

Franklin & Marshall College
Department of Government & International Studies
GOV425: Human Rights/Human Wrongs
IST426: Political Asylum Practicum

Dr. Susan Dicklitch

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Class Location: Harris Center, Rm. 236

SCC 2nd Floor, Ware Institute

Office Hours: Wednesday 9:00-11:00 a.m.
(or by appointment)

Class Time: Wednesday 1:30-4:20 p.m.

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Telephone: (717) 715-2822 (between 9 a.m. and 7 p.m.)

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Important Contact Information:

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(Executive Office for Immigration Review)

Course Description:

This course is a senior seminar on human rights. Students will be introduced to the theory and practice of human rights through the examination of human rights documents, key theoretical readings in the field and special guest lectures by human rights activists. A major component of this course will involve community-based learning (CBL). Students, with the help of our community partners, i.e., local non-profit immigration legal service organizations and private attorneys assisting asylum-seekers, will be required to work on a real asylum, Withholding of Removal, or Convention Against Torture (CAT) case. Students will work in teams of two.

In the first week of the semester, students will be introduced to their asylum/withholding of removal or CAT case, which will focus the fear-based claims of a non-citizen either residing in the Mid-Atlantic area or detained at the York County Prison. The course instructors, including a human rights scholar and an immigration attorney, and special guest speakers will teach students on how to compile an evidentiary packet on country conditions. Each team will need to travel on their own to the York County Prison or elsewhere within the Mid-Atlantic region to interview their asylum-seeker and gather evidence in support of the asylum-seeker's claims.

Course Objectives:

At the end of this course, students will be able to:

1. Identify and explain the legal basis for asylum, withholding of removal and Convention Against Torture claims

2. Interpret and summarize an asylum seekers story of persecution and determine whether he/she qualifies for relief of removal
3. Demonstrate active listening skills when interviewing asylum seekers
4. Locate and critically evaluate evidence from various sources (foreign newspaper articles, human rights reports, U.S. State Department reports) that is relevant to the asylum seeker's story of persecution
5. Produce a well-written reflection journal that collects their thoughts and links their field experience with the theoretical
6. Assess the strength of a fear-based claim by producing an internal legal memorandum that synthesizes the strengths and weakness of a case
7. Collaborate successfully with other team members to produce a court-ready evidentiary packet of country conditions
8. Demonstrate their competence in developing evidence to support their argument in a public presentation

Required Texts:

- Bohmer, Carol and Amy Shuman (2007) *Rejecting Refugees: Political Asylum in the 21st Century*. (London and New York: Routledge).
- Cleave, Chris (2008) *Little Bee* (New York: Simon & Schuster Paperbacks)
- Dicklitch, Susan, PIRC, et al., (2011) *Helping Asylum Seekers: A "How To" Guide for Student Activists. GOV425: Human Rights/Human Wrongs* (Franklin & Marshall College)
- Germain, Regina (2011) *AILA's Asylum Primer: A Practical Guide to U.S. Asylum Law and Procedure (6th Edition)* (Washington, D.C.: AILA).
- Kassindja, Fauziya (1998) *Do They Hear You When You Cry*. (New York: Random House).
- Other assigned readings available on HR-HW Google Docs (**HR-HW-GD**)

Course Requirements

IST426: Political Asylum Practicum:

- Asylum Project **80%**
 - Narrative..... (15%)
 - Evidentiary Packet of Country Conditions..... (50%)
 - Legal Memo on 1-2 Issues Presented by the Asylum-Seeker's Claim..... (15%)
- Public Presentation of the Country Conditions **20%**

Asylum/Withholding of Removal/CAT Project (80% total):

Students will work in teams of two (2). Each team will be required to work on one asylum/withholding of removal or CAT case (based on availability). Because the availability of the asylum-seekers' attorneys will be limited, Ms. Bremer will serve as the primary point of contact between student teams and the attorneys and oversee the practicum work in conjunction with Dr. Dicklitch. Students will be required to interview the asylum-seekers, draft a narrative of the asylum-seeker's past experiences, prepare an evidentiary packet of country conditions that supports the asylum-seeker's claims, and write a legal memo on one or two of the issues presented by the asylum-seeker's claims.

