

GOVERNMENT 264: DEMOCRACY AND HUMAN RIGHTS IN LATIN AMERICA

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Office Hours: Monday 9:30-10:45, Friday 10-12, or by appointment – Diamond 253

Course Website: web.colby.edu/GO264

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This course examines political regimes and regime change in Latin America throughout the 20th century, with a particular emphasis on the quality of democracy and human rights in the current period. While countries throughout the region experienced a breakdown of democratic politics in the 1960s and 1970s, by the 1980s nearly all of these countries had transitioned to democracy. Can this new wave of democracy be sustained? Is there a tradeoff between giving meaningful political voice to the majority and the constraints of liberal democratic institutions? How do Latin American democracies fare in protecting the human rights of their most vulnerable citizens, including the poor, women, black and indigenous people, and people that are LGBTQ+?

In Section I, we will discuss how to define “democracy” and “human rights.” In Section II, we will investigate the causes of democracy, discussing why stable democracies have been so difficult to establish in Latin America. We will examine the third wave of democratization in the 1980s and 1990s, with a focus on Chile. Section III will examine the tradeoffs between democratic inclusion and the checks and balances associated with liberal democratic institutions, and will explore whether Bolivia and Ecuador should still be considered democracies. The final section addresses the relationship between state capacity, citizenship rights, and democratic quality through the lens of Central America. How has violence, and *mano dura* (iron-fist) policies designed to constrain violence, threatened citizenship rights in Central America? Why do Central Americans migrate to the United States, and what is the human-rights record of U.S. immigration policies?

As W-2 writing seminar, this course will use these substantive questions as a means to develop critical thinking, writing, and research skills that will prove essential throughout your college career—and beyond. We will reserve 10-15 minutes of most classes to develop these skills through practical applications. You will then apply these skills to the course material through a series of written assignments.

Course Objectives

1. Gain a solid understanding of different theoretical frameworks used to analyze democracy and human rights in Latin America. This course should make it easier for you to read the newspaper and think critically about current events.
2. Learn about political dynamics during recent history for select Latin American countries – namely, Chile, Ecuador, Bolivia, and El Salvador.
3. Strengthen your critical-thinking skills. Students will learn to identify the causal claims of authors and to challenge their approaches and assumptions. These are skills you will bring to your other courses, and to your life after college.

4. Improve your writing and critical analysis skills through several paper assignments. Since this is a W-2 course, the focus will be on learning to write like political scientists. In particular, this means developing and assessing the merits of different causal hypotheses based on empirical evidence. You will develop these skills first through papers based on course material before employing them in a research paper.
5. Learn to use the comparative method: a mode of analysis in political science premised on the idea that the act of comparing two (or more) cases can help us wrestle with important questions about political phenomena. Students will use the comparative method in their second analytical paper and their research paper.
6. Gain practice finding and synthesizing academic sources for your research paper.
7. Develop the capacity find and utilize quantitative and qualitative data to support arguments.

Course Assignments

The grade breakdown for the course follows:

Map Quiz	1%
Analytical Paper #1	21%
Analytical Paper #2	25%
On-Time Completion of Research Paper Components	9%
Final Research Paper	32%
Class Engagement	12%

Barring a documented emergency, the **paper due dates are final**. Papers will be marked down 1/2 a letter grade for each day late, starting when the paper is due at 11:59 pm on the due date. **If you turn a paper in at 12:05 am, that counts as a full day late.**

Map quiz

We will have a map quiz in class (see the list of course assignments for the date). On the day of the quiz, I will hand out the blank map. A copy of this map is available on the course website to help you study. You must identify each country and its capital. You will only be responsible for Spanish and Portuguese speaking nation-states. In other words, you are *not* responsible for French- or English-speaking countries such as Haiti or Guyana, or for territories such as Puerto Rico. *Correct spelling is required.*

Countries and capitals you should know for the map quiz include:

- Argentina (Buenos Aires)
- Bolivia (La Paz)
- Brazil (Brasília)
- Chile (Santiago)
- Colombia (Bogotá)
- Costa Rica (San José)
- Cuba (Havana)
- Dominican Republic (Santo Domingo)
- Ecuador (Quito)
- El Salvador (San Salvador)
- Guatemala (Guatemala City)
- Honduras (Tegucigalpa)
- Mexico (Mexico City)
- Nicaragua (Managua)
- Panama (Panama City)
- Paraguay (Asunción)
- Peru (Lima)
- Uruguay (Montevideo)
- Venezuela (Caracas)

Analytical Papers

Students will write two analytical papers. The analytical papers provide you with the opportunity to demonstrate mastery of course readings, discussions, lectures, and films. No outside research is necessary. The first analytical paper will be 6-7 pages in length and is worth 21% of your grade. The second analytical paper is 7-8 pages in length and is worth 25% of your grade.

