

Term Information

Effective Term Autumn 2014

General Information

Course Bulletin Listing/Subject Area International Studies
Fiscal Unit/Academic Org UG International Studies Prog - D0709
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3450
Course Title Human Rights: An Introduction
Transcript Abbreviation HumRts
Course Description This course provides an interdisciplinary introduction to the conceptual history as well as the practice of human rights. It traces the evolution of the idea of human rights, its adoption in international and domestic covenants, its role in domestic and international political disputes and its (non-)adoption by governments and civil society. Its essentially contested nature is also discussed.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0901
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Understanding of the contested philosophical and historical origins of human rights
- Appreciation of the uneven institutionalization of human rights at the international level
- Identifying and distinguishing between moral and political interpretations of human rights
- Determining the effect of international hierarchies in the narrative and application of human rights

Content Topic List

- Origins of Human Rights; Cosmopolitanism; Institutionalizing Human Rights; Universalizing Human Rights; Issues in Human Rights; Torture

Attachments

- Valdez_Syllabus.docx

(Syllabus. Owner: Mughan, Anthony)

Comments

- It is the introductory course to a new minor entitled Human Rights that International Studies is proposing to offer. *(by*

Mughan, Anthony on 11/12/2013 04:37 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mughan, Anthony	11/18/2013 11:01 AM	Submitted for Approval
Approved	Mughan, Anthony	11/18/2013 11:01 AM	Unit Approval
Approved	Haddad, Deborah Moore	11/18/2013 11:16 AM	College Approval
Pending Approval	Vankeerbergen, Bernadette Chantal Nolen, Dawn Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole Hanlin, Deborah Kay	11/18/2013 11:16 AM	ASCCAO Approval

**OHIO STATE UNIVERSITY – AUTUMN 2013
INTERNATIONAL STUDIES PROGRAM**

IS3450: HUMAN RIGHTS: AN INTRODUCTION

INÉS VALDEZ (TAPPATÁ) (VALDEZ.39@OSU.EDU - DERBY HALL 2072)
OFFICE HOURS: WED 11AM-12PM, FRI 10-11AM (OR BY APPOINTMENT)

This course provides an introduction to the question of human rights. Throughout the semester, we will examine the conceptual history as well as the practice of human rights through interdisciplinary texts. As part of this assessment, we will consider, (1) the classic texts that contributed to the development of the idea of human rights and its not always even evolution until the present, (2) the history and politics of human rights' adoption in international and domestic covenants, (3) the currency of the concept of human rights in domestic and international political disputes and their adoption—or lack thereof—by governments and civil society, (3) the critics that have challenged the principles and the uses of human rights, both historically and in the present, and (4) approaches that seek to make human rights a political concept. With the purpose of understanding and appreciating the material covered in this course, students are expected to fully participate in the teaching process not only as active learners, but also as peer educators and public scholars.

To achieve the aforementioned objectives, students will be required to both think and write critically, imaginatively and reflectively about the material dealt with in class. Respectful participation, which is not strictly limited to verbal contribution, thus becomes a clear component of the learning process. Daily writing tasks as well as frequent group work will be used to facilitate high levels and varied types of class involvement. Additionally, students will be asked to write a midterm exam and a final essay in which you will further develop and sharpen your analytic as well as your writing skills.

DISABILITY SERVICES

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil

Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

READING ASSIGNMENTS

You are expected to have prepared the readings by the day for which they are assigned. By "prepared," I mean read them carefully, thought about them, and applied whatever note-taking system works for you. I will sometimes pass out "reading questions" designed to help you think about the text, and you are to work through these questions before class as part of your preparation. Remember that these readings are not like textbooks; they will probably take you longer than usual to read, and you may need to re-read sections, so plan accordingly.

CLASS PARTICIPATION

This class may differ from some of your other courses in that it requires a considerable amount of active and sustained participation and engagement. Come to class ready to work actively on your understanding of human rights, and on your ability to analyze texts and examine complex issues. Your work for this class will involve both autonomous and collaborative learning. The idea of autonomy stresses your responsibility for your own learning, while collaborative learning stresses your responsibility for teaching and learning from one another.

