Note: The following information was updated as of February 14, 2019.

Course description
This two-week course provides participants with the intellectual framework for understanding the numerous, complex and often emotional issues related to genocide. An examination of several major cases of genocide provides the foundation for comparative analysis, along with the exploration of selected broad themes. The specific case studies and special themes may vary from year to year. Using a seminar approach, the program provides a structured forum for analyzing universal questions relating to human rights and their gross violation. Students will gain an understanding of the following:

- The development and meaning of Human Rights and their relationship to genocide.
- The background, sources, causes and effects of genocide.
- How to recognize, define and predict genocide.
- The social, economic and psychological impact on survivors and their descendants.
- Gender and genocide.
- Destruction by attrition.
- Genocide denial.
- International law and genocide.
- Methods and strategies to help prevent genocide.

Course length
2 weeks, 6.5 hours/day x 5 days a week = 32.5 hours per week x 2 weeks = 65 hours of instruction.

Dates
Monday, August 5- Friday, August 16, 2019

Taking the Program for Credit
Many universities will give graduate-level credit for participating in the GHRUP. In this case, students must approach a professor at their university with the syllabus and faculty biographies for approval as an “independent study” or “directed reading” course. It is critical that participants who would like university credit for the course inform the organizers at the time of applying, and not after the fact. Credit is subject to approval by your university and must be authorized in advance. Be sure to discuss the options and the process with IIGHRS staff before starting the program.

Evaluation of Students
Marks for students taking the course for credit will be graded on the following criteria. Class participation will be worth 25%, and a ten-minute oral presentation to the class at the end of the course will likewise be worth 25% of the final mark. A research paper, approximately 15-20 pages in length, double-spaced, must be handed in to the GHRUP’s Course Director not later than two months after the end of the course and will count for 50% of the final mark. For 2016, the deadline is Friday, October 14. The subject of the research paper must be approved in advance by the Course Director and the professor at the student’s home institution (see below). Other formats for the final paper may be possible, upon consultation with the Course Director and the professor at the student’s home institution.

The Course Director will work cooperatively with the student’s home institution to ensure that the full report on the student’s performance in class, his or her formal presentation, and the evaluation of the term paper, will be provided to the faculty member at the student’s home institution who is supervising the independent studies course for the applicant. Although the Course Director will recommend a final grade, only the supervisor can assign the official grade, and the institution the number of academic credits for the course.

Grading will be based on the quality of the research and analysis in the written work, including handling of sources, critical thought about their use and application, and some indication of a comparative approach.
Participants in the program who are teachers or graduate students in education can submit a curriculum with strategies.

**Texts**
All required readings will be provided to students at no additional cost. Students may find it beneficial to read the following text, which may be obtained from their library or favourite bookseller in print or e-book format:

At the beginning of the first class, IIGHRS staff, the Course Director and the students will meet formally for a welcome and orientation session. Topics covered will include an introduction to the International Institute for Genocide and Human Rights Studies, its faculty and staff, resources and facilities, getting around Toronto, expectations and responsibilities during the program, and the course and its objectives. (9:00-9:30)

**Unit I – Development of Human Rights (Apsel)**

- What are human rights? Where do they come from? Who gives them? What are some of their religious and philosophical foundations?
- Tracing the contested history of human rights from ancient times through the Western Enlightenment to the modern era.
- Was there a modern human rights revolution and what norms and institutions became central to its development?
- Issues of cultural relativism and universal rights.
- The Universal Declaration of Human Rights (UDHR) 1948: creating a legal basis for rights.
- Critiquing the discourse of the inevitable, progressive “triumph” of human rights.
- The relationship between human rights and genocide.
- “Do no Harm”— the challenges of humanitarianism and the role of NGOs.