Narrative

A good narrative will tell the asylum-seeker's story of persecution with plenty of detail. Description and detail are crucial to a strong narrative – therefore several visits to meet with the asylum-seeker will be necessary.

Evidentiary Packet of Country Conditions

Each team must also engage in country condition research to gather evidence to support the asylum-seeker's application for relief. This will require evidence gathering from multiple sources, including foreign newspaper articles, notarized affidavits from witnesses, Amnesty International publications, Human Rights Watch publications, the Department of State Country Reports on Human Rights Practices, etc. These sources must be properly documented, as they will be presented in Immigration Court (see GOV425 student manual). **The evidentiary packet will be due twenty-one (21) days before the asylum-seeker's merit's hearing or by November 30th, whichever date is earlier.**

Legal Memo

In addition to the evidentiary packet, including table of contents, each team will also be required to write a legal memo on their case, based on the evidence presented and their asylum-seeker's affidavit/narrative. Sample legal memos will be available in the GOV425 student manual, as well as on the HR-HW Google docs. The final product should consist of a well-polished, professional, document that presents the strengths and weaknesses related to one or two legal issues presented by the asylum-seeker's claim and relevant case evidence to support it.

Three copies must be submitted by each team -- (one for the professors, one for asylum-seeker's attorney, and one for the Immigration Court). Submission dates for evidence packets and memos for this class are absolute and non-negotiable (just as they are for Immigration Court). Properly filled out Certificates of Service must accompany all submissions.

Material MUST be hand delivered to Professor Dicklitch AND to Supervising Attorney ON or BEFORE the due date or it will not be accepted. If not on time, this will, of course, result in a failing grade for the students involved.

NB: Students will be reimbursed for photocopy costs associated with submitting the 3 copies of case evidence, as well as mileage costs to visit their asylum seeker.

Public Presentations (20%)

Students will prepare a presentation of the reasons why the asylum-seeker is requesting protection, including a detailed overview of the relevant country conditions. The presentation format must include both visual elements as well as an oral presentation. All teams will present to the entire class on November 30th. Two teams will be selected to present at the college's Common Hour on December 1st (subject to confirmation with the Common Hour organizers.)

GOV425: Human Rights-Human Wrongs

Portfolio Memos.....	30%
Participation & Blogging.....	30%
Mid-term exam.....	20%
Reflection journal.....	20%

Portfolio Memos (30%)

Students will write responses to an in-depth question on the assigned readings almost every week. The responses must demonstrate the students' comprehension of the readings and connections between readings. Students will be required to write a number of short essays to fulfill the requirements of this course. Specifically, each student must submit a short essay **at least three times during the first seven weeks of the course and at least three additional times following fall break.** You will have an opportunity to submit an essay almost

every week except during the first and final meetings of the seminar. Your essays should be approximately 750 words (2 to 3 pages, double-spaced), responding concisely and thoughtfully to the question(s) for the week. You must submit your essay to the GOV425: HR-HW drop box on the eDisk by 11:00 a.m. on the day it is due. Please include your last name in the document title as well as the number of the week in which you are making your submission (e.g., Smith3.doc, etc.).

On two occasions during the semester (October 19th and December 7th), you will be required to submit (in hard copy) a **portfolio** consisting of three of your previously submitted essays. That is, in order to be eligible for inclusion in a portfolio, an essay must be either the original or a revised version of one of the essays you originally deposited in the eDisk drop box when first due. Of course, we encourage you to revise your essays before resubmitting them in your portfolios. If you do submit a revised version of an essay, please also include in your portfolio a copy of your original submission (clearly labeled as such). We shall be particularly impressed when we encounter essays revised to include insights gleaned from seminar discussions and/or readings subsequent to the initial submission of your essay.** All portfolio submissions must be submitted electronically to Dr. Dicklitch.

*Of these three, at least one must be submitted in Week 3. We shall read, grade, and return your first essay within 2 weeks in order to give you some immediate feedback regarding our evaluation of the quality of your essay so that you can align your effort with our expectations.

In the case of the first essay submitted in Week 3, which will already have been graded, you may choose to include a copy of that essay in your first portfolio as one of the required three; you may include a revised version of that essay; or you may choose instead to select **three essays that do not include your first essay.

