations. -Demonstrates significant gaps in comprehension, resulting in a lack of coherent analysis or interpretation.

Integrative Essays (20%): You will be assigned two integrative essays with specific prompts to engage and reflect on the materials covered in class. The integrative essays will evaluate your comprehension and ability to integrate diverse class material. Each essay will be 1-2 page single-spaced (1 full page minimum). Please proofread your essays before submitting them. I will consider grammatical and spelling errors while grading your reflection papers. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university's honesty policy regarding cheating and plagiarism, as discussed in the [University's Conduct Code](#). More information on this assignment will be provided in class.

Essays	Date Assigned	DUE @ 11:59 pm on Canvas
Integrative Essay #1	Feb 7	Feb 21
Integrative Essay #2	Mar 28	Apr 11

Transnational Research Paper (40%): Students will complete a scaffolded group research project investigating an important transnational topic or issue. The project is divided into four parts: choosing a topic, creating an annotated bibliography, writing a short group paper, and presenting their findings to the class. All written components will be submitted on Canvas. Students will also be graded individually for their collaboration and teamwork based on self and peer assessments. Detailed instructions and rubrics for each assignment will be posted on Canvas. The due dates of the research project assignments are as follows:

1. **Feb 14:** One-paragraph proposal and Group Accountability Contract (2.5%). In the proposal, you will explain the chosen topic, its relevance to social inequality, and why the group is interested in researching it.
2. **Mar 14:** An annotated bibliography with 6-8 sources (2.5%)
3. **Apr 4:** A 2-3 page single-spaced (almost full 2 pages, at most 3 pages) paper draft (5%). This paper should have all the sections of the paper neatly fleshed out, and you should have gathered enough material for a coherent presentation in class. More details on this will be provided in class.
4. **Apr 14:** Presentation slides to be submitted on Canvas
5. **Apr 16, 18, 21, and 23:** 8-10-minute PowerPoint presentation, followed by a Q&A session (10%).
6. **Apr 23:** 5-7 page single-spaced Group Research Paper due on Canvas (15%).
7. **Mar 14 and Apr 23:** Self and Peer Assessments due on Canvas (5%).

Grading Scale

A	94.0–100	C	73.0–76.9
A-	90.0–93.9	C-	70.0–72.9
B+	87.0–89.9	D+	67.0–69.9
B	83.0–86.9	D	63.0–66.9
B-	80.0–82.9	D-	60.0–62.9
C+	77.0–79.9	E	≤ 59.9

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your assignment and test scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

UF Policies

Academic Misconduct

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies the number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Evaluation Policy

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the [GatorEvals page](#). Students will be notified when the evaluation period opens. They can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Results page](#).

Classroom Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the "Get Started With the DRC" webpage on the Disability Resource Center Site](#). You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

Helpful Campus Resources

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Course Calendar

I plan to follow the course syllabus presented in this document will be followed as closely as possible. However, it is subject to change in the event of extenuating circumstances, including the tentative calendar presented below.

Readings marked TRS can be found in *The Transnational Reader*. Readings marked with an *asterisk will be posted on Canvas.

RR refers to Reading Response due on Canvas at 9 pm on the due date.

Week	Topic	Readings (complete prior to class) and Course Work Due
1. Classical Sociological Approaches of Comparison		
Wk1 Mon, Jan 13	Introduction to the course	No readings
Wed, Jan 15	Is there a distinct comparative sociology?	Ragin (Canvas)
Fri, Jan 17	The comparative method in classical Sociology: <i>Emile Durkheim</i> : causal explanations	Durkheim (Canvas) RR due Thu, Jan 16
Wk2 Mon, Jan 20	Holiday (MLK Day)	
Wed, Jan 22	The comparative method in classical Sociology <i>Max Weber</i> : ideal types and historical comparisons	Weber (Canvas)
Fri, Jan 24	Problem of selection in cross-national comparison	Ebbinghaus (Canvas) RR due Thu, Jan 23
2. Modern Comparative Approaches		
Wk3 Mon, Jan 27	Comparative Historical Method *provide hand-out comparing three types of comparative histories	1) Skocpol, Theda, and Somers (Canvas) 2) Skocpol (especially pp. 3-6, 33-43) (Canvas) (Skocpol's study on the three revolutions)
Wed, Jan 29	Comparative analysis of institutional change	Pierson (Canvas)
Fri, Jan 31	Interpretive analysis and the cultural turn	Geertz (Canvas) RR due Thu, Jan 30
3. The Transnational Approach: Conceptual, Methodological, and Historical foundations		
Concepts		