My responsibility as a teacher is to set up the conditions that encourage this learning and to engage in analytic thinking with you. So this class is not like a theater, where you come and watch me perform. It is more like a lab, where you come in to work with, examine, and enhance the knowledge gained from the readings and from your own experiences.

You will work in participatory learning groups for much of the semester, and you will remain in a particular group for several class periods in a row. (Please study the instructions for learning group interaction in APPENDIX A). In addition to small group work, the class as a whole will work together to discuss and analyze issues. I expect everyone to participate in the larger discussions as well, in order to practice and develop your communicative abilities.

I have a very broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?"), reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. For inspiration, let me offer you the words of feminist writer and poet Audre Lorde:

"We can learn to work and speak when we are afraid in the same way we have learned to work and speak when we are tired. For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for the final luxury of

fearlessness, the weight of that silence will choke us.”¹

Your participation grade will rely on both subjective and objective measures. Subjective measures include my evaluation of your labor in the classroom, including group work and other in-class activities. Objective measures include attendance, possession of readings, and the quality of group reports (see APPENDIX A).

ATTENDANCE

Your attendance at each class session is required. You are responsible for contributing to our learning in this class, and you can't do this if you're not here.

A sign-in sheet will be passed around at each class session, and I will use this to keep the official attendance record. It is **your responsibility to make sure that you sign this sheet **each** day.**

However, I understand that life is not fully in our control and thus you will have two “free” absences. You will receive one attendance credit for each class you attend (we have 43 scheduled class meetings this semester, including the final examination day). Regardless of the quality of your other participatory activities, attendance credits will operate as a **floor** for receiving a particular participation grade.

A	To receive this grade you must at least have 26 attendance credits.
A-	To receive this grade you must have at least 25 attendance credits.
B	To receive this grade you must have at least 24 attendance credits.
C	To receive this grade you must have at least 23 attendance credits.

Absences will be excused only if: **(a)** you have a medical or family emergency, AND **(b)** you meet with another student in the class to replicate the participation that you missed, and affirm to me that you have done so. Excused absences will not count against your attendance credit total.

MICROTHEMES

Instead of having quizzes, you will write several microthemes over the course of the semester (microthemes are described in APPENDIX C).

SYLLABUS STATEMENT / REFLECTIVE LEARNING EXERCISE

¹Audre Lorde, "The Transformation of Silence into Language and Action," in *Sister Outsider* (The Crossing Press, 1984), p. 44.

² The design of learning groups and other assignments is indebted to Susan Bickford's Feminist Theory course, who adapted them from *Active Learning: Cooperation in the College Classroom* (The Crossing Press, 1984), p. 44.

Review this syllabus and course books carefully -- especially the course policies, procedures, assignments, and expectations – and also reflect on your impressions after our first class meeting. Drawing on these sources of evidence, write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts of the course and hesitant about others?

The point of this exercise is for you to reflect on your own intellectual practice, to assess what you do well and what you need to work on. It is also good initial practice at interpreting texts (the syllabus!) and examining evidence from your own life, both of which are important to our work in this class. Finally, this exercise provides useful information for me, so I can think about how best to support your intellectual development.

The reflective learning exercise is due at the beginning of class on **Wednesday, August 28** on hard copy. They will not be graded.

HUMAN RIGHTS BIO / PAPER

In a brief essay (1 to 1 ½ pages, single-spaced, with a blank line between paragraphs, standard margins and fonts) write a short text describing your current understanding of human rights and your encounter (if any) with issues of human rights in your life. Trace, if you can, events in your past that have influenced your views of “human rights.” What about your life may have led you to this class? What do you consider to be the biggest human rights issue (or issues) of our time? Why?