Participation & Blogging (30%)

Because this is a seminar course, active participation is essential. This means that you must read the assigned readings before class to allow for rich discussion and debate. Unannounced quizzes on the reading material may be held periodically at the instructor's discretion. Students will be allowed one excused or non-excused absence. **Any absences thereafter will result in a 5% grade point drop in your final grade.**

In addition to active class participation, students are required to participate on the class blog: <http://humanrights4all.blogspot.com/> The blog will act as a virtual discussion board, which will be open to all students enrolled in GOV425 as well as anyone else in the blogosphere. Each student will be required to sign up for one class, and introduce a current newsworthy article relevant to human rights, asylum or immigration.

What is a blog?

For an excellent overview of what a blog is, see: http://codex.wordpress.org/Introduction_to_Blogging For some "how to" tips on blogging, see: <http://help.blogger.com/bin/topic.py?topic=8912>

Mid-Term Exam (20%)

On September 28th, students will take an exam on the elements of asylum law, including the definition of a refugee, withholding of removal under the Immigration and Nationality Act and protection under the Convention Against Torture.

Reflection Journal (20%)

Students are required to keep a HR-HW journal documenting their activities as well as their perceptions, experiences and concerns regarding their experience with community-based learning and asylum. Each student's journal should also reflect on the broader issues of asylum in America, and human rights in general. Students will be given a weekly question to reflect upon. These questions should be integrated into the students' weekly reflections. **Reflection journals entries will be due weekly (submitted via the drop box of the Gov425 e-disk folder).** In addition to a reflection

journal, students will be required to keep a **weekly time log** of the amount of time they have spent outside of class working on their asylum project. They are required to submit an electronic copy of this time log into the Gov425 E-disk as well as a hard copy at the end of the semester. **A final grade will only be assigned at the end of the semester when a complete, bound, hardcopy of the reflection journal and a separate time log are submitted on the last day of class.**

Some suggestions on how to keep a great journal, from Mark Cooper, Coordinator, The VAC, "Reflection: Getting Learning Out of Serving", <<http://www.fiuedu/~time4chg/Library/reflect.html>>

- Journals should be snapshots filled with sights, sounds, smells, concerns, insights, doubts, fears, and critical questions about issues, people, and most importantly, about yourself
- Honesty is the most important ingredient to successful journals
- A journal is not a work log of tasks, events, times and dates
- Write freely. Grammar/spelling should not be stressed in your writing until the final draft
- Write an entry after each class/interaction with asylum seeker. If you can't write a full entry, jot down random thoughts, images, etc. which you can come back to a day or two later and expand into a colorful verbal picture

Policies and Procedures:

As a student in HR-HW, you have a unique responsibility in this class: not only are you serving as a representative of F&M to the wider community, but you have another human being depending on your conscientious work. Students are responsible for reading and compiling with the F&M Vehicle Safety policy. This policy is available on the F&M website as well as the GOV425 e-disk.

Confidentiality

Because of the serious nature of the cases we are working on, students must adhere to an oath of confidentiality. Enrollment in this course constitutes adherence to confidentiality requirements. Details of asylum cases can be discussed in class, between partners, the instructor and the class assistant, as well as the attorneys of the asylum-seekers, **but must not be discussed** with other members of the college community or wider community. Students will be required to sign a confidentiality agreement that will be filed with the asylum-seeker's attorney. The confidentiality agreement has no end date. Thus, unless a specific authorization to disclose information has been signed by the asylum-seeker and subject to the approval of asylum-seeker's attorney, students may never discuss the information related to the asylum-seeker even beyond the life of this particular course. Students must completely read all policies and procedures provided in the PIRC Guide to Providing Support to Detained Immigrants in York, PA (Tab #3).

Students accept responsibility for following all policies and procedures set forth by the Pennsylvania Department of Corrections for inmate visitation and by Franklin & Marshall College. Students accept responsibility for reporting any situation in which they are threatened, feel at risk, or are endangered in any way to the proper authorities.

Academic Integrity

Academic integrity will be strictly enforced. Enrollment in this course constitutes acknowledgement by the student of his/her awareness of all definitions, rules, and procedures relating to academic integrity. Students are responsible for ensuring that they review the College's policies on academic integrity.

