LAS 4935/6398: Human Rights in Latin America, Fall 2019
University of Florida

Professor and Contact Information
Professor: Joel E. Correia, PhD
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Telephone: (352)-273-4708 *Please use email to contact me for a faster response.
Office Hours: Mondays 4:00-5:00 PM, Tuesdays 9:00-10:00 AM, or by appointment.
Course Website: Course materials and information will be hosted on our UF Canvas website.

Class Location and Meeting Times
Mondays 12:50-3:50 PM in FLG 0275.

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. That said, the class is less a study of the specific legal mechanisms used in human rights practice and more a study of how human rights have evolved as a discourse and political strategy in struggles for justice. However, we will indeed cover the major legal tools and frameworks used to support human rights but take less of a “legalistic” approach to understanding them as you might find in a law class. This seminar adopts a more anthropological and geographic approach to understanding human rights theory and practice.

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 and the Guatemalan genocide. The third part of the course examines current human rights crisis with a particular focus on: 1) violence and migration in Central America and the Mexico-U.S. borderlands and 2) indigenous peoples’ rights movements. At the end of the semester, three weeks of the class are left open for students to influence the course content. Based on feedback from the class, we can expand on a topic already covered in the syllabus (e.g. migration, authoritarianism, etc.), or address other topics of interest to students, such as: human rights and the environment, gender equality, LGBTQ movements, climate justice, etc. Ultimately, students who complete the course should take with them a critical 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 one three-hour class meeting per week. Our class will operate as a seminar that requires active participation through discussion and activities, though I will also provide mini-lectures 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. In other words, please let me know what you are interested in and draw from your life experiences, interests, and studies to put your “stamp” on the course. I view education as a process of co-learning and hope that all students and I engage in meaningful conversation over the course of the semester to learn from, and support, one another in our educational goals.

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 “work” – as discourse and practice. 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.

All course materials, discussion forums, etc. will be hosted on Canvas.

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

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 are available on the course Canvas site.

Required texts:
*Indicates hard copy on reserve a Smathers Library.
**Indicates that e-book is available through Smathers Library.

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. Refer to the section that you are enrolled in for 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.

There will be numerous opportunities to earn participation points, including contributing three resources to the “Human Rights Resources” list on the class Canvas site, contributing to online discussion via Canvas, attending campus talks pertinent to our coursework (with instructor approval), and sharing what you wrote about in your recent “Heartbeat of human rights” paper.

**Heartbeat of human rights: 20% of your final grade**

This as an opportunity to explore new topics outside our reading list and a way to apply what you have learned so far in class. You will write four short response papers (500 words each) over the course of the semester. Each paper should be an analysis of a current news event that you find through your own research. First, find a topic that you are interested in and that pertains to issues of human rights in Latin America. Second, write a short, critical response to that event. Third, share your comments with the class through an informal presentation of what you are researching.

Some advice: To do well on this assignment, do not merely summarize your news item. Instead, write a critical response to the news item and tie the issue to concepts we have talked about in class. In other words, you need to explicitly link your current event to a “core course concept” and use the paper to demonstrate that you understand that concept. You should make an informed argument that is more analytical than descriptive. Consider the following format for your papers: 1/3 summary of the topic and 2/3 critical engagement and original analysis of the issue with regard to the questions above.

The following general questions may help guide you when you read and prepare to write your paper:

- How is the issue you have selected related to human rights?
- How does this issue relate to class concepts or discussions that we have had to date?
- How does the reading/material relate to other things we have read/seen in this class?
- In what ways does this issue shape how you think about human rights and/or struggles for human rights in Latin America?
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.

**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.** Proper grammar, formatting and spelling will count towards your grade.

**Colombia Virtual Exchange: 20% of your final grade**

Shortly after the start of the semester you will be paired with a student from the Universidad del Norte in Baranquilla, Colombia for a “virtual exchange” where each of you responds to a series of short discussion prompts that will foster a conversation about human rights in Colombia and the United States. Accordingly, you will exchange a series of short letters (~1 page) throughout the semester with your partner and eventually meet for a conversation using UF Zoom technology. You will also write a one-page reflection essay at the end of the exchange. The goal of the assignment is to deepen cross-cultural understanding and conversations about human rights and share perspectives with peers in other countries. Specific instructions and exchange deadlines will be posted to Canvas.