This essay is due on **Friday, August 30**. Bring a hard copy to class, and also e-mail a copy to me. These will not be graded. We will compile anonymous excerpts for distribution to the class.

ESSAY ASSIGNMENTS

Another key ability I want you to work on in this course is the ability to write in a way that is both analytic and imaginative -- in other words, to perform clear, thoughtful, and creative analyses of challenging problems and complex thinkers. As a final assignment you will write one 5-page essay; I will hand out questions/topics several days before the essay is due. Since this essay will constitute a large part of your final grade, I urge you to consider very carefully the instructions and expectations I outline in APPENDIX B. We will structure in time for revision by having formal peer review in class.

All your written work in this course must represent original work not previously or simultaneously handed in for credit in another course, unless this is done with the prior approval of all instructors involved.)

ACADEMIC ETHICS/MISCONDUCT

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS

Microthemes, autobiography paper, other writing assignments	20%
Class participation (including group projects)	20%
Midterm Exam	30%
Final Essay assignment	30%

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS AND APPROXIMATE NUMERICAL BREAKDOWN

Letter grade	Numerical equivalence	Definition
A	A 93-100 A- 90-92	Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the aspect of the discipline under study.
B	B+ 87-89 B 83-86 B- 80-82	Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	C+ 77-79 C 73-76 C- 70-72	A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	D+ 67-69 D 60-66	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
F	0-59	Failed, unacceptable performance.

REQUIRED READING

(1) Course books (identified as cb on this syllabus):

Moyn, Samuel. *The Last Utopia: Human Rights in History*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2010.

(2) Readings available on Carmen, in alphabetical order:

All readings, except for those from the course book (marked ‘cb’) are available on Carmen listed alphabetically.

I suggest you set up a habit of printing out the Carmen readings one week before the day they are due. This way you can avoid getting in a jam because of printer or downloading problems. The same applies to assignments due in class.

Always bring readings to class; you will need to have them for reference during class sessions. Bring hard copies – no laptops in class.

(3) Human Rights Blogs

Human rights touch upon issues that are the focus of contemporary political discussion. These topics are covered daily by the news media. One way to get a condensed and editorialized summary of the coverage of these topics is through weekly newsletters and blogs. Following these debates as the semester goes contributes to our class in several ways: (1) by giving you more information to critically evaluate claims made in the articles that we read and in the class discussions, and (2) by illustrating that the critical take on human right covered in class is relevant for political argumentation.

You are **required** to subscribe to the Human Rights Watch Newsletter (go to <http://www.hrw.org/> and look for sign up window on the right hand side)

Below I include a list of blogs, which I **recommend** you check periodically. You will find that as you navigate them you'll quickly get introduced to others, which you may find more interesting:

- . Human Rights Now (Amnesty International's Blog): <http://blog.amnestyusa.org/>
- . Live Wire (Amnesty's Global Human Rights Blog): <http://livewire.amnesty.org/>
- . PhD Studies in Human Rights: <http://humanrightsdoctorate.blogspot.com/>
- . The Human Rights Blog: <http://www.thehumanrightsblog.com/>
- . ACLU Blog of Rights: <http://www.aclu.org/blog>
- . P.a.p. Blog | Human Rights, Etc.: <http://filipsagnoli.wordpress.com/>
- . Glenn Greenwald | On Liberty and Security:
<http://www.theguardian.com/commentisfree/series/glenn-greenwald-security-liberty>

SECTION I. LOOKING FOR ORIGINS: RIGHTS AS ONE WAY OF DEFENDING HUMAN DIGNITY

In this section we explore the contested origins of human rights. We will distinguish from the outset the concern with human dignity from a particular way of codifying or enforcing the protection of human dignity, that is, through rights. We will explore the origins of rights and the most notable antecedent of human rights (natural rights).

