LAS 4935/6398: Human Rights in Latin America, Fall 2018
University of Florida

Professor and Contact Information
Professor: Joel E. Correia, PhD
Office: Grinter Hall, Room 378
e-mail address: joel.correia@ufl.edu
Telephone: Please use University of Florida email to contact me.
Office Hours: Wednesdays 10:00 AM to 12:00 PM, or by appointment.
Course Website: Course materials and information will be hosted on the UF Canvas website.

Class Location and Meeting Times
Tues. 4:00-4:50 PM in CBD 0238 and Thurs. 4:00-5:50 PM in CBD 0224

Course Description
This course evaluates human rights movements, mechanisms, and their impacts in Latin America. We will examine different human rights crises to understand how these events have shaped the region and what the response to them has been. The first part of the course introduces students to a critical overview of human rights, asking what human rights are, where they come from, and who decides what is a human right. Here, we will consider both the historical and theoretical basis for global human rights movements then pivot to focus specifically on human rights in Latin America. The second part of the course focuses on key case studies to better understand some of the major social and political dynamics that have shaped struggles for human rights across the region. Here, we will focus on military dictatorships in the Southern Cone, the Guatemalan genocide, and other conflicts in Central America. The third part of the course examines currently unfolding human rights struggles with a particular focus on: 1) indigenous peoples’ rights and 2) migration and the Mexico-U.S. border. During part three of the class, we will also take two weeks to address other topics of student interest. Possible topics might be environmental (in)justice, gender equality, LGBTQ movements, human rights and development, etc. Students should leave the course with an understanding of major human rights mechanisms and theories based on concrete empirical examples of struggles for rights, recognition, and justice in Latin America.

Course Format
LAS 4935/6390 is a co-convened course that includes both undergraduate and graduate students. The course centers around two class meetings per week. Our class will operate as a seminar that requires active participation through discussion and activities, though I will also lecture to guide and complement the discussion of course materials. While the course syllabus and design provide a framework for our work together, I encourage students to explore and develop their interests through course assignments, participation, and feedback on syllabus content. All course materials, discussion forums, etc. will be hosted on Canvas.

For undergraduate students, the course is designed to help you synthesize concepts and theories regarding human rights through a consideration of how they pertain to Latin America. Readings and assignments are aimed at familiarizing you with interdisciplinary themes and debates that will allow you to find ways to examine how human rights—as discourse, law, and practice—“work.” The
assignments are intended to test your knowledge and create a space to apply what you have learned through critical writing, collegial debate, and public speaking.

Graduate students enrolled in the course are expected to gain similar knowledge of basic concepts and ideas as undergraduates, but to push those ideas much further through additional readings and more intensive assignments. This course is designed to help you conceive of new research projects or advance your current projects. Accordingly, the assignments are geared towards developing your ability to analyze concepts and debates through use of secondary and primary sources, matching theoretical critique with an attention to practice.

**Course Objectives**

1. To explore how demands for human rights have developed as: 1) legal, political, and cultural concepts, and 2) as movements for social and environmental justice in Latin America.
2. To understand why human rights abuses have occurred in Latin America and examine how Latin Americans and their allies have responded to those abuses.
3. To develop critical thinking by analyzing the effects of human rights movements through case studies, ethnographies, and assignments that require analytical engagement versus summary.
4. To consider how struggles for human rights in Latin America are geographically, politically, and historically linked to broader global processes and politics.
5. To help students gain proficiency in research and professional communication through oral presentations, written documents, collaborative assignments, and in-class discussion.

**Expected Learning Outcomes**

Following completion of this course students should be able to:

1. Demonstrate a working knowledge of the basic history, evolution, and current issues in the study of human rights in Latin America, in addition to different approaches used to support human rights.
2. Articulate the political possibilities and limitations of human rights as a vehicle for social and environmental justice.
3. Show an understanding of the links between human rights movements and distinct histories, cultures, and environmental contexts that pertain to specific countries, while gaining an appreciation for Latin America as a region.

**Some Things you can Expect from me**

1. Respect coupled with an encouraging and supportive attitude.
2. Timely feedback on assignments and email communications.
3. That I will help you achieve your learning goals.
4. My sincere interest in instructing you and in the topic material.

**Texts and Readings**

The course readings draw from both books and PDF documents. Required texts are listed below. Most of the books are available digitally through UF libraries. However, if you wish to purchase the books, they can be at the UF bookstore or your preferred online book retailer. The PDFs of required course readings will be available on the course Canvas site.
Required texts:

Optional texts:
For helpful overview texts to accompany the course see:

**Note: Any video materials used in class or assigned as homework are integral to the course and should be treated as such.