For the first analytical paper, you will complete two drafts. I will provide extensive feedback on the first draft, and more limited comments on the final draft. For the final draft, you will submit both the revised paper and a revision memo explaining how you incorporated my feedback when revising. The first draft will be worth 1/3 of the assignment grade, while the final draft will be worth 2/3 of the assignment grade. For the second analytical paper, you will complete only one draft.

Research Paper

Each student will write a 13-15 page research paper for this course. Your research paper should address some aspect of democratic stability, democratic quality, or human rights and should draw on theories analyzed in the course (e.g. breakdown of democracy, democratization, illiberal democracy, accountability, citizenship). The paper should compare two cases to develop an argument—for example, comparing the political inclusion of indigenous people in Chile and Argentina, or comparing the impact of anti-corruption interventions in Brazil and Guatemala, or comparing the expansion of women's rights vs. LGBTQ+ rights in Argentina.

The paper will be written in a scaffolded fashion, meaning that you will turn in several assignments along the way, with the following due dates:

- October 25: Research proposal due
- November 3: Annotated bibliography due
- November 13: Topic-sentence outline due in class
- November 20: Topic-sentence outline due in class
- December 1: First draft due for peer review
- December 2: Peer review due
- December 15: Final paper due

9% of your course grade will be determined by your on-time and full completion of each of the scaffolded components of the research paper: the research proposal (1%), the annotated bibliography (1%), two topic-sentence outlines (2%), the first draft (4%), and the peer review (1%). I will give partial credit if the assignment arrives late or does not meet the full requirements that I provide.

Class engagement

Students are expected to be active participants in all classes. Your class engagement grade will reflect your overall input during class. Students must be fully prepared at all times to discuss the readings and concepts from that day's material, and that of previous classes.

On the course website, I have provided study questions to help you prepare for each class. You are responsible for these questions during class, and you should dedicate a portion of your

reading time to writing up brief responses to the questions. I will occasionally cold call on students to get the conversation moving along. **Bring PRINTED copies of all readings to class**, as well as your notes on the readings.

How much work do you need to put in outside of the class to make these kinds of contributions? On average, students are expected to put in approximately 10-12 hours of work per week for a four-credit class, as per U.S. Department of Education guidelines. Since you will be spending 2.5 hours in the classroom, this means you should be working about 7.5-9.5 hours per week for this course outside of the classroom. If you find that you are spending more than 12 hours per week on the class, please see me to discuss strategies to read more efficiently—a skill that requires considerable practice.

Grading

If you put in time, effort, and a sense of curiosity, you will get a LOT out of this class, and your grade will reflect your hard work. As Colby students, I know that you are all smart. Your grade will reflect the work you put into the class. I have high standards, and I will give you the tools to help you learn core concepts and information, and to develop the skills needed to meet those high standards. The class is not curved, and nothing would make me happier than to have all students earn As in this class.

Grading Standards		Grading Scale	
A	Exceptional work. Demonstrates superb understanding of the course material <i>and</i> outstanding critical thinking and analytic rigor. Goes beyond simply answering the prompt to craft a creative and insightful analysis. Communicates information in a clear, concise, and mechanically correct manner. <i>An A grade will only be given if work is exceptional.</i>	A+	97-100
		A	93-96
		A-	90-92
		B+	87-89
		B	83-86
B	Good work. Demonstrates a strong grasp of course material and good analytic rigor, but with some errors (e.g. faulty assumptions in logic or some incorrect descriptions of an author's argument). May have some problems with structure or mechanics but overall easy to understand the main gist. Solid work, but not the most original or insightful analysis.	B-	80-82
		C+	77-79
		C	73-76
		C-	70-72
		D+	67-69
C	Mediocre work. Applies some course material and themes, but demonstrates considerable misunderstanding of material. Difficult to discern the student's argument and the logic supporting this argument. A number of serious problems with structure and mechanics.	D	63-66
		D-	60-62
		F	<60
D	Poor work. May attempt to apply some course materials and themes, but demonstrates very serious errors or misunderstanding of course material. The student doesn't appear to have any argument, and the assignment lacks structure entirely and has extensive problems with mechanics. Shows little effort.		
F	Very poor work. Assignment is unrelated to course material and fails to address the prompt and guidelines. Reflects a lack of effort.		