Wk4 Mon, Feb 3	Critique of nationalist frameworks of comparison	Wimmer and Schiller (Canvas)
Wed, Feb 5	The social as transnational	Ch. 1 TSR Castells (Canvas)
Fri, Feb 7	Conceptual foundations of Transnational Studies (TS): The structural context—international politics, international development	Ch: 2,3 TSR RR due Thu, Feb 6 +Assign Intergrative Essay 1: Feb 7
Wk 5 Mon, Feb 10	Conceptual foundations of TS: The personal context—borders, identities and culture	Chs: 4 TSR
Wed, Feb 12	Conceptual foundations of TS: The personal context—new forms of transnational processes—Global Ethnoscapes	Chs. 5, 7 TSR
Methods : creative use of methods in transnational scholarship that challenge traditional assumptions		
Fri, Feb 14	The Field” and Fieldwork	Chs: 8 TSR DUE: Paper Proposal & Group Accountability Contracts: Feb 14
Wk6 Mon, Feb 17	Mixed methods	Chs. 10 TSR
Wed, Feb 19	Methodological explorations of TS—Labor movement, Development	Chs: 11, 12 TSR RR due Tue, Feb 18 *Note change of date for RR
Fri, Feb 21	No class—Attending conference	DUE: Integrative Essay #1: Feb 21
Historical Dimensions : looking at history through the transnational lens		
Wk7 Mon, Feb 24	Transnational historical perspectives	Chs: 13, 14 TSR
Wed, Feb 26	Transnational historical perspectives	Chs. 15, 16 TSR RR due Tue, Feb 26 *Note change of date for RR
Fri, Feb 28	Recap of the Transnational Approaches	No readings
4. Contemporary Transnational Issues/Themes		
Wk 8 Mon, Mar 3	Identity and Belonging-I	Chs: 17, 18, 19 TSR
Wed, Mar 5	Identity and Belonging-II	Chs: 20, 21 TSR
Fri, Mar 7	Transnational Migration-I	Chs: 22, 23 TSR RR due Mar 6

Wk9		
Mon, Mar 10	Transnational Migration-II	Chs: 24, 25 TSR
Wed, Mar 12	Transnational Religion:I	Chs: 26, 27 TSR
Fri, Mar 14	Transnational Religion:II	1.Chs: 28 TSR 2. <i>God Needs No Passport</i> (Chs 1&2) RR due Thu, Mar 13 DUE: Annotated Bibliography: Mar 14 DUE: Self and Peer Assessment #1: Mar 14
Spring Break (March 15-22)		
Wk10		
Mon, Mar 24	Transnational Religion:III	<i>God Needs No Passport</i> (Chs 3&4)
Wed, Mar 26	Transnational Religion:IV	<i>God Needs No Passport</i> (Chs 5, 6, & Conclusion)
Fri, Mar 28	Arts and Culture	Chs: 29, 30, 31, 32 TSR RR due Thu, Mar 27 +Assign integrative Essay 2: Mar 28
Wk11		
Mon, Mar 31	Global Cultural Diffusion-I	Chs: 33, 34, 35 TSR
Wed, Apr 2	Global Cultural Diffusion-II	Chs: 36, 37 TSR Film on Hip Hop
Fri, Apr 4	Transnational Business-I	Chs: 38, 39 TSR RR due Thu, Apr 3 DUE: Extended draft: Apr 4
Wk 12		
Mon, Apr 7	Transnational Business-II	Chs: 40, 41 TSR Film "Is Walmart Good for America?"
Wed, Apr 9	Non-state Actors, NGOs, and Social Movements	Chs: 42, 43 TSR
Fri, Apr 11	Social Movements	Chs: 44, 45, 46 TSR DUE: Integrative Essay 2: Apr 11
Wk 13		
Mon, Apr 14	Transnational Crime	Chs: 47, 48 TSR DUE: Presentation slides on Canvas Apr 14
Wed, Apr 16	Transnational Research Presentations	
Fri, Apr 18	Transnational Research Presentations	
Wk 14		
Mon, Apr 21	Transnational Research Presentations	No readings
Wed, Apr 23	Transnational Research Presentations	No readings Due: Transnational Research Paper: Apr 23 DUE: Self and Peer Assessment #2 Apr 23