NOTE: Read this syllabus like you would read a contract: it specifies what can be expected from the course and the obligations of each student taking GOV425: Human Rights-Human Wrongs/IST426: Political Asylum Practicum. Dr. Dicklitch and Ms. Bremer expect students to be aware of all information contained below. Their expectations may be different from other professors you have had. They will make every effort to adhere to all aspects of the syllabus, and

will give ample warning when **changes** are made. **They will announce all changes in class**, so failure to attend class could be especially costly.

Course Outline and Reading Schedule:

Week 1: The Logistics of the Asylum/Withholding/CAT Projects (Megan & Susan)

(August 31st)

- Introduction of class & community-based learning expectations
- What is asylum and why do people need it?
- Overview of the Asylum Process (45 min)
- A model analysis of one asylum case (45 min)
- Review a sample evidentiary packet (30 min)

REQUIRED READINGS:

- Dicklitch, Susan (2003) "Two college students fight for Obi's Freedom", *Christian Science Monitor*, 30 December. (HR-HW-GD)
- Goodwin, Jan (2010) ,Broken Promises: Seeking Political Asylum in America, *Ladies Home Journal*, (February), (HR-HW-GD)
- Brown, Chapter #1: What are Human Rights?" (HR-HW-GD)
- EOIR Background Fact Sheet (HR-HW-GD)

Week 2: Asylum Law 101 Workshop: Part I (Megan & Susan)

(September 7th)

TIME: 1:30-5:00 pm: Asylum Law Training Workshop

- What is a "well-founded" fear of persecution?
- 5 grounds for winning asylum
- Definition of Torture
- Legal sources for asylum research

Guest Workshop Presenter: Liz Yeager & Diana Bieber Locke-- PIRC

DISCUSSION QUESTION: *What are the different "fear-based applications" and how do they differ? Why do you think we have different "types" of rights given to the different applications?*

REQUIRED READINGS:

- PIRC Guide to Providing Support to Detained Immigrants in York, PA, (HR-HW-GD) (Google Docs).
- Germain, Regina (2011) Chapter 1, "Sources of Asylum Law," *AILA's Asylum Primer* (6th Edition), (Washington, D.C.: American Immigration Lawyers Association), pp. 1-11.
- Germain, Regina (2011) Chapter 2, "U.S. Asylum Law," *AILA's Asylum Primer* (6th Edition), (Washington, D.C.: American Immigration Lawyers Association), pp. 23-66.
- Comparison of Asylum and Withholding of Removal and CAT (Student handbook, **Tab #5**)
- Dribben, Melissa, "Young prisoner of war", *Philadelphia Inquirer*, 4 August 2002 (HR-HW-GD)

Case Law:

- *Lukwago v. Ashcroft*, 9 F.3d 157 (3rd Cir. 2003) – the entire case file (Student Handbook, Tab #6-12)
- *Matter of Acosta*, 19 I&N Dec. 211 (BIA 1985) (HR-HW-GD)
- *INS v. Cardozo-Fonseca*, 480 U.S. 421 (1987)
- *Elias-Zacarias*, 502 U.S. 478 (1992)

Week 3: York County Prison Tour & EOIR Hearing (Susan)
(September 14th)

Tour of York County Prison, York, PA (meet @ F&M in front of LSP building by 12:00 noon)

DISCUSSION QUESTION: How does York County Prison compare with Fauziya Kassindja's description? How do you account for the differences, if any?

REQUIRED READINGS:

- Germain, Regina (2011) Chapter 3, "U.S. Asylum Law," *AILA's Asylum Primer* (6th Edition), (Washington, D.C.: American Immigration Lawyers Association), pp. 66-116.
- *Matter of Kasinga*, 21 I&N Dec. 357 (BIA 1996) (HR-HW-GD)
- Kassindja, Fauziya and Layli Miller Bashir (1998) *Do They Hear You When You Cry?* (New York: Dell Publishing), (pp. 293-497).

Week 4: Asylum Law Workshop: Part II (Megan, Susan, Guest Speakers)
(September 21st)

Guest Speaker: Dr. Denise Ziya Berte, Ph.D., (Director)

Workshop Structure:

- Introduction to working with survivors of torture (75 mins)
- Overview of the legal definition of torture under CAT (75mins)

DISCUSSION QUESTION: How do you interview someone who suffers from severe torture and/or Post Traumatic Stress Disorder? How well does the U.S. asylum process account for severe trauma when adjudicating claims?