Course grading and assignments
Each person learns differently; we express our knowledge and understanding accordingly. Thus, this class is designed to give students diverse opportunities to demonstrate what they have learned and how they understand the course materials, particularly through written and oral assignments. My goal is to help you sharpen your critical thinking, analysis, and argumentation.

**While there is some overlap, grading and assignments are different for students enrolled in LAS 4935 and students enrolled in LAS 6398. Please refer to the section that you are enrolled in for specific details.

LAS 4935 Grading/Assignments
Rather than ask that your grade hinges on one major of test or paper, I have designed the course to provide many opportunities to gain points over the course of the semester. Your final grade will be calculated based on following assignments:

Active participation: 20% of your final grade
This is a participation-based class. I believe that the more you invest in your learning, the more you will learn. That said, active participation (i.e. coming to class having done the readings and/or
assignments, asking questions, participating in group work, posting and responding to questions to the Canvas discussion forum, etc.) represents 20% of your final course grade. Please remember that just showing up to class is not enough to get full participation credit, but that contributing to class regularly with informed comments will ensure the best outcome. Because the class requires a commitment to dialogue, absences and marginal participation will negatively impact your grade.

**Critical/analytical responsibility papers: 20% of your final grade**
You will write four short response papers (500 words each) over the course of the semester. Each paper should be a critical analysis and response to the question(s) I post to our Canvas site. Your papers will be written in relation to course materials, such as readings or movies and provide you with an opportunity to delve deeper into those materials.

**The course schedule lists six due dates for response papers, but you only need to complete four. You can choose which responses to complete based on your schedule.**

**Some advice:** To do well on this assignment, do not merely summarize the readings or movie that questions pertain to. Instead, write a response to the materials where you make an informed argument that is more analytical than descriptive. The following general questions may help guide you when you read and prepare to write your paper:

- In what way does the material reflect issues of human rights and influence how you think about human rights and/or struggles for human rights?
- What is the importance of the reading/movie?
- How does the reading/material relate to other things we have read/seen in this class?
- Do you agree or disagree with the author(s)? Why do you feel this way?
- What questions are you left wondering?

Responses must be uploaded to the class Canvas site as a Word or PDF file. Each response is worth 5% of your overall grade; collectively the four papers are 20% of your final grade.

**Proper grammar, paragraph formatting, spelling, and citations will count towards your grade. References cited/bibliographies will not count toward the 500-word limit.**

**Quizzes: 20% of your final grade**
There will be four online quizzes administered via Canvas during the semester. Quizzes will be a mix of multiple choice and short answer questions. If you have done the readings, take good notes, and regularly participate in class, you should do well. Each quiz is worth 5% of your overall course grade; the four quizzes are 20% of your final grade.

**Semester project on human rights: 40% of your final grade**
The core project for this class is a research paper complimented by an in-class presentation. I will pass out a detailed description of the paper prompt on Thursday, September 13th. For now, please note that the paper will be a 10-page (double-spaced) piece of original research you do on a topic related to the core theme of this class: human rights in Latin America. The project is split into parts due throughout the semester: 1) Meet with Professor Correia to discuss your ideas (5%); 2) write a 350-word abstract of your paper idea (5%); 3) peer-review and paper workshop (5%); 4) 10-minute oral presentation (10%); 5) final paper (15%). In total, the project is 40% of your final grade.
LAS 6398 Grading/Assignments

Graduate students enrolled in LAS 6398 will read everything that students enrolled in LAS 4935 will read yet will have a significantly expanded reading load that surpasses the undergraduate course assignments. Moreover, your written assignments for the course are also significantly different, asking you to go into much greater depth in your analysis and engagement with course materials and research beyond the assigned readings. We will also need to find extra time to expand our discussion of the materials, something that we will address in the first week of class.

Three Short essays: 45% of your final course grade
You will write three essays of varying lengths during the semester. The essays will explore a particular concept or problematic from the course materials as selected by the professor. Questions and topics will resemble the kinds of questions that you might find asked in a thesis defense or on a comprehensive exam. You may use a mix of sources in your answer, but you should explicitly engage course texts to demonstrate a strong and clear knowledge of the concepts, themes, and debates from class. A list of questions will be handed out one week in advance of the essay due date.

- **Essay 1** = 1,500 words; 10% of your final grade; due September 11th.
- **Essay 2** = 2,500 words; 15% of your final grade; due October 11th.
- **Essay 3** = 3,000-3,500 words; 20% of your final grade; due November 15th.