**Readings:**


**Recommended:**


<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00-10:20 am</td>
<td>Day 1: Welcome and Orientation Session</td>
</tr>
<tr>
<td>9:00-9:30 am</td>
<td>Unit I: Development of Human Rights (Apsel)</td>
</tr>
<tr>
<td>9:00-10:20 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:20-10:30 am</td>
<td>Continue Unit I</td>
</tr>
<tr>
<td>10:30-11:40 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:40-11:50 am</td>
<td>Continue Unit I</td>
</tr>
<tr>
<td>11:50 am-1:00 pm</td>
<td>Lunch</td>
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<tr>
<td>1:00-2:00 pm</td>
<td>Continue Unit I</td>
</tr>
<tr>
<td>2:00-3:20 pm</td>
<td>Continue Unit I</td>
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</tr>
<tr>
<td>Break</td>
<td>3:20-3:30 pm</td>
</tr>
<tr>
<td>Continue Unit I</td>
<td>3:30-5:00 pm</td>
</tr>
</tbody>
</table>
# DAY 2 - Tuesday, August 6

## Unit II – Introduction to Genocide (Apsel)

- Brief overview of genocide in history, from ancient times to the present. “Seeing” and “Studying” Mass Targeted Violence against Civilian Populations.
- What is genocide? What is the relationship between human rights and genocide?
- How can one define genocide? Why are there so many different definitions? What is the effect of this?
- The UN definition and international law.Origins, criticisms.
- What is Genocide Studies? What case studies are included? Excluded? Emphasized? What theories of genocide have been developed?
- What is a “group?” What groups are included under the Genocide Convention? The significance and reinterpretations of the issues of groups, intent and destruction as total and in part.
- How does genocide differ from other types of mass violence, such as massacres, war crimes, crimes against humanity? Related terminology: ethnic cleansing, massacres, politicide, extremely violent societies, etc. What are the differences and their significance?
- What factors, from scarcity to environment to reordering populations, contribute to our understanding the nature of genocidal societies?
- What is the relationship between war and genocide? How does genocide differ from other types of mass violence?

### Readings:

After completing the readings, including studying the articles of the UN Genocide Convention (What is included? What’s left out?), students are asked to write up and bring a 3-5 sentence definition/description of genocide to class.


### Break:

10:20-10:30 am

### Continue Unit II

10:30-11:40

### Break:

11:40-11:50 am

## Unit III – Theories of Genocide (Üngör)

An introduction to and analysis of some of the main theoretical explanatory models of genocide: elite, social psychology, political culture, regimes, ideology, modernization, collective identity construction. This unit also explores the goals of comparative analysis, controversies regarding comparison, and methodologies of comparison.

### Readings:


11:50 am-1:00 pm

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1:00 – 2:00</td>
<td>Lunch</td>
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<tr>
<td>2:00 – 3:20</td>
<td>Continue Unit III</td>
</tr>
<tr>
<td>3:20 – 3:30</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 – 5:00</td>
<td>Continue Unit III</td>
</tr>
</tbody>
</table>
### Unit IV – The Armenian Genocide (Üngör)

**The Armenian Question**

This segment of the Genocide and Human Rights University Program will outline the process that led to the extermination of Armenian Ottomans. This process was both structural and event-driven. The segment will also sum up the main characteristics and consequences of the Armenian Genocide and will look at a number of issues: causes, development, property confiscation, perpetrators and victims, justice, and social aftermaths. Finally, we will touch upon some key characteristics of genocides that can be used from a comparative perspective.

**The Armenian Question in the Long Nineteenth Century**

- Inter-ethnic relations; imperial “Decline” in relation to European Powers; Tanzimat and the rejection of equality
- Internationalization of the Armenian Question; the formation of Armenian political parties
- Sultan Abdülhamid II and his worldview; Hamidiye Regiments
- Mass killings in the 1890s: Sassun (1894) and the 1895-96 empire-wide massacres.