**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 Monday, September 16th. For now, please note that the paper will be a 10 to 12-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 with 250-word abstract (5%); 2) peer-review and paper workshop (5%); 4) 10-minute oral presentation (5%); 5) final paper (25%). 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 an 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.

**Three Short essays: 44% 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 9th.
• **Essay 2** = 2,500 words; 15% of your final grade; due October 14th.
• **Essay 3** = 3,000-3,500 words; 19% of your final grade; due November 11th.

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: 16%**

Your participation grade will be assessed by the daily contributions you make in class discussion, reading response papers of 400-500 words (8 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 Sunday evening** of each week so that we can read them before class on Monday. Papers should be critical engagements with the readings, not merely summary.

- Participation = 10% of your final grade.
- Response papers = 5% of your final grade. *Late response papers will not be accepted.
- Facilitating= 5% of your final grade.

**Final research paper: 35%**

You will craft a 7,500 to 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, final practicum, 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 (hardcopy and digital) by the week of October 22nd.
- 5%: Give a 12-minute conference-style oral presentation based on your research paper in class during on December 2nd.
- 5%: Workshop a draft of your paper with two classmates in class by November 29th.
- 20%: A hardcopy version of your final paper will be due in my mailbox and to the appropriate Assignment folder on Canvas by 11:59 PM Sunday, December 8th.
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, response papers, presentations, and your final papers 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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<th>Letter Grade Key</th>
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<td><strong>A</strong> 100-95</td>
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<td><strong>C+</strong> 79-77</td>
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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/y979kuo](https://tinyurl.com/y979kuo) and [https://tinyurl.com/yd336qn9](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/](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.

*Your continued enrollment in this class on 3 September 2019 implies your agreement with the terms of this syllabus.*
Class Schedule: Readings and assignments

SECTION I: INTRODUCTION TO THEORIES AND PRACTICES OF HUMAN RIGHTS

August 19
Week 1: No Class
• Classes start August 20th, so no meeting this week
• *Please watch my video introduction to the course on Canvas.
• All students read:
  o United Nations Universal Declaration of Human Rights
  o “Human Rights” by Boyle

August 26
Week 2
What are human rights? (Brief) History, Theory, and Social Science Approaches
  o “Universal Human Rights Down to Earth: Introduction” by Ford
  o “Ethical theory as social practice” by Goodale
  o “What are human rights? Four Schools of thought” by Dembour
  o Amnesty International Report: The state of the World’s Human Rights 2017/18
    ▪ 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.
  o ** Graduate students also read:
    ▪ “The concept of human dignity and the realistic utopia of human rights” by Habermas
    ▪ “Righting wrongs” by Spivak

September 2
Week 3: Labor Day Weekend—No class meeting, but VoiceThread commentary due to Canvas.
Human Rights in Latin America
• “Is there a Distinctive Tradition of Human Rights in Latin America?” by Clearey
• “International Human Rights Law and Practice in Latin America” by Lutz and Sikkink
• “The emergence, evolution and effectiveness of Latin American Human Rights Network” by Sikkink.
• ** Graduate students also read:
  o “The relative universality of human rights” by Donnelly

• LAS 4935: Heartbeat of human rights paper due (remember, you only have to do four total).
• LAS 6938: Essay 1 prompt available.

SECTION II: KEY CASES IN THE EVOLUTION OF HUMAN RIGHTS IN LATIN AMERICA

September 9
Week 4: Authoritarianism in South America, Chile & Pinochet
• All students read Pinochet and Me: A Chilean Anti-Memoir by Marc Cooper.
• In-class film: Nostalgia de la Luz by Patricio Guzmán.

• LAS 4935: Quiz One due by 5:00 PM Monday.
  ➢ LAS 6938: Essay 1 due.