Your grade for each essay will be based on the following criteria: 1) how well you address the assigned question; 2) the overall coherence of your argument or analysis; 3) your discussion of course materials and themes; 4) your use of research to develop and support your argument; and 5) the organization of your essay, grammar, and quality of writing. You must turn in a hard copy in class and an electronic copy in the corresponding assignment folder on Canvas.

**All essays should be double-spaced, in twelve-point font (Arial or Times New Roman), and include a list of references cited to support your argument/analysis. Your citations should be consistently formatted throughout and use the Chicago “Turabian” reference style. *The references cited page does not count toward the word limit. Points will be docked for papers that derivate 250 words (+/-) beyond the limit.**

Participation and facilitating: 20%
Your participation grade will be assessed by the daily contributions you make in class discussion, reading response papers of 400-500 words (10 total), and facilitating one class discussion during the semester. Your reading response papers should be submitted to the appropriate class discussion forum as a Word or PDF document by 10:00 PM Wednesday evening of each week so that we can read them before Thursday classes. Papers should be critical engagements with the readings, not merely summary.

- Participation = 10% of your final grade.
- Response papers = 5% of your final grade.
- Facilitating= 5% of your final grade.
**Final research paper: 35%**
You will craft a 7,500-8,000 word research paper that engages an issue of human rights in Latin America. This paper should contribute to your MA or PhD studies and be directly related to your interests and ongoing work. It may not be a revision of another previously written paper or chapter, however. I would like this assignment to advance your studies while providing you with a forum for critical feedback and support. The paper should be publication quality and written in the format and style of a journal that you identify. *If you are working on a thesis or a dissertation and want to write your paper in chapter format, please see me to discuss options.*

The grade for this assignment is broken down as follows:
- 5%: Meeting with Professor Correia during office hours to discuss your idea and submitting a one-page abstract complemented by a preliminary bibliography (hardcopy and digital) for the paper during the week of September 17th.
- 5%: Give a 12-minute conference-style oral presentation based on your research paper in class during the week of November 26th.
- 5%: Workshop a draft of your paper with two classmates in class on December 4th.
- 20%: A hardcopy version of your final paper will be due in my mailbox and to the appropriate Assignment folder on Canvas by Tuesday, December 11th.

**Late Assignments**
You are expected to turn in assignments on time. All late assignments will be subject to the following reduction of points: if turned in within 24 hours of the due date and time, the assignment will be docked 25%; 24-48 hours late will result in 50% loss of total points. No assignments will be accepted beyond 48 hours past the due date. **Note, quizzes, final papers, and presentations will not be accepted late.**

If an assignment deadline corresponds with a pre-approved absence in accordance with UF policy, please contact me in advance to reschedule.

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**Letter Grades for Final Grade Calculation**
Grades will be awarded as listed in the key to the left.

**Absence and Class Participation Policy**
Attendance is required. Students are expected to arrive prepared and on time. Being late by 10 minutes or more will be counted as an absence. Every student is allowed one unexcused absence during the semester. Students will begin to lose 10% of their overall participation score for the second and third unexcused absences. After a fourth unexcused absence, I will request that we meet and administrative action may be taken.

Attending class does not equate “actively” participating in class. There are many ways to participate in this course and students are expected to come ready to engage the course materials. That means students are
responsible for the readings and need to take part in class discussions and activities. Student participation will be assessed daily, but participation grades will not be available until the end of the semester.

**Excused absences** are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) and require appropriate documentation. Students should arrange with Professor Correia for makeup material, if circumstances allow it; the student will receive one week to prepare for any makeup assignment.

**Course Communications**
I will use University of Florida e-mail and the class Canvas site to communicate with students about the course. Therefore, students are responsible to regularly check their University of Florida e-mail accounts and the course Canvas page for updates and information.

If you would like to contact me about the course, please do so at joel.correia@ufl.edu. To ensure I see your email and respond in a timely manner, all emails should begin with the following text in the subject line: LAS 4935/6398: (subject of email). Also, please use professional language to address and compose your emails. For example, starting an email with “Hey Joel” is not acceptable; instead, use a professional salutation. Feel free to call me Joel, however. I will try to reply to your message/questions as quickly as possible (usually within 24 hours), though may take up to 48 hours to do so depending upon when I receive your email.

**Cellphone, Laptop, and Tablet Policy**

**Cell phones:**
Unless explicitly stated otherwise for a class activity, cell phones should not be used during class. Please turn off or place your phone in airplane mode while in class. Use of cell phones during the class period will result in a “zero” participation grade for the day and you may be asked to leave the class if you use your cell phone, which would equate an absence for the day.