**Readings:**


### Break: 9:00 – 10:20 am

### From Imperial Collapse to Mass Violence

- 1908 Revolution; New Actors, Political Structures, and Ideologies
- The Balkan Wars: total war, ethnic cleansing and refugee crisis
- Coup-d’état and dictatorship; the Reform Act (February 1914)
- The 1914 ethnic cleansings
- War and total war: the Sarikamish disaster; the Dardanelles landings

**Readings:**


**Break: 10:20 – 10:30 am**

### From Imperial Collapse to Mass Violence (continued)

- 1908 Revolution; New Actors, Political Structures, and Ideologies
- The Balkan Wars: total war, ethnic cleansing and refugee crisis
- Coup-d’état and dictatorship; the Reform Act (February 1914)
- The 1914 ethnic cleansings
- War and total war: the Sarikamish disaster; the Dardanelles landings

**Readings:**


**Break: 11:40 – 11:50 am**
# The Genocide: Context, Characteristics, and Course

- Decision-making, pattern, stages, and actors
- Human losses
- Property confiscation and transfer

**Readings:**
- Donald Bloxham, *The Great Game of Genocide*, Ch. 2, pp. 69-111.
- Üngör & Polatel, *Confiscation and Destruction*, Ch. 4, pp. 61-105.

## Lunch:

11:50am – 1:00 pm

# Perpetrators, Victims, and Third Parties

- Perpetrators and their motives; different levels of perpetration
- Victimization and survival
- ‘Bystanders’, domestic and international

**Readings:**
- Donald Bloxham, *The Great Game of Genocide*, Ch. 3, pp. 115-133.

## Break:

2:00 – 3:20 pm

# Aftermaths of the Armenian Genocide

- Social consequences of the genocide
- Tribunals and the absence of transitional justice
- The orphans’ generation, dispersion, and assimilation

**Readings:**
**DAY 4 – Thursday, August 8**

**Unit V – The Holocaust (Bergen)**  
Introduction: Integrated histories and a human timeline.  

**Readings:**  

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>9:00 am</td>
<td>Unit V – The Holocaust (Bergen)</td>
</tr>
<tr>
<td>10:00 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:20 am</td>
<td>Beyond hierarchies of suffering: Jews and non-Jews as victims of Nazism.</td>
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<tr>
<td>10:30 am</td>
<td>Break</td>
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<tr>
<td>11:40 am</td>
<td>War and genocide as entangled events.</td>
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<tr>
<td>11:50 am</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>The Holocaust as world history.</td>
</tr>
<tr>
<td>3:20 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 pm</td>
<td>Human history, everyday history, lived histories.</td>
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<tr>
<td>4:30 pm</td>
<td>4:30 Making Connections (Apsel)</td>
</tr>
</tbody>
</table>
Unit VI – Cambodia: The Khmer Rouge Regime’s Most Serious Crimes, Formal Trials, and Legacies (Peou)

For a millennium, Cambodian society has been predominantly composed of ethnic Khmer Buddhist peasants, with minorities of Muslims, Christians and Animists, ruled by absolutist God-Kings. Though it was once one of the most powerful empires in the world, recent centuries have seen Cambodia dominated by neighboring peoples, the Siamese and Vietnamese, as well as by Great Powers, especially France and the United States. But French colonialism from the 19th century though the middle of the 20th century ignited a passion for independence among the small urban elite. Much of the story of Cambodian politics since then has centered on a struggle between forces championing a right-leaning liberal republic versus those in favor of a left-leaning socialist republic. On both the left and the right, Cambodians harbor a virulent suspicion of neighboring Vietnam, and the western-oriented Lon Nol regime of 1970-75 acted on those suspicions by carrying out a massive pogrom against ethnic Vietnamese Cambodians.