1. Wed Aug 21

Introduction. Course requirements, procedures, and expectations will be reviewed. *All students are responsible for having the information given during the first day of class.*

2. Fri Aug 23

Moyn, *The Last Utopia*, chapter 1: "Humanity before Human Rights," **cb**

3. Wed Aug 28 **** Syllabus statement due Today in class ****

Pagden, Anthony. "Human Rights, Natural Rights, and Europe's Imperial Legacy." *Political Theory* 31, no. 2 (2003): 171-99.

Donnelly, Jack. "Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights." *American Political Science Review* 76, no. 2 (1982): 303-16.

4. Fri Aug 30 **** Human rights bio / paper due today in class and through Carmen dropbox **** **No class (American Political Science Association Meeting – Chicago)**

Recommended Reading: I have made available on Carmen a chronology of human rights writings and events by Micheline Ishay that will help you structure and locate our readings within his particular mapping of human rights. This would also be a good time for you to read the UNC-CH Writing Center handout "Reading to Write", available on Carmen and at <http://writingcenter.unc.edu/handouts/reading-to-write/>.

SECTION II. COSMOPOLITANISM: A PRECURSOR TO THE IDEA OF UNIVERSAL HUMAN RIGHTS?

In this section we explore Immanuel Kant's conceptualization of cosmopolitanism in which he defends a universal concern for humanity. Unlike previous versions of cosmopolitanism espoused by European theorists, for the first Kant expands the concept to include concern for non-European peoples. The ultimately strong support for sovereignty in this essay has been the subject of much academic debate.

5. Wed Sep 4

Kant, Immanuel. *Perpetual Peace*. Translated by Ted Humphrey. Indianapolis: Hackett Publishing Company, 1983.

à **Thu Sep 5 ** Last Day to Drop the Course ****

6. Fri Sep **** Microtheme #1 due Today in class ****

Nussbaum, Martha. "Kant and Stoic Cosmopolitanism." *The Journal of Political Philosophy* 5, no. 1 (1997): 1-25.

SECTION III. UNIVERSALIZING RIGHTS: TENSIONS AND PARADOXES OF THE CONCEPT OF RIGHT AND ITS INSTITUTIONALIZATION

In this section we will examine the “perplexities” (to use Arendt’s term) of rights, in particular, and of universal human rights, in general. A critique of the language of rights as ineffectual is coupled with the realization that the declaration of universal human rights is also ineffectual as long as the world is still organized in autonomous sovereign states.

7. Wed Sep 11

French National Assembly. “Declaration of the Rights of Man and of the Citizen,” various sources.

Bentham, Jeremy. "Nonsense Upon Stilts, or Pandora's Box Opened." In *Nonsense Upon Stilts. Bentham, Burke, and Marx on the Rights of Man*, edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 46-69.

8. Fri Sep 13

Burke, Edmund. "Reflections on the Revolution in France." In *Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man*, edited by Jeremy Waldron, 77-96. London: Methuen & Co., 1987, pp. 96-118.

Marx, Karl. "On the Jewish Question." In *Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man*, edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 137-150.

9. Wed Sep 18 ** Microtheme #2 due Today in class **

Arendt, Hannah. "The Perplexities of the Rights of Man." In *The Portable Hannah Arendt*, edited by Peter Baehr. New York: Penguin, 2000.

Geuss, Raymond. "Human Rights. A Very Bad Idea." *Theoria* 60, no. 135 (2013): 83-103.

SECTION IV: THE INSTITUTIONALIZATION OF HUMAN RIGHTS: DO THE LEAGUE OF NATIONS AND THE UNITED NATIONS GO BEYOND SOVEREIGNTY?

The institutionalization of minority rights and human rights in the interwar and post-Second World War period are two important milestones in grounding human rights internationally. However, many questions remain—pace Hannah Arendt—regarding the capacity of international organizations to truly guarantee universal rights, that is, to secure certain rights to all women and men regardless of their national belonging. Moreover, there also important historical reasons to doubt that the guarantee of these rights was really the motivation behind the establishment of these institutions.

10. Fri Sep 20

Mazower, Mark. "The Strange Triumph of Human Rights, 1933, 1950." *The Historical Journal* 47, no. 2 (2004): 379-98.