**Laptops and tablets:**
While some learning styles are best served by using personal electronics such as laptops and tablets, these devices can be distracting to other learners (see: https://tinyurl.com/y979kugo and https://tinyurl.com/yd336qn9). Please respect your fellow classmates and only use laptops/tablets for course-related activity. **Note, using your laptop or tablet for anything but note taking (e.g. social media, shopping, etc.) during class will result in a “zero” participation grade for the day.**

**University Honesty Policy**
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 Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with Professor Correia.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where each of us feels comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Opinions held by other students should be respected, and conversations that do not contribute to the class/discussion should be held at minimum, if at all.

Students are asked to refrain from disruptive conversations with people sitting around them during class. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to pertinent UF administrators.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language and/or violence. Please note that many readings and videos we watch may contain images or descriptions of events that some people may find disturbing; human rights violations are, by their nature, disturbing events. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback. I will try my best to let you know in advance of any objectionable material.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy may be subject to change with advance notice as deemed appropriate by the instructor.

Student Accommodations

Students requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.
Materials and Supplies Fees
Aside from the required texts, listed above, all materials will be provided by Professor Correia. There are no additional fees for this course.

Counseling and Wellness Center
Please reach out to the Counseling and Wellness Center if you need their services: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Class Schedule: Readings and assignments

Week 1: Course Introduction—What are human rights?
- Thurs, Aug. 22
  - “What are human rights? Four Schools of thought” by Dembour
  - United Nations Universal Declaration of Human Rights
  - Optional: “A history of Human Rights” by Amnesty International (Pages 1-13)
  - ** Graduate students also read:
    - “The concept of human dignity and the realistic utopia of human rights” by Habermas

Week 2: Human Rights—History, Theory, and Social Science Approaches
- Tues, Aug. 28:
  - “Human Rights” by Boyle
    - Read the following sections: Preface, Forward, Austerity, Americas Regional Overview (pages 27-35), and choose two countries from Latin America to read the reporting on.
  - Optional: “Explaining violations” by Cardenas
  - ** Graduate students also read:
    - “Universal Human Rights Down to Earth: Introduction” by Ford

- Thurs, Aug. 30:
  - LAS 4935: Response paper due.
    - “Ethical theory as social practice” by Goodale
    - “Geographies of human rights: Mapping responsibility” by Laliberté
  - ** Graduate students also read:
    - “A systemic human rights model of analysis: An integrated approach” by Valencia
    - “What do human rights do? An anthropological enquiry” by Asad
    - *Optional: “Righting wrongs” by Spivak

Week 3: Human Rights in Latin America
  - LAS 4935: Quiz One due by 5:00 PM Friday.
  - Tues, Sept. 4:
    - “Is there a Distinctive Tradition of Human Rights in Latin America?” by Clearey
**Graduate students also read:**
- “The emergence, evolution and effectiveness of Latin American Human Rights Network” by Sikkink.

**Thurs, Sept. 6:**
- LAS 6938: Essay 1 prompt available.
  - “International Human Rights Law and Practice in Latin America” by Lutz and Sikkink
  - Introduction to “Sovereign emergencies: Latin America and the making of global human rights politics” by Kelly.
  - **Graduate students also read:**
    - “The relative universality of human rights” by Donnelly

**Week 4: Authoritarianism in South America, Part 1 “Regional Overview”**
- Tues, Sept. 11:
  - **Graduate students also read chapters 3 and 4.**
- Thurs, Sept. 13:
  - LAS 4935: Response paper due.
  - LAS 6938: Essay 1 due.
    - **Graduate students also read chapters 5 and 7.**

**Week 5: Authoritarianism in South America, Part 2 “The Dirty War”**
- LAS 4935 and 6938: Meet with Dr. Correia about final paper, email your abstract 24 hours before meeting.
  - *LAS 4935 students should skim the book; LAS 6398 students should read the book.*
- Tues, Sept. 18:
  - Introduction and chapters 1-4 in *Argentina’s missing bones: Revisiting the history of the dirty war* by Brennan.
- Thurs, Sept. 20:
  - Chapters 5-8 in *Argentina’s missing bones: Revisiting the history of the dirty war* by Brennan.