**Readings:**


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<th>Time</th>
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<tr>
<td>9:00 – 10:20 am</td>
<td><strong>Unit VI – Cambodia: The Khmer Rouge Regime’s Most Serious Crimes, Formal Trials, and Legacies (Peou)</strong></td>
</tr>
<tr>
<td>Lunch</td>
<td>10:20 – 10:30 am</td>
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<tr>
<td>Break</td>
<td>10:30 – 11:40 am</td>
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<tr>
<td>Unit VI Cont’d - Aftermath of the Cambodian Genocide</td>
<td>11:40 – 11:50 am</td>
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<td>11:50 am – 1:00 pm</td>
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When the Khmer Rouge emerged victorious from a vicious civil war in 1975, they proceeded to implement what was arguably the most radical revolution of the 20th century. Their objective was to instantaneously create a classless society by transforming everyone into poor, ethnic Khmer peasants. This was bad news for anyone who could not immediately become a Khmer peasant. Cities, money, markets, families, religion and tradition were abolished, with all herded into rural agricultural cooperatives as slave labor, often on starvation rations. As is typical in communist revolutions, this program also entailed severely repressing anyone who was deemed unenthusiastic about the “party line.” Approximately a million people perished from starvation, disease and exhaustion, and another million or so people were executed in so-called “security centers,” where the communist party sought to ferret out “enemies,” real and imagined. After more than three years of Khmer Rouge military attacks across their shared border, Vietnam invaded and deposed the Khmer Rouge regime.
the country was a painfully slow process. A hastily convened genocide trial in 1979 convicted Khmer Rouge leaders Pol Pot and Ieng Sary, but it was ignored by the West, which was busy reviving Pol Pot’s army to fight Vietnam and its Cambodian client regime. It was not until 2006 – more than 27 years after the Khmer Rouge regime was overthrown – that a tribunal regarded as legitimate by the UN could be convened to hear charges of war crimes, genocide and other crimes against humanity by Khmer Rouge leaders. The accused senior leaders at the Khmer Rouge Tribunal are sticking to their original story: “It was we who suffered; the Vietnamese are the killers.” It is a classic tactic of genocide denial: blame the victim. The tragic part is that many Cambodians believe it. Sadly, this story is not yet finished.

Lunch

| 1:00 – 2:00 pm |

Unit VII – The Rwandan Genocide (King)

The case study of Rwanda will be divided into two sections. In the first section, we will examine the pre-genocide period and the genocide itself. We will discuss the causes of the Rwandan genocide, including the common explanation of “ancient tribal hatreds” and the “current consensus”, and critically consider what we know, how we know it, and what we still might not know about genocide in Rwanda. In the second section, we will examine the post-genocide period and the challenges that face Rwanda today. We will focus especially on the historical legacy of the genocide and critically examine how the genocide is being represented and taught in museums and schools. The sessions will be largely seminar style; student preparation and participation is critical to this collective learning opportunity. Many of the themes and questions we will ask about the Rwandan genocide resonate with other genocides and contribute to meaningful comparative study.

Readings:

King, Elisabeth. 2014. *From Classrooms to Conflict in Rwanda*. New York: Cambridge University Press, pp.1-3, 16-20


Break

| 3:20 – 3:30 pm |

Unit VII – The Rwandan Genocide continued

| 3:30 – 4:30 pm |

Unit VII – The Rwandan Genocide continued - Prevention and Public Policy

| 4:30 – 5:00 pm |
### Unit VIII – Indigenous Peoples of North America (Woolford)

In light of the Truth and Reconciliation Commission of Canada’s charge that Canadian settler colonialism amounts to cultural genocide, this unit offers comparative analysis of a key institution of settler colonialism: the assimilative boarding school. Situating this institution in the broader history of North American colonialism and settler colonialism, we will compare and contrast Indigenous boarding school experiences in the United States and Canada in relation to the genocide concept. In so doing, the analytical tools of genocide research, such as definitions of genocide and other key concepts will be complicated to better attend to the specific social, cultural and historical context of settler colonial assimilative boarding schools.