How to Succeed in Government 264: Tips from Former Students

I emailed former students that have received As to ask their tips for how to do well in this class, and they made the following suggestions.

How to Prepare for Class

- Use the study questions Prof. Mayka gives you for each reading. They will help you understand the class discussion. – Student from Spring 2016
- When doing the readings try to think more about the big picture take-aways and the ways in which the examples in the text relate to the topics that we are discussing in class. I initially made the mistake of focusing too much on details rather than larger themes—although details can be good to know as examples of themes they are not as important as your comprehension of the text as a whole. After finishing the readings take a few minutes to see if you can summarize each of them briefly, and it is even helpful to do this exercise as part of your notes. – Student from Fall 2014
- Do all of the required readings, and write down 2-3 major points at the end of each print-out [of the article] right when you finish reading. – Student from Spring 2016

Ask for Help

- Go to office hours. Professor Mayka can provide great advice on thinking through all elements of a paper (from choosing a topic, to finding good sources to use, to further developing your ideas). She can also help you to understand important class concepts—which is essential as these concepts tend to build on each other throughout the course. If you are struggling with some element of the course, it is important to see her early. – Student from Fall 2014
- This sounds simple but it is always good for incoming students to hear: [Professor Mayka was] always very helpful for me whenever I emailed or came to [her] with questions. – Student from Spring 2016

Participate in Class

- Participate in class. Even if you are someone who does not feel comfortable talking in class you should try to make at least one comment or ask one question during each class (as long as it isn't just a fluff comment). Class is much more interesting if everyone participates and Professor Mayka will notice. As long as you answer the study questions for the reading beforehand you will have something substantive to bring to the class discussion. – Student from Fall 2014

How to Do Well on Papers

- Start assignments early. Professor Mayka's [papers] are not meant to be completed the night before they are due. They require extended periods of time to think through the prompts and to gather relevant sources. Starting early is important to making sure that the assignments that you turn-in are high quality. – Student from Fall 2014
- Take notes on all the readings. Make sure to write down page numbers because they will be helpful for writing essays and using citations. – Student from Spring 2016
- For your research paper, think of an issue that interests you from the start—whether it be health, women's rights, or another topic. Then look into how these issues have impacted

countries in Latin America and what case in particular you want to study. This allowed me to begin my search in a more focused manner and ensures that you will be studying a topic area that interests you. – Student from Spring 2016

Creating an Environment of Mutual Respect

This class is a partnership between me as your professor, and you as students. Together, we will build a supportive, respectful, and productive environment to learn and to explore challenging questions about Latin American politics. Building this kind of environment requires mutual respect.

What do I expect from you, to create an environment of mutual respect? I expect students to arrive to class prepared to contribute, meaning that you have completed the readings and have written responses to the study questions. I also expect professional behavior in class. My benchmark is an important business or policy meeting. One arrives a few minutes early. One does not get up in the middle of a meeting and wander out for a bathroom break, a sip of water, or to text a friend. (Feel free to bring a beverage to class.) Repeated unprofessional behavior will be seen as a lack of engagement and will be reflected in your grade.

What can you expect from me? You can expect me to be tirelessly enthusiastic and to work hard for you, both in this semester and in future semesters when you need advising. I encourage all of you to stop by my office hours, even if you don't have a question and just would like to chat about the class, Latin America, or life after Colby. You can reach me best via email at LRMayka@colby.edu. I will respond to you within 24 hours during the week, and within 48 hours on the weekend.