REQUIRED READINGS:

- Germain, Regina (2011) Chapter 4, "Convention Against Torture," *AILA's Asylum Primer* (6th Edition), (Washington, D.C.: American Immigration Lawyers Association), pp. 296-312.
- *Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*, Adopted and opened for signature, ratification and accession by General Assembly resolution 39/46 of 10 December 1984, entry into force 26 June 1987, in accordance with article 27 (1). (HR-HW-GD)
- Podliska T, "Interviewing Asylum Seekers," In: Political Asylum Immigration Representation Project. Representing Asylum Seekers. Boston, 1999. Pp. II-1 – I-8 (student handbook, **Tab #15**)
- Father Moriarty, Central American Refugee Program (1988) *The Impact of Cultural Factors on Credibility in the Asylum Context*, ILRC Publications, (Student Handbook, **Tab #15**).
- National Institute of Mental Health, NIMH Fact Sheet: Post-Traumatic Stress Disorder Research (U.S. Department of Health and Human Services). (HR-HW-GD)
- Lustig, Stuart L, (2008) :Symptoms of Trauma Among Political Asylum Applicants: Don't be Fooled", 31 Hastings Int'l & Comp. L. Rev. 725. (HR-HW-GD)

Case Law:

- *Auguste v. Ridge*, 395 F.3d 123, 133 n.7 (3d Cir. 2005) (HR-HW-GD)
- *Pierre v. Attorney General*, 528 F.3d 180 (3rd Cir 2008) (HR-HW-GD)
- *Silva-Rengifo v. Att'y. Gen.*, 473 F.3d 58 (3rd Cir. 2007) (HR-HW-GD)
- *Zubeda v. Ashcroft*, 333 F.3d 463, 474 (3rd Cir. 2003) (HR-HW-GD)

Hypotheticals:

- Hypotheticals—basis of applying for immigration relief (asylum, withholding and deferral of removal under INA and CAT) (student handbook, **Tab #14**) (In-class exercise).
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Week 5: Counseling Services: How to deal with Secondary Trauma and Post-Traumatic Stress (September 28th)

Guest Speaker: F&M Counseling Services: Establishing Boundaries when working with Asylum-Seekers

REQUIRED READINGS:

- Stephen's article on intake (Student Handbook, Tab #16)

Week 6: International Law and The Asylum System: How is it really working? (Susan) MID-TERM EXAM Rescheduled (October 5th)

DISCUSSION QUESTION: *How well does the U.S Asylum system adhere to International Law? What are some of the key concerns?*

REQUIRED READINGS:

- *Convention relating to the Status of Refugees*, (Adopted on 28 July 1951 by the United Nations Conference of Plenipotentiaries on the Status of Refugees and Stateless Persons convened under General Assembly resolution 429 (V) of 14 December 1950. (HR-HW-GD)
- *International Covenant on Civil and Political Rights*, (Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966, entry into force 23 March 1976, in accordance with Article 49) (HR-HW-GD)
- Martin, Daniel C. "Refugees and Asylees" 2010", Department of Homeland Security Annual Flow Report (May 2011) (HR-HW-GD)
- Ewing, Walter A. (2008) "A brief history of U.S. Immigration Policy", *Immigrant Policy Center*. (HR-HW-GD)
- Wasem, Ruth Ellen (2011) "Asylum and "Credible Fear" Issues in U.S. Immigration Policy", Congressional Research Service (CRS) Report for Congress, 7-5700 (HR-HW-GD)
- Hunt, "The Paradoxical Origin of Human Rights", (HR-HW-GD)
- Bohmer, Carol and Amy Shuman (2008): *Rejecting Refugees: Political asylum in the 21st Century* (Routledge Press). **Entire book**

Week 7: Workshop for Narratives and Evidentiary Packets (Megan & Susan) (October 12th)

Each team must bring 3 redacted copies of the asylum-seeker's narrative for feedback from classmates. Teams will Workshop drafts of their narratives

- Components of Strong Narratives (30 mins)
- Students will conduct peer reviews of their colleague's narratives (60 mins)
- Students will conduct peer reviews of their colleague's evidentiary packets (30 mins)
- Discussion (25 mins)

REQUIRED READINGS:

- Shuman, Amy and Carol Bohmer (2004) "Representing Trauma: Political Asylum Narrative", *Journal of American Folklore*, 117 (466): 394-414.