September 16
Week 5: Authoritarianism in South America, Paraguay & Operation Condor
• All students read Predatory States: Operation Condor and covert war in Latin America by J. Patrice McSherry.
  *LAS 4935 students should skim the book; LAS 6398 students should read the book.
• In-class film: Investigating Operation Condor.

  ➢ LAS 4935: Heartbeat of human rights paper due (remember, you only have to do four total).

September 23
Week 6: Authoritarianism in South America, Argentina & the Dirty War
• Argentina’s Missing Bones: Revising the history of the Dirty War by James Brennan.
  *LAS 4935 students should skim the book; LAS 6398 students should read the book.
• In-class film: The Disappeared.

  ➢ LAS 4935: Quiz Two due by 5:00 PM Friday.

September 30
Week 7: Civil War and Genocide in Guatemala
• Paper cadavers: The archives of dictatorship in Guatemala by Kristen Weld.
  *LAS 4935 students should skim the book; LAS 6398 students should read the book.
• In-class film: Granito: How to nail a dictator by Pamela Yates.

October 7
Week 8: Genocide in Guatemala, Trials and transitional justice
- “Guatemala’s genocide trial and the nexus of racism & counterinsurgency” by Oglesby and Nelson.
- “Guatemala’s genocide determination and the spatial politics of justice” by Oglesby and Ross.
- “From heaven to hell in ten days: The genocide trial in Guatemala” by Burt.
- “Mayan women survivors speak: The gendered relations of truth telling in postwar Guatemala” by Crosby and Lykes.

- LAS 4935: Heartbeat of human rights paper due (remember, you only have to do four total).
- LAS 6938: Essay 2 prompt available.

SECTION III: CURRENT STRUGGLES FOR HUMAN RIGHTS IN LATIN AMERICA

October 14

Week 9: Truth commissions, transitional justice and the Inter-American System
- “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

- LAS 4935: Quiz Three due by 5:00 PM Friday.
  ➢ LAS 6938: Essay 2 due.

October 21

Week 10: Conflicts in Central America—El Salvador, Honduras, and Guatemala
- Read Parts One and Two of A history of violence: Living and dying in Central America by Martínez.
- **Graduate students also read Part Three of the book.

  ➢ LAS 4935: Heartbeat of human rights paper due (remember, you only have to do four total).
  ➢ All Students: Meet with Dr. Correia no later than this week to discuss final paper ideas, upload your abstract to Canvas 24 hours before meeting.

October 28

Week 11: Migration, Mexico, and Militarism
  o Please visit the following links:
    ▪ Watch this short video: https://www.youtube.com/watch?time_continue=16&v=my9YVnA3Bks
    ▪ Explore this website: https://www.forensic-architecture.org/case/ayotzinapa/
**Graduate students also read:** Schwartz-Marin, E. and Cruz-Santiago, A. 2016. Pure corpses, dangerous citizens: Transgressing the boundaries between mourners and experts in the search for the disappeared in Mexico. Social Research: An International Quarterly 83(2): 483-510.

November 4

**Week 12: Migration and the Mexico-U.S. borderlands**
- Read the Introduction and Chapters 1-2, 5-6, 8, 12 in The land of open graves: Living and dying on the migrant trail by de León.
- **Graduate students will read the whole book.**

- **LAS 4935:** Heartbeat of human rights paper due (remember, you only have to do four total).
- **LAS 6938:** Essay 3 prompt available.

November 11

**Week 13: No Class, Veteran’s Day**
- **LAS 4935:** Quiz Four due by 5:00 PM Tuesday, November 12.
- **LAS 6938:** Essay 3 due by 11:59 PM Tuesday, November 12.

November 18

**Week 14: Students Choose Theme—To be updated.**
- **LAS 4935:** Heartbeat of human rights paper due (remember, you only have to do four total).

November 25

**Week 15: Students Choose Theme—To be updated.**
- **All Students:** Email a draft of your final paper to your partner for peer review next week by 10 PM Friday 11/29 and CC Professor Correia.

December 2

**Week 16: Last day of class!**
- Student presentations & celebration!

**Final papers for all students are due by 11:59 PM Sunday, December 8th.**