**Readings:**

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<th>Time</th>
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<tbody>
<tr>
<td>9:00 – 10:20 am</td>
<td>Break</td>
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<tr>
<td>10:20 – 10:30 am</td>
<td>Continue Unit VIII</td>
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<tr>
<td>10:30 – 11:40 am</td>
<td>Break</td>
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<tr>
<td>11:40 – 11:50 am</td>
<td>Continue Unit VIII</td>
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<tr>
<td>11:50 am – 1:00 pm</td>
<td>Lunch</td>
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</table>

### Unit IX - Guatemala (Sanford)

When the Guatemalan Peace Accords were signed in 1996, ending more than three decades of internal armed conflict, more than 200,000 people were dead or disappeared, 626 mostly Maya villages had been massacred, 1.5 million people had been internally displaced, and 150,000 had sought refuge in Mexico. In this session, we examine the socioeconomic and cultural precursors and *modus operandi* of genocide in Guatemala as well as survivors’ efforts to claim human rights, seek justice and rebuild communities.

**Readings:**

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<th>Break:</th>
<th>3:20 – 3:30 pm</th>
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<tr>
<td><strong>Continue Unit IX</strong></td>
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</table>

**Readings:**


**Suggested Additional Readings:**

**Study Questions:**

**Ethnic tensions**
Who are the Creoles, and what are the causes of conflict between Ladinos and Maya in Guatemala?

**Rationalization and Dehumanization**
How did the Guatemalan state induce soldiers to commit atrocities?
How and why did the Achi-Maya villagers of Xococ rationalize violence against other Achi-Maya?

**Implementation of Genocide**
At what point did the Guatemalan state’s crimes transition from crimes against humanity to genocide?
Why is the rape of women and girls key to the strategy of genocide?

**Transitional Justice**
What role(s) do local survivors play in: truth commissions, prosecutions, reparations?
How might the interests of survivors and international human rights lawyers differ?
## DAY 7 - Tuesday, August 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 9:00 – 10:20 am | **Unit X - Gender and Genocide (Forgey)**  
Genocide is a deeply gendered process. By examining the gendered dimensions of the crime, we can gain important insights into its roots, proximate causes, patterns, and long-term impact. In this unit we will use primary documents from various case studies to discuss the implications of gendered research for the definition of the crime, the interpretation of genocidal ideologies, perpetrator behavior, victim experiences, the development of an early warning system, approaches to restitution and social healing after the fact, and the long-term prevention of the crime.  
**Readings:**  
| 10:20 – 10:30 am | **Break** |
| 10:30 – 11:40 am | **Continue Unit X** |
| 11:40 – 11:50 am | **Break** |
| 11:50am – 1:00 pm | **Continue Unit X** |
| 1:00 – 2:00 pm | **Lunch** |
| 2:00 – 3:20 pm | **Unit XI – Destruction by Attrition (Apsel)**  
Re-thinking destruction: complicated and overlapping methods, “in whole or part” and processes of weakening, stunting, elimination and spillover effects on peoples. Comparative Methods: Denial of access to basic necessities—food, health, livelihood, sustainable environment, etc., and sexual violence, neglect and denial, the psychology of wounding.  
Disposable Peoples: Under Cover of the State and its Accomplices; Re-ordering, Expulsion and Manipulation  
Biafra as a watershed: Seeing the harm globally: Weakening and death on the bodies of African children: links to NGOs and global civil society  
**Reading:**  
**Recommended Readings:**

<table>
<thead>
<tr>
<th>Break</th>
<th>3:20 – 3:30 pm</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit XII – Genocide Denial (Shirinian)</strong></td>
<td>3:30 – 5:00 pm</td>
</tr>
<tr>
<td>Are we living in an era of denial? From the effects of tobacco to climate change to possible criminal activity, denial is pervasive. In this unit, we shall discuss such questions as what is genocide denial, why does it occur, how does it work, what are the types of denial, what are its goals and effects, and how can it be overcome? We shall examine the theoretical principles of denial, the motivations of deniers, and the controversy over criminalizing genocide denial vs. freedom of expression, using several case studies.</td>
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<tr>
<td><strong>Readings:</strong></td>
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</table>
### Unit XII – International Law and Genocide (Schabas)

Development of the legal concept of genocide:
- Raphael Lemkin.
- International Military Tribunal (Nuremberg).
- GA Resolution 96(I).
- 1948 *Genocide Convention*.
- The *Eichmann* trial.
- International Criminal Tribunals for the former Yugoslavia and Rwanda.
- International Criminal Court.
- Commission of Inquiry on Darfur.