**Week 6: Authoritarianism in South America, Part 3 “Operation Condor”**
- LAS 4935: Quiz Two due by 5:00 PM Friday.
- Tues, Sept. 25:
  - Read Chapters 1 and 2 in McSherry's *Predatory States: Operation Condor and the covert war in Latin America.*
  - **Graduate students also read:**
    - Between Cold War Imperatives and State-Sponsored Terrorism: The United States and “Operation Condor” by Zanchetta.
- Thurs, Sept. 27:
  - “Children of the Dirty War” by Goldman
  - In-Class Movie: “The disappeared”
  - **Graduate students also read:**
    - “Operation Condor and Human Rights: A Report from Paraguay’s Archive of Terror” by Slack
**Week 7: Conflicts in Central America—El Salvador, Honduras, and Guatemala**

- **LAS 4935: Response paper due.**
  - Tues, Oct. 2:
    - Read Part One in Martínez *A history of violence: Living and dying in Central America*.
  - Thurs, Oct. 4:
    - **LAS 6938: Essay 2 prompt available.**
      - Read Part Two in Martínez *A history of violence: Living and dying in Central America*.
      - **Graduate students also read Part Three of the book.**

**Week 8: Genocide in Guatemala, Part 1**

- Tues, Oct. 9:
  - Read Chapters 1 and 2 in Nelson *Reckoning: The end of war in Guatemala*.
  - **Graduate students also read chapter three of the book.**
- Thurs, Oct. 11:
  - **LAS 6938: Essay 2 due.**
    - Read Chapters 4 and 5 in Nelson *Reckoning: The end of war in Guatemala*.
    - **Graduate students also chapter six.**

**Week 9: Genocide in Guatemala, Part 2**

- **LAS 4935: Quiz Three due by 5:00 PM Friday.**
- Tues, Oct. 16:
  - Read Chapters 7 and 9 in Nelson *Reckoning: The end of war in Guatemala*.
  - **Graduate students also read chapter eight of the book.**
- Thurs, Oct. 18:
  - “Guatemala’s genocide trial and the nexus of racism & counterinsurgency” by Oglesby and Nelson.
  - **Graduate students also read “Guatemala’s genocide determination and the spatial politics of justice” by Oglesby and Ross.**

**Week 10: Truth commissions, transitional justice and the Inter-American System**

- Tues, Oct. 23:
  - “Global Governance” by Cardenas
- Thurs, Oct. 25:
  - **LAS 4935: Response paper due.**
    - Read one of the following articles:
      - “History and Action: The Inter-American Human Rights System and the Role of the Inter-American Commission on Human Rights” by Goldman
      - “Catching up with the past: Recent Decisions of the Inter-American Court of Human Rights Addressing Gross Human Rights Violations Perpetrated during the 1970s-1980s” by Martín.
    - **Graduate students also read Testimonio: On the politics of truth by Beverly.**


**Week 11: Indigenous peoples and human rights**
- Tues, Oct. 30:
  - Read the Introduction and Chapters 1, 2 in Pitarch et al. *Human rights in the Maya region: Global politics, cultural contentions, and moral engagements.*
  - **Graduate students also read Chapter 3.**
- Thurs, Nov. 1:
  - *LAS 4935: Response paper due.*
  - Read Chapters 4, 5, 9 in Pitarch et al. *Human rights in the Maya region: Global politics, cultural contentions, and moral engagements.*
  - **Graduate students also read Chapters 6, 7, 8, and the Final Comments.**

**Week 12: Migration and the Mexico-U.S. borderlands**
- *LAS 4935: Quiz Four due by 5:00 PM Friday.*
- Tues, Nov. 6:
  - **No matter how you do it, don’t forget to vote!—Election day.**
  - Read the Introduction and Chapters 1 and 2 in *The land of open graves: Living and dying on the migrant trail* by de León.
  - **Graduate students will read the whole book this week.**
- Thurs, Nov. 8:
  - *LAS 4935 and 6938: Sign-up for final presentation scheduling.*
  - *LAS 6938: Essay 3 prompt available.*
  - Read Chapters 5, 6, 8, and 12 in *The land of open graves: Living and dying on the migrant trail* by de León.
  - **Graduate students will read the whole book this week.**

**Week 13: To be decided per student interest.**
- Tues, Nov. 13: Readings TBD
- Thurs, Nov. 15: Readings TBD
  - *LAS 4935: Response paper due.*
  - *LAS 6938: Essay 3 due.*

**Week 14: To be decided per student interest.**
- Tues, Nov. 20: Readings TBD
- No Class Thursday—Thanksgiving break!

**Week 15: Student presentations**
- Tues, Nov. 27: No Readings
- Thurs, Nov. 29: No Readings
  - *LAS 4935 and 6398: Email a draft of your final paper to a classmate in advance of next week’s final paper workshop.*

**Week 16: Last day of class!**
- Tues, Dec. 4:
  - Class wrap-up and final paper workshop. No readings.

**Final papers for all students are due by 5:00 PM Tuesday, December 11th.**