Academic Misconduct

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing homework; plagiarism (including material from sources without a citation and quotation marks around any borrowed words—even if you include a citation); claiming another's work or a modification of another's work as one's own (including using a friend's paper from a previous semester as "inspiration" for the paper you will write); buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty (including letting a friend check out your work for inspiration); misrepresentations to faculty within the context of a course (including being dishonest about physical ailments, emergency travel, or technological difficulties); and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty are assigned by an academic review board and may include failure on the assignment, failure in the course, or suspension or expulsion from the College.

For more on recognizing and avoiding plagiarism, see: libguides.colby.edu/avoidingplagiarism

Electronic Devices

Laptops may only be used by those with special learning needs that have consulted with me in advance. Cell phones should be turned off during class.

Special Accommodations

If you need disability-related accommodations in this class, please inform me immediately.

Required Text

- Guillermo O'Donnell and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: John Hopkins University Press.

A copy of the text has been put on reserve in the library. All other readings have been posted on the course website.

SECTION I: WHAT IS DEMOCRACY?

Class 1: Wednesday, September 4 – Course Introduction

Class 2: Monday, September 9 – Conceptualizing “Democracy”

- Robert Dahl. 1971. *Polyarchy: Participation and Opposition*. New Haven: Yale University Press. pp. 1-16.
- Philippe Schmitter and Terry Lynn Karl. 1991. “What Democracy Is... and Is Not.” *Journal of Democracy* 2(3): 75-88.
- Paul Edwards. “How to Read a Book, v5.0.” University of Michigan School of Information.

Class 3: Wednesday, September 11 – Rights-Based Approaches to Democracy

- Evelina Dagnino. 2005. “Meanings of Citizenship in Latin America.” IDS Working Paper #258.
- Universal Declaration of Human Rights (1948)

Sunday, September 15: Jamila Michener Talk, 5:00-6:15 pm, Parker Reed Room

SECTION II: TRANSITIONS TO DEMOCRACY IN CHILE

Class 4: Monday, September 16 – Explaining Democratization: Strategic Interaction among Elites 1

- Guillermo O’Donnell and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: John Hopkins University Press. Chapters 1-3 (pp. 3-28 ONLY).

Class 5: Wednesday, September 18 – Explaining Democratization: Strategic Interaction among Elites 2

- Guillermo O’Donnell and Philippe C. Schmitter. 1986. *Transitions from Authoritarian Rule: Tentative Conclusions about Uncertain Democracies*. Baltimore: John Hopkins University Press. Chapters 4-5 (pp. 37-56).

Class 6: Monday, September 23 – Explaining Democratization: Civil Society Pressures

- Ruth Berins Collier and James Mahoney. 1997. “Adding Collective Actors to Collective Outcomes: Labor and Recent Democratization in South America and Southern Europe.” *Comparative Politics* 29(3): 285-303.

Tuesday, September 24: Daniel Alarcón Talk, 7 pm

Class 7: Wednesday, September 25 – Democratic Breakdown in Chile

- Pamela Constable and Arturo Valenzuela. 1991. *A Nation of Enemies: Chile under Pinochet*. New York: W.W. Norton & Company. Chapter 1 (pp. 15-39).
- *Recommended*: Lois Oppenheim. 1999. *Politics in Chile: Democracy, Authoritarianism, and the Search for Development*, 2nd edition. Boulder: Westview Press. Chapters 2-4 (pp. 35-108).
- *Recommended*: Listen: “El Equipo Fantasma.” *Radio Ambulante*, October 10, 2017. (In Spanish, though the website has a transcript of the episode translated into English.)
- **MAP QUIZ**

Class 8: Monday, September 30 – Military Rule under Pinochet

- Lois Oppenheim. 1999. *Politics in Chile: Democracy, Authoritarianism, and the Search for Development*, 2nd edition. Boulder: Westview Press. Chapter 5 (pp. 111-138).
- Pamela Constable and Arturo Valenzuela. 1991. *A Nation of Enemies: Chile under Pinochet*. New York: W.W. Norton & Company. Chapter 4 (pp. 90-114).
- *Recommended*: Pamela Constable and Arturo Valenzuela. 1991. *A Nation of Enemies: Chile under Pinochet*. New York: W.W. Norton & Company. Chapters 6-7 (pp. 141-198).
- *Recommended*: Lois Oppenheim. 1999. *Politics in Chile: Democracy, Authoritarianism, and the Search for Development*, 2nd edition. Boulder: Westview Press. Chapter 6 (pp. 139-161).