Week 8: Workshop for Legal Research and Writing in the I.R.A.C format. (Megan)
(October 19th)

Guest Speaker: Craig Shagan, Esq (The Shagin Law Group, LLC): *What does a day-in-the-life of an Immigration Attorney look like?*

- Introduction to legal research, including "shepardizing" cases (45 mins)
- Introduction to legal writing (45 mins)
- Drafting legal issues (45 mins)
- Discussion (20 mins)

Discussion Question: What makes a strong legal memo?

REQUIRED READINGS:

- Summary of Asylum Case Law (student handbook, Tab #19)
- Sample Legal Memo, (student handbook, Tab #20)
- PIRC Legal Research and Writing Presentation, (student handbook, Tab #21)
- I.R.A.C. (Student handbook, Tab #22)

Week 9: Comparative Asylum Policies & Narrative Workshopping
(October 26th)

Each team must bring 3 redacted copies of the asylum-seeker's narrative for feedback from classmates. Teams will Workshop Drafts of Their Narratives

- Students will conduct peer reviews of their colleague's narratives (60 mins)
- Discussion (95 mins)

DISCUSSION QUESTION: How realistic is the novel *Little Bee* in documenting how the asylum system works in the United Kingdom and elsewhere?

REQUIRED READINGS:

- Schuster, Liza (2000) "A Comparative Analysis of the Asylum Policy of Seven European Governments", *Journal of Refugee Studies*, Vol. 13, No. 1, pp. 118-132 (HR-HW-GD)
- Immigration Policy Center (2007) *U.S. Immigration Policy in Global Perspective: International Migration in OECD Countries* (American Immigration Law Foundation) (HR-HW-GD)
- Cleave, Chris (2008) *Little Bee* New York: Simon & Schuster Paperbacks)

Week 10: Presentations of the Legal Issues in the Case & Summary of the Evidence in Support of Each Issue
(November 2nd)

Each team will share a redacted draft Table of Contents with the class followed by a 15-minute oral argument summarizing the supporting evidence for each element. There will be a 5-minute question and answer period after each presentation.

- Student presentations (120 mins)
- Guest speaker (45 mins)

Week 11: Case Adjudication & "Refugee Roulette" (Susan)
(November 9th)

DISCUSSION QUESTION: How important is it to have legal representation in an asylum claim? How much of a difference do individual Immigration Judges make in the adjudication of a case?

REQUIRED READINGS:

- Liptak, Adam (2005) "Courts Criticize Judges' Handling of Asylum Cases", *New York Times*, 26 December. (HR-HW-GD)
- *TRAC Reports on Asylum Hearings & Immigration Judges* (HR-HW-GD)
- Swarns, Rachel (2006) "Study Finds Disparities in Judges' Asylum Ratings", *New York Times*, 31 July (HR-HW-GD)
- "Refugee Roulette: Disparities in Asylum Adjudication", *Stanford Law Review*, (HR-HW-GD)
- Stephen Legomsky, (2007) "Learning to Live with Unequal Justice", *Stanford Law Review*, (HR-HW-GD)

Week 12: Immigration/Asylum Reform (Susan)
(November 16th)

Guest Speaker: Honorable Judge Walter Durling, York County EOIR (**Confirmed**)

DISCUSSION QUESTION: Should the US asylum system be reformed? If so, how?

REQUIRED READINGS:

- Human Rights First (2010) *Renewing U.S. commitment to Refugee Protection* (March 2010) (HR-HW-GD)
- ICE Detention Reform: Principles and Next Steps (October 6, 2009), (HR-HW-GD)
- **New York Times** -- Opinion pieces on Immigration Reform (HR-HW-GD)

Week 13: Thanksgiving Recess (no Class)
(November 23rd)

Week 14: TEAM PRESENTATIONS ON COUNTRY CONDITIONS CREATING A NEED FOR PROTECTION FROM PERSECUTION OR TORTURE

Guest Speaker: Mr. Bill Lore, ICE Attorney, York County Prison
(November 30th)

- **Evidentiary Packets due to Supervising Attorneys**

Each team will have 15 minutes to present their issues to the class. Visual components are required. There will be a 5 minute question and answer session after each presentation.

Week 15: Conclusions & Debriefing Session
(December 7th)