Jackson Preece, Jennifer. "Minority Rights in Europe: From Westphalia to Helsinki." *Review of International Studies* 23, no. 1 (1997): 75-92.

11. Wed Sep 25

Moyn, *The Last Utopia*, chapter 2: "Death from Birth." **cb**

12. Fri Sep 27

Reus-Smit, Christian. "Human Rights and the Social Construction of Sovereignty." *Review of International Studies* 27, no. 4 (2001): 519-38.

Moyn, *The Last Utopia*, chapter 3: "Why Anticolonialism Wasn't a Human Rights Movement." **cb**

SECTION V: TRANSFORMATIONS OF HUMAN RIGHTS: THE CONTINUED SEARCH FOR FOUNDATIONS AND THE POLITICIZATION OF RIGHTS

Criticisms of human rights have to do with their lack of foundations, their abstract quality and their depoliticization. Different consequences follow from this criticism. First, if foundations are arbitrary, rights do not have real legitimacy, given that they are arbitrarily declared to be valid. Secondly, their abstractness and depoliticization means rights are ineffective tools to criticize injustice and push for political change. In response, contemporary scholars have returned to the issue of foundations, on the one hand, and developed conceptualizations of rights that account for the contested nature of political issues and the continued nature of injustice.

13. Wed Oct 2

Grovogui, Siba N'Zatioula. "Mind, Body, and Gut! Elements of a Postcolonial Human Rights Discourse." In *Decolonizing International Relations*, edited by Branwen Gruffydd Jones. Maryland: Rowman and Littlefield, 2006.

Rorty, Richard. "Human Rights, Rationality, and Sentimentality." In *The Politics of Human Rights*, edited by Obrad Savic, vii. London: Verso, 1999.

14. Fri Oct 4

Mendus, Susan. "Human Rights in Political Theory." *Political Studies* 43, no. 1 (1995): 10-24.
Moyn, *The Last Utopia*, epilogue: "The Burden of Morality." **cb**

15. Wed Oct 9 ** Lock and Key Assignment on Rancière Due Today in class **

Rancière, Jacques. "Who Is the Subject of the Rights of Man?" *The South Atlantic Quarterly* 103, no. 2-3 (2004): 297-310.

Preis, Ann-Belinda S. "Human Rights as Cultural Practice: An Anthropological Critique " *Human Rights Quarterly* 18, no. 2 (1996): 286-315.

16. Fri Oct 11 ** Review Session **

17. Wed Oct 16 ** Midterm Exam **

SECTION VI: HUMAN RIGHTS AND CONTEMPORARY ISSUES: THE REBIRTH OF HUMAN RIGHTS AND THEIR USES TO CONCEPTUALIZE INJUSTICE IN VARIOUS DOMAINS

Human rights have been used to conceptualize injustice in a wide variety of domains, from poverty to environmental degradation. In this section, we interrogate the capacity of human rights to address the challenges in realms of development, immigrant rights, indigenous rights, and globalization.

18. Fri Oct 18

Moyn, *The Last Utopia*, chapter 4: "The Purity of the Struggle." **cb**
Sikkink, Kathryn. "Human Rights, Principled Issue Networks, and Sovereignty in Latin America." *International Organization* 47, no. 3 (1993): 411-41.

19. Wed Oct 23

Sen, Amartya. "Human Rights and Capabilities." *Journal of Human Development* 6, no. 2 (2005): 151-66.
Nussbaum, Martha C. "Capabilities as Fundamental Entitlements: Sen and Social Justice." *Feminist Economics* 9, no. 2-3 (2003): 33-59.

20. Fri Oct 25

Baxi, Upendra. "Globalisation: Human Rights Amidst Risk and Regression." *IDS Bulletin* 32, no. 1 (2001): 94-102.
Moyn, *The Last Utopia*, chapter 5: "International Law and Human Rights." **cb**

21. Wed Oct 30

Speed, Shannon, and Jane Fishburne Collier. "Limiting Indigenous Autonomy in Chiapas, Mexico: The State Government's Use of Human Rights." *Human Rights Quarterly* 22, no. 4 (2000): 877-905.
Ansley, Fran. "Local Points at Global Divides: Labor Rights and Immigrant Rights as Sites for Cosmopolitan Legality." In *Law and Globalization from Below. Towards a Cosmopolitan Legality*, edited by Boaventura de Sousa Santos and César A. Rodríguez-Garavito. Cambridge: Cambridge University Press, 2005, pp. 158-180

SECTION VII: TORTURE: TORTURE, OUTSOURCING OF TORTURE AND THE WAR ON TERROR

The issue of torture has figured prominently in the U.S. political debate since 9/11. This debate has included discussions about its definition, instances of "outsourcing" of torture to undemocratic states friendly to the United States, and even inquiries into the effectiveness of such a technique. In this section we will examine the international legal framework and the so-called "Bush memos" in which legal advisors to President George W. Bush debate and reconceptualize what counts as torture. We will cover critical journalistic and scholarly analyses

of this controversy, and end the section (and the course) with the screening and discussion of Kathryn Bigelow's 2012 film "Zero Dark Thirty."

22. Fri Nov 1

Danelius, Hans, "Brief Introduction to the UN Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," n/d

United Nations, "Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," *resolution 39/46* (1984)

United Nations, "Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment," *resolution 57/199* (2002)

22. Fri Nov 1

Selected Declassified Memos from the administration of President George W. Bush including:

- Yoo's Memo on Avoiding Geneva Conventions
- Gonzales's Memo to Bush
- Powell's Memo to White House
- Taft's Memo on Rejection of Geneva Conventions
- Bush's Directive on Treatment of Detainees
- Justice Dept. Memo on Torture
- Letter by Author of Memo on Torture to White House Counsel
- Defense Dept. Memo on Afghanistan Detainees
- Rumsfeld's Memo on Interrogation Techniques

(see "Bush Memos" submodule in Readings (Carmen)
or http://www.nytimes.com/ref/international/24MEMO-GUIDE.html?_r=1&)

23. Wed Nov 6 ** Prompts for Final Essay Distributed Today **

Mayer, Jane. "Outsourcing Torture. The Secret History of America's 'Extraordinary Rendition' Program." *The New Yorker* February 14 (2005).

-----"A Deadly Interrogation. Can the C.I.A. legally kill a prisoner?" *The New Yorker*, November 14 (2005)

-----"The Black Sites. A Rare Look inside the C.I.A.'S Secret Interrogation Program." *The New Yorker*, August 13 (2007).

-----"Torture and Obama's Drone Program." In *News Desk*, edited by The New Yorker. New York, 2013.

24. Fri Nov 8

Hooks, Gregory, and Clayton Mosher. "Outrages against Personal Dignity: Rationalizing Abuse and Torture in the War on Terror." *Social Forces* 83, no. 4 (2005): 1627-45.

25. Wed Nov 13 **Microtheme #3 due in class either Today or Friday November 15 **

Film screening: first half of "Zero Dark Thirty" (Bigelow 2012)

Sontag, Susan. "Regarding the Torture of Others." *The New York Times Magazine* May 23 (2004).

26. Fri Nov 15 ** Microtheme #3 due Today in class (if not submitted on Wednesday) **

Film screening: second half of "Zero Dark Thirty" (Bigelow 2012)

Rejali, Darius M. *Torture and Democracy*. Princeton: Princeton University Press, 2007, pp. 500-537

27. Wed Nov 20

Burke, Jason, and Paul Harris. "Osama Bin Laden Death 'Justifies' Torture of Suspects, Former Bush Aides Claim." *The Guardian*, May 3 2011.

McCain, John. "Bin Laden's Death and the Debate over Torture." *The Washington Post*, May 11 2011.

Mayer, Jane. "Zero Conscience