Class 9: Wednesday, October 2 – Chile’s Democratic Transition 1

- Lois Oppenheim. 1999. *Politics in Chile: Democracy, Authoritarianism, and the Search for Development*, 2nd edition. Boulder: Westview Press. Chapter 7 (pp. 162-191).
- *Recommended*: Mary Helen Spooner. 1994. *Soldiers in a Narrow Land: The Pinochet Regime in Chile*. Berkeley: University of California Press. Chapters 7, 9

Sunday, October 6 – No Film Screening, 2 pm, Diamond 241**Class 10: Monday, October 7 – Chile’s Democratic Transition 2**

- Manuel Antonio Garretón. 1995. “The Political Opposition and the Party System under the Military Regime,” In *The Struggle for Democracy in Chile*, 2nd edition, eds. Paul Drake and Iván Jaksic. Lincoln: University of Nebraska Press. pp. 211-250.

**SECTION III: ILLIBERAL DEMOCRACY AND SOCIAL INCLUSION IN BOLIVIA
AND ECUADOR**

Class 11: Wednesday, October 9 – Competitive Authoritarianism and Populism

- Steven Levitsky and Lucan Way. 2002. “The Rise of Competitive Authoritarianism.” *Journal of Democracy* 13(2): 51-65.
- Steven Levitsky and James Loxton. 2013. “Populism and Competitive Authoritarianism in the Andes.” *Democratization* 20(1): 107-136.
- *Recommended*: Kurt Weyland. 2013. “The Threat from the Populist Left.” *Journal of Democracy* 24(3): 18-32.

Friday, October 11 – Analytical Paper #1 due: 11:59 pm**Class 12: Monday, October 14 – Democratic Instability through Greater Inclusion?**

- Dan Slater. 2013. “Democratic Careening.” *World Politics* 65(4): 729-763 (skip pages 753-759).
- Donna Lee Van Cott. 2007. “Latin America’s Indigenous Peoples.” *Journal of Democracy* 18(4): 127-142.

Class 13: Wednesday, October 16 – Left-Wing Populism in Bolivia: Morales and the MAS

- Santiago Anria. 2018. *When Movements Become Parties: The Bolivian MAS in Comparative Perspective*. New York: Cambridge University Press. Chapter 2 (pp. 61-97).
- Watch: *Cocalero* (2007)
- *Recommended*: Raúl Madrid. 2012. *The Rise of Ethnic Politics in Latin America*. New York: Cambridge University Press. Chapter 2 (pp. 35-72).

Friday, October 18 – Analytical Paper #1 Rewrite due: 11:59 pm**Monday, October 21 – NO CLASS: Fall Break****Class 14: Wednesday, October 23 – NO CLASS****Friday, October 25 – Research Paper Proposal due: 11:59 pm****Week of October 28 - November 1 – Appointments to Discuss Research Proposals****Class 15: Monday, October 28 – Horizontal versus Vertical Accountability in Bolivia**

- Santiago Anria. 2016. “More Inclusion, Less Liberalism in Bolivia.” *Journal of Democracy* 27(3): 99-108.
- Linda Farthing. 2019. “An Opportunity Squandered? Elites, Social Movements, and the Government of Evo Morales.” *Latin American Perspectives* 46(1): 212-229.
- *Recommended*: Amanda Driscoll. 2017. “Bolivia’s ‘Democracy in Transition’: More Questions Than Answers in 2016.” *Revista de Ciencia Política* 37(2): 255-279.
- *Recommended*: Santiago Anria and Evelyne Huber. 2018. “The Key to Evo Morales’ Political Longevity: Why He’s Outlasted Other Latin American Left-Wing Leaders.” *Foreign Affairs*. February 14, 2018.

Class 16: Wednesday, October 30 – Left-Wing Populism in Ecuador: Correa and PAIS

- Carlos de la Torre and Andrés Ortiz Lemos. 2015. “Populist Polarization and the Slow Death of Democracy in Ecuador.” *Democratization* 23(2): 221-241.
- Jennifer Collins. 2014. “New Left Experiences in Bolivia and Ecuador and the Challenge to Theories of Populism.” *Journal of Latin American Studies* 46(1): 59-86.
- *Recommended:* Catharine Conaghan. 2016. “Ecuador under Correa.” *Journal of Democracy* 27(3): 109-118.
- *Recommended:* Listen: “Correa vs. Crudo.” *Radio Ambulante*, November 29, 2016. (In Spanish, though the website has a transcript of the episode translated into English.)