**Readings:**
1. *Agreement for the Prosecution and Punishment of Major War Criminals of the European Axis, and Establishing the Charter of the International Military Tribunal (I.M.T.)*
2. Draft resolution on genocide presented to United Nations General Assembly.
3. General Assembly Resolution 96(I).
5. A.-G. Israel v. Eichmann (District Court, Jerusalem) (excerpts).
6. Revised and updated report on the question of the prevention and punishment of the crime of genocide, Prepared by Mr. B. Whitaker.
7. Crimes Against Humanity and War Crimes Act.

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<tr>
<th>Time</th>
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<tr>
<td>9:00 – 10:20 am</td>
<td><strong>Unit XII – International Law and Genocide (Schabas)</strong></td>
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<td>10:20 – 10:30 am</td>
<td>Break:</td>
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<td>10:30 – 11:40 am</td>
<td><strong>Continue Unit XII</strong></td>
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<td>11:40 – 11:50 am</td>
<td>Break:</td>
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<td>11:50 – 1:00 pm</td>
<td><strong>Continue Unit XII</strong></td>
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<tr>
<td>1:00 – 2:00 pm</td>
<td>Lunch:</td>
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<tr>
<td>2:00 – 3:20 pm</td>
<td><strong>Continue Unit XII</strong></td>
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<td>3:20 – 3:30 pm</td>
<td>Break:</td>
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<tr>
<td>3:30 – 4:30 pm</td>
<td><strong>Continue Unit XII</strong></td>
</tr>
<tr>
<td>4:30 – 5:00 pm</td>
<td><strong>Review and Making Connections (Apsel)</strong></td>
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</table>
DAY 9 – Thursday, August 15

<table>
<thead>
<tr>
<th>Unit XIII – Preventing Genocide (Alvarez)</th>
<th>9:00 – 10:20 am</th>
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<tbody>
<tr>
<td>More than seventy years after the United Nation Genocide Convention defined genocide as a crime under international law, genocide remains a significant problem on the world stage and genocide prevention an elusive goal. This unit contextualizes and explores the theories, realities, and complexities of genocide prevention, assesses and critiques existing strategies, and challenges us to reimagine genocide prevention in terms of what we know about the origins and nature of genocide and what we understand about the obstacles to effective prevention.</td>
<td>9:00 – 10:20 am</td>
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**Readings:**

**Recommended:**

<table>
<thead>
<tr>
<th>Break:</th>
<th>10:20 – 10:30 am</th>
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<tbody>
<tr>
<td>International politics and the development and history of models of prevention.</td>
<td>10:30 – 11:40 am</td>
</tr>
<tr>
<td>Break:</td>
<td>11:40 – 11:50 am</td>
</tr>
<tr>
<td>International politics and the development and history of models of prevention continued.</td>
<td>11:50 am – 1:00 pm</td>
</tr>
<tr>
<td>Lunch:</td>
<td>1:00 – 2:00 pm</td>
</tr>
<tr>
<td>How do genocides end? Aftermath and rebuilding and reconciliation: myths and realities.</td>
<td>2:00 – 3:20 pm</td>
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**Readings:**
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3:20 – 3:30 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 – 4:15 pm</td>
<td>Preventing Genocide Continued — The Aftermath of Mass Violence (3:30 – 4:15)</td>
</tr>
<tr>
<td>4:15 – 5:00 pm</td>
<td>Making Comparisons, Drawing Conclusions (Apsel) (4:15 – 5:00)</td>
</tr>
</tbody>
</table>
DAY 10 – Friday, August 16

Student oral presentations and course wrap-up
- Students will present individual and group discussions on prepared themes.
- Students’ written evaluation of the course.