

Carleton University
Department of Sociology and Anthropology

**Sociology/Anthropology 3027A
Political Science 3802A**

Globalisation and Human Rights
Fall 2015

Instructor: Augustine Park
Office: C766 Loeb
Phone: 613 520 2600 ext. 2593
Email: Augustine.Park@carleton.ca

Office hours: Tuesdays
11:30am – 12:30pm
or by appointment

Course time: Tuesdays 8:35am – 11:25am
8 September – 8 December

Course location: Southam Hall 417

- Knowledge of the content of this syllabus is your responsibility;
- Audio- and/or video- recording of lecture is not permitted without special permission;
- It is your responsibility to check cuLearn regularly;
- All cell phones, smart phones, music players and similar devices must be switched OFF and placed out of sight for the duration of class;
- Headphones/earphones should be removed for the duration of class unless you have prior permission to use them;
- This syllabus is subject to minor modification throughout the term at the discretion of the instructor.

Pre-Requisites: Third year standing plus [SOC1 1001 *and* 1002] or [SOC1 1003]
or
Third year standing plus [ANTH 1001 *and* 1002] or [ANTH 1003]
or
Third year standing plus [one of GPOL 1000, SOCI 1010, ANTH 1003, ANTH 1010, ISSC 1001, PSCI 2601, PSCI 2602, LAWS 2105, PHIL 2103] or [ANTH 1001 and ANTH 1002], or [SOC1 1001 and SOCI 1002]

Precluded Courses: None.

Course Description and Objectives

In the post-Cold War era, war has been characterised by human rights and humanitarian violations on a massive scale. This course examines how armed conflict has been shaped by

global forces, focusing specifically on how illicit and licit global economies fuel or flourish in situations of organised political violence. Thus, despite the globalisation of the human right regime, globalisation also represents a central context for human rights catastrophes. Moreover, the course will examine how globalisation shapes the emergence of new political identities that may give rise to conflict. Yet, the globalisation of human rights discourse has also prompted the rise of a formidable apparatus of strategies to address the atrocities of political violence. In particular, this course examines the reinvigoration of cosmopolitanism, various modes of transitional justice and statebuilding interventionism, while engaging the debate on universalism versus cultural relativism.

Course Readings

Required readings: All of your required readings are located either in your course pack or posted on cuLearn. You will require both the course pack and cuLearn to access all of your readings. Your course pack is available for purchase at Octopus Books, located at 116 Third Avenue (just a few steps west of Bank Street in the Glebe). Phone: 613 233 2589. Email: octopus@octopusbooks.ca.

Recommended readings: The only recommended reading for this course is in week one. Thereafter, you may see me to discuss further readings on topics that interest you.

Reference material: Since both analytic essay assignments must be submitted using APA referencing style, students should download this useful guide: <http://library.concordia.ca/help/howto/apa.php>.

Course Requirements and Methods of Evaluation

Evaluation System

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course have the following percentage equivalents:

Letter Grade	Percent
A +	90-100
A	85-89
A -	80-84
B +	77-79
B	73-76
B -	70-72
C +	67-69
C	63-66
C -	60-62
D +	57-59
D	53-56
D -	50-52
F	0-49

Note: Students should consult the Academic Regulations of the University (Part A: Registration, Evaluation and Record, section 2.3: Standing in Courses/Grading System) for a further details on grades or notations used by the University.

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv2/#2.3>.

Course Grading Scheme

<i>Item for Evaluation</i>	<i>Value</i>	<i>Deadline</i>
Participation	15%	Continuous
Presentation of Readings	20%	Various
Mid-Term Analytic Essay Assignment	25%	20 October (week 7)
Final Analytic Essay Assignment	35%	8 December (week 13)
Self-Evaluation	5%	1 December, in class

Assignments

Participation

What? Participation, for this course, is comprised of (1) *constructive, relevant, informed spoken* contributions to discussions in small and large group settings, and (2) *active and attentive listening*. Participation may involve various activities or conventional discussions. Participation is about the quality of your contribution, not simply the quantity.

Purpose: Participation is core to learning for advanced students, both for one's own learning and for teaching one's peers.

Evaluation: Participation is valued at 15% of your final mark. Improvements or progress made over the course of the term will be taken into account. There are no marks allocated for attendance; however, successful participation requires regular attendance. Being prepared to discuss readings will be central to meaningful participation since small group activities will normally involve discussion or application of the readings.

Note: If you are concerned about your participation mark, approach me early in the term to discuss ways in which we can make the class a more comfortable space for you to be actively involved.

Under rare circumstances (such as documented severe, sustained illness) that chronically prevent course attendance, an alternative assignment may be negotiated to replace the participation requirement. Alternative assignment arrangements will not be made for chronic absence resulting from scheduling conflicts (including for employment or course conflicts).

Policy:

- Submission: In-class participation.
- Return: N/A.
- Late Policy: N/A.
- Extensions: N/A.
- Submission Format: Spoken participation and active listening in class
- Appeals: Participation is not subject to appeal or petition

Presentation of Readings

What? Each week, for weeks 3-12 inclusive, students will lead discussion of the assigned readings in small groups. The student presenters will provide a summary and critique of the readings and lead discussion based on prepared questions.

Purpose: Presenting the readings in small groups enables students to learn from and teach peers. It also provides each student with an opportunity to practice public speaking and facilitation skills in a small group setting, while developing a detailed knowledge of a selection of course texts.

Instructions: On weeks 1 and 2, each student is required to sign up for a presentation date. ***Students who do not sign up by the end of break on week 2 will be signed up to any unfilled spots at my discretion.*** In each of weeks 3-12, approximately six students will present the assigned readings and lead discussions in small groups of approximately 10 peers. Each presentation should be based on the readings assigned for the class in which the presentation is taking place (i.e., on week 3, student presenters will lead discussions on the readings for week 3).

Each presentation involves three parts. First, each presenter should succinctly summarise the key points and core themes of each reading assigned for the day. Second, each presenter should provide his/her own critical evaluation of the readings (for example: What were the strengths and weaknesses of the argument? Were you convinced by the argument and why or why not? What is your evaluation of the supporting evidence, as well as methodological and theoretical tools used by the author[s]? Did you learn something that surprised you? How would you challenge the conclusions drawn by the author[s]? Etc.). The summary and critical evaluation of the readings should be presented in 10-15 minutes. Third, each presenter should facilitate discussion using no less than 4 pre-prepared discussion questions based on the readings to stimulate and guide discussion. Each group will have 15-20 minutes to discuss. In total, student presentations (i.e., summary, critical evaluation, facilitating small group discussion) should take approximately 30 minutes.

Immediately after your presentation, you should submit a hardcopy of your presentation (script and questions) to me in class, otherwise your presentation submission will be considered late and will be penalised as such.

Evaluation: The presentation of readings will be evaluated on the basis of three criteria: (1) *the quality of the summary:* accuracy in explaining concepts and sophistication in discussing themes and issues; (2) *the quality of the critical evaluation:* maturity of engagement with the issues in the text, logical support for criticisms etc.; and, (3) *the quality of the prepared questions,* i.e., were the questions designed to stimulate engagement with the texts and address significant aspects of the texts?

The evaluation of your presentation will be based on your prepared written script and questions. You will not be evaluated on the basis of your spoken performance, although I will circulate to each group during presentations to join in on your discussions.

Policy:

- Submission: The presentation will be delivered orally in class. In addition, the presentation script and prepared questions should be submitted to me in hardcopy in class on the day of your presentation.
- Return: Your marked presentation will be returned to you as quickly as possible, but no later than 3 course weeks after your presentation date.
- Late Policy: You are not permitted to deliver your oral presentation late. If you are unable to attend the class in which you are scheduled to present due to a documented medical or personal emergency, you may sign up for another presentation date. If you miss your presentation without appropriate documentation of a medical or personal emergency and do not sign up for a new presentation date, you will receive a mark of zero on this assignment. If you present as scheduled, but submit your script and questions late (i.e. after the end of class on the day of your presentation), your late submission will be penalised at 5% per day, including each weekend day. Any late presentation scripts and questions should be submitted to the dropbox in the main office of the Department of Sociology and Anthropology (B750 Loeb).
- Extensions: There are no extensions for the oral or written components of this assignment. If, due to a documented medical or personal emergency, you are unable to present on your scheduled presentation date, you may sign up for another presentation date.
- Submission Format: Your presentation must be delivered orally in class. The script and prepared questions should be submitted to me in hardcopy in class on the date of your presentation. The written component of your presentation must be type-written, double-spaced and in Times New Roman 12 pt. font or a font of equivalent size. All four margins should be a minimum of one inch in width. There is no minimum or maximum page length as the level of detail is at the discretion of each presenter; however, an anticipated average length of the summary would be 3-4 pages, an anticipated average length of the critical evaluation would be 2-3 pages, and your questions are unlikely to take more than one page. Your script may be in point form or in full sentences. If you choose to submit point form notes, ensure that they are both adequately detailed and intelligible to evaluate your understanding of the text and interpret your critical engagement.
- Appeals: Grade appeals and petitions on your presentation are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in your work. An appeal form will be provided when a student wishes to petition a mark. A student wishing to appeal a mark must notify me of this intention no later than one week after the mark for the assignment is returned. The written appeal must be submitted to me no later than one week after the student notifies me of intent to appeal (i.e., no later than two weeks after the marked assignment is returned). Any requests for re-evaluation may result in an increased mark or the *status quo*. I will not, however, lower your mark.

Mid-Term Analytic Essay Assignment

What? The mid-term analytic essay assignment (or “mid-term assignment”) is a take-home assignment analysing and synthesising course material (lectures, readings and in-class media) covered beginning on 8 September up to and including 13 October (weeks 1-6 inclusive).

Purpose: The mid-term analytic essay assignment is an opportunity for students to review course themes and issues. This assignment evaluates comprehension of course material (lectures, readings and in-class media), the ability to apply course concepts, as well as critical, sociological engagement with course themes.

Instructions: The mid-term analytic essay assignment will be distributed in class on 13 October (week 6). On that day in class, instructions will be provided on the assignment and I will answer questions relating to the assignment. The mid-term assignment should be submitted in hardcopy in class on 20 October (week 7). Assignments submitted on 20 October after class will be considered one day late and penalised as such.

Policy:

- Submission: The mid-term analytic essay assignment should be submitted in hardcopy in class on 20 October (week 7).
- Return: Your marks will be returned to you in class as quickly as possible, but by no later than three course weeks after the assignments are submitted.
- Late Policy: The late penalty for the mid-term assignment is 5% per day, including each weekend day without appropriate documentation of medical or personal emergency. Any late assignments should be submitted in hardcopy to the dropbox in the main office of the Department of Sociology and Anthropology (B750 Loeb). If relevant, staple a hardcopy of your documentation for a medical or personal emergency to your assignment submission.
- Extensions: Deadline extensions are granted only in cases of documented medical or personal emergency. You should notify me as soon as possible when requesting an extension. Do so prior to the deadline whenever possible.
- Submission Format: Your mid-term assignment must be type-written, double-spaced and in Times New Roman 12 pt. font or a font of equivalent size. All four margins should be a minimum of one inch in width. Students are required to use APA referencing style. (Download the guide listed on page 2 of this syllabus).
- Appeals: Grade appeals and petitions on your mid-term assignment are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in your work. An appeal form will be provided when a student wishes to petition a mark. A student wishing to appeal a mark must notify me of this intention no later than one week after the mark for the assignment is returned. The written appeal must be submitted to me no later than one week after the student notifies me of intent to appeal (i.e., no later than two weeks after the mark for the assignment is returned). Any requests for re-evaluation may result in an increased mark or the *status quo*. I will not, however, lower your mark.

Final Analytic Essay Assignment

What? The final analytic essay assignment (or “final assignment”) is a take-home assignment analysing and synthesising course material (lectures, readings and in-class media) covered beginning on 8 September up to and including 1 December (weeks 1-12 inclusive).

Purpose: The final analytic essay assignment is an opportunity for students to review course themes and issues. It evaluates comprehension of course material (lectures, readings and in-class media), the ability to apply course concepts, as well as critical, sociological engagement with course themes.

Instructions: The final analytic essay assignment will be distributed in class on the last lecture day of this course (1 December). On that day in class, instructions will be provided on the final assignment and I will answer questions relating to the assignment. You will submit your completed final assignment in hardcopy to the dropbox in the main office of the Department of Sociology and Anthropology (B750 Loeb) at any time on 8 December (the last official day of this course).

Policy:

- Submission: The final analytic essay assignment should be submitted in hardcopy to the dropbox in the main office of the Department of Sociology and Anthropology (B750 Loeb) at any time on 8 December.
- Return: Marked final assignments will not be returned. Students may choose to schedule an appointment with me to find out their mark on the final assignment. Marks will *not* be emailed to students.
- Late Policy: The late penalty for the final assignment is 5% per day, including each weekend day without appropriate documentation of medical or personal emergency. Any late assignments should be submitted in hardcopy to the dropbox in the main office of the Department of Sociology and Anthropology (B750 Loeb). If relevant, staple a hardcopy of your documentation for a medical or personal emergency to your assignment submission.
- Extensions: Deadline extensions are granted only in cases of documented medical or personal emergency. You should notify me as soon as possible when requesting an extension. Do so prior to the deadline whenever possible.
- Submission Format: Your final assignment must be type-written, double-spaced and in Times New Roman 12 pt. font or a font of equivalent size. All four margins should be a minimum of one inch in width. Students are required to use APA referencing style. (Download the guide listed on page 2 of this syllabus).
- Appeals: Grade appeals and petitions on your final assignment are welcome, but will only be considered if accompanied by a reasoned argument in writing, demonstrating thoughtful reflection on the merits overlooked in your work. An appeal form will be provided when a student wishes to petition a mark. A student wishing to appeal a mark must first meet with me to learn his/her mark, then notify me of the intention to appeal no later than one week after that meeting. The written appeal must be submitted to me no later than one week after the student notifies me of intent to appeal (i.e., no later than two weeks after our meeting). Any requests for re-evaluation may result in an increased mark or the *status quo*. I will not, however, lower your mark.

Self-Evaluation

What? The self-evaluation is a very short form, which each student completes at the end of term to generate a score reflecting each student's assessment of his/her own performance.

Purpose: The self-evaluation is designed for you to assess your own progress as an advanced student invested in your own learning.

Instructions: The evaluation will take place on the last lecture day of this course, 1 December, in class and will consist of a series of questions on a form on how you view your own performance in the course, particularly relating to improvements over the term and effort you put into the course. I will step out of the room while you fill out your self-evaluations.

Note: I will not lower a self-evaluation score, but in some cases may raise a score if I feel you have evaluated yourself too harshly. Self-evaluation forms will remain in a sealed envelope until all other marks are generated for this course. You may choose to opt out of self-evaluation; if you opt out, the missing 5% will be added to the value of your final assignment.

Policy:

- Submission: You will submit your completed self-evaluation form to an envelope in-class on the day of the self-evaluation. The envelope will be sealed and will not be opened until all of your marks have been generated.
- Return: N/A.
- Late Policy: You may not submit your self-evaluation form late. If you miss the self-evaluation in class, irrespective of the reason, the 5% will automatically be moved to the value of your final assignment.
- Extensions: There are no extensions for your self-evaluation. If you miss the self-evaluation in class, irrespective of the reason, the 5% will automatically be moved to the value of your final assignment.
- Submission Format: A form will be provided.
- Appeals: N/A.

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>.

Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy Obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Religious Obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first

in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Plagiarism

Source: *Undergraduate Teaching Regulations and Procedures, Faculty of Arts and Social Sciences, 2015-2016*, p. 16:

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Assistance for Students

Paul Menton Centre: www.carleton.ca/pmc

Peer Assisted Study Sessions: www.carleton.ca/sasc/peer-assisted-study-sessions

Student Academic Success Centre: www.carleton.ca/sasc

Writing Tutorial Services: www.carleton.ca/sasc/writing-tutorial-service

Important Information

- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Materials produced by students, the TA or the professor in this course (including presentations, posted notes/slides, lectures, assignments etc.) remain the intellectual property of the author(s). These materials are intended for personal use in this course and may not be reproduced or redistributed without prior written consent of the author(s). Posting any material produced for this course by the professor on websites, such as course/notes sharing websites, is not permitted.

Lecture Schedule

Tuesday 8 September

Week 1

Course Introduction: *Globalisation, Human Rights and Political Violence*

Recommended Reading: Dembour, M. (2010). What are human rights? Four schools of thought. *Human rights quarterly*, 32, 1-20. (on cuLearn)

UNIT I: GLOBAL ECONOMIES, HUMAN RIGHTS AND POLITICAL VIOLENCE

Tuesday 15 September

Week 2

Identity and Globalisation

Required Reading: Kaldor, M. (2006). The politics of new wars. In M. Kaldor, *New and Old Wars: Organized Violence in a Global Era*, 2nd Edition (pp. 72-94). Stanford, CA: Stanford University Press. (in course pack)

Madibbo, A.I. (2012). Conflict and the conceptions of identities in the Sudan. *Current sociology*, 60(3), 302-319. (on cuLearn)

Tuesday 22 September

Week 3

The Global Arms Trade

Required Reading: Staples, S. (2000). The relationship between globalization and militarism. *Social justice*, 27(4), 18-22. (on cuLearn)

Hartung, W.D. (2001). The new business of war: Small arms and the proliferation of conflict. *Ethics and International Affairs*, 15(1), 79-96. (on cuLearn)

Tuesday 29 September

Week 4

Resource Wars and Northern Luxuries

Note: Today, you will do informal in-class evaluations of this course. If there are issues you'd like to raise or improvements you'd like me to make, tell me now!

Required Reading: Montague, D. (2002). Stolen goods: Coltan and conflict in the Democratic Republic of Congo. *SAIS review*, XXII(1), 103-118. (on cuLearn)

Orogun, P. (2004). 'Blood diamonds' and Africa's armed conflicts in the post-Cold War era. *World Affairs*, 166(3), 151-161. (on cuLearn)

Tuesday 6 October

Week 5

Human Trafficking

Required Reading: Agathangelou, A.M. (2003). Desire industries: Sex trafficking, UN peacekeeping, and the neoliberal world order. *Brown journal of world affairs*, X(1), 133-148. (on cuLearn)

Doezema, J. (2002). Who gets to choose? Coercion, consent and the UN Trafficking Protocol. *Gender and development*, 10(1), 20-27. (on cuLearn)

UNIT II: COSMOPOLITANISM AND HUMAN RIGHTS INTERVENTIONISM

Tuesday 13 October

Week 6

Cultural Relativism versus Universalism: Debating the New Cosmopolitanism

Note: *Your mid-term analytic essay assignment will be distributed in class today.*

Required Reading: Mutua, M. (2001). Savages, victims, and saviors: The metaphor of human rights. *Harvard international law journal*, 42(1), 201-245. (on cuLearn)

Tuesday 20 October

Week 7

Cosmopolitanism, Images of Suffering and the Distant Other

Note: *Your mid-term analytic essay assignment is due in class today.*

Required Reading: Cohen, S. (2001). Images of suffering. In S. Cohen, *States of denial: Knowing about atrocity and suffering* (pp. 168-195). Cambridge: Polity. (in course pack)

Sontag, S. (2003). Chapter three. In S. Sontag, *Regarding the pain of others* (pp. 40-58). New York: Farrar, Straus and Giroux. (in course pack)

Fall Break – 26 October to 30 October

Tuesday 3 November

Week 8

The Politics of Helping: Global NGOs

- Required Reading:*
- Rideout, L. (2011). Representations of the 'Third World' in NGO advertising: Practicalities, colonial discourse and western understandings of development. *Journal of African media studies*, 3(1), 25-41. (on cuLearn)
- Yanacopulos, H. and Smith, M.B. (2008). The ambivalent cosmopolitanism of international NGOs. In A.J. Bebbington, S. Hickey and D.C. Mitlin (Eds.), *Can NGOs make a difference? The challenge of development alternatives* (pp. 298-315). London: Zed Books. (in course pack)

Tuesday 10 November

Week 9

Transitional Justice: Trials

- Required Reading:*
- Nagy, R. (2008). Transitional justice as global project: Critical reflections. *Third world quarterly*, 29(2), 275-289. (on cuLearn)
- Ainley, K. (2011). The International Criminal Court on trial. *Cambridge review of international affairs*, 24(2), 309-333. (on cuLearn)

Tuesday 17 November

Week 10

Transitional Justice: Truth Commissions

- Required Reading:*
- Hayner, P. (2002). Why a truth commission. In P. Hayner, *Unspeakable truths: Confronting state terror and atrocity* (pp. 24-31). New York: Routledge. (in course pack)
- Shaw, R. (2007). Memory frictions: Localizing the Truth and Reconciliation Commission in Sierra Leone. *The international journal of transitional justice*, 1, 183-207. (on cuLearn)

Tuesday 24 November

Week 11

Transitional Justice, Gender, and Global Activism

Required Reading:

Baines, E. (2011). Gender, responsibility, and the grey zone: Considerations for transitional justice. *Journal of human rights*, 10, 477-493. (on cuLearn)

Henry, N. (2010). The impossibility of bearing witness: Wartime rape and the promise of justice. *Violence against women*, 16(10), 1098-1119. (on cuLearn)

Tuesday 1 December

Week 12

Peacebuilding: Orthodoxy and Alternatives

Note: *Today, you will do your self-evaluation, as well as informal course evaluations. Your final analytic essay assignment will also be distributed in class today.*

Required Reading:

Paris, R. (2004). The origins of peacebuilding. In R. Paris, *At war's end: Building peace after civil conflict* (pp. 13-37). Cambridge: Cambridge University Press. (in course pack)

Chandler, D. (2006). The ethics of empire in denial. In D. Chandler, *Empire in denial: The politics of statebuilding* (pp. 71-95). London: Pluto. (in course pack)

Tuesday 8 December

Week 13

No class.

Final analytic essay assignments due.