Sunday, November 3 – Annotated Bibliography due: 11:59 pm**Class 17: Monday, November 4 – The End of Competitive Authoritarianism in Ecuador?**

- Carlos de la Torre. 2018. “Ecuador after Correa.” *Journal of Democracy* 29(4): 77-88.
- Thea Riofrancos. 2017. “Ecuador after Correa: The Fate of the Petrostate.” *N+I* 29(Fall).
- *Recommended:* Catherine Conaghan. 2018. “Ecuador’s Unexpected Transition.” *Current History* 117(796): 49-55.

SECTION IV: VIOLENCE, CITIZENSHIP, AND MIGRATION IN CENTRAL AMERICA

Class 18: Wednesday, November 6 – Violence, Democracy, and Citizenship

- Enrique Desmond Arias and Daniel M. Goldstein. 2010. “Violent Pluralism: Understanding the New Democracies of Latin America,” in *Violent Democracies in Latin America*, eds Enrique Desmond Arias and Daniel M. Goldstein. Durham: Duke University Press. Chapter 1 (pp. 1-27 only).
- **Bring to class your topic-sentence outline for Analytical Paper #2**

Sunday, November 10: Analytical Paper #2 due: 11:59 pm**Class 19: Monday, November 11 – Gang Violence in Central America**

- Deborah Yashar. 2018. *Homicidal Ecologies: Illicit Economies and Complicit States in Latin America*. New York: Cambridge University Press. Chapter 6.
- Óscar Martínez. 2017. *A History of Violence: Living and Dying in Central America*. London: Verso. Chapter 1, Chapter 8.
- *Recommended:* Listen: “Postal de San Salvador.” *Radio Ambulante*, April 10, 2018. (In Spanish, though the website has a transcript of the episode translated into English.)
- **Bring to class a topic-sentence outline for your research paper**

Class 20: Wednesday, November 13 – Violence and the State in El Salvador

- Deborah Yashar. 2018. *Homicidal Ecologies: Illicit Economies and Complicit States in Latin America*. New York: Cambridge University Press. Chapter 6.

Class 21: Monday, November 18 – Fleeing Violence in Central America

- Óscar Martínez. 2014. *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*. London: Verso. Chapter 1 (pp. 1-23).
- José Miguel Cruz. 2015. “The Root Causes of the Central American Crisis.” *Current History* (February): 43-48.
- Listen: “The Migrant Caravan and the Midterms.” *The Daily* podcast, October 24, 2018.
- *Recommended*: Listen: “No Es País para Jóvenes.” *Radio Ambulante*, February 27, 2018. (In Spanish, though the website has a transcript of the episode translated into English.)

Class 22: Wednesday, November 20 – The Human-Rights Impact of U.S. Immigration Policy

- Jason de León. 2015. *The Land of Open Graves: Living and Dying on the Migrant Trail*. Oakland: University of California Press. Chapters 1-2 (pp. 23-61); *recommended*: Introduction (pp. 1-19).
- Listen: “What a Border Sheriff Thinks About the Wall.” *The Daily* podcast, January 11, 2019.
- *Recommended*: Óscar Martínez. 2014. *The Beast: Riding the Rails and Dodging Narcos on the Migrant Trail*. London: Verso. Chapter 8-9 (pp. 143-183).
- *Recommended*: Listen: “Tolerancia Cero.” *Radio Ambulante*, June 22, 2018. (In Spanish, though the website has a transcript of the episode translated into English.)
- **Bring to class a topic-sentence outline for your research paper**

Monday, November 25 and Wednesday, November 27 – NO CLASS

Sunday, December 1 – Research Paper due for Peer Review: 2:00 pm

Class 24: Monday, December 2 – In-Class Peer Review of Research Papers

Class 25: Wednesday, December 4 – Course Overview

Sunday, December 15 – Final Research Paper due: 11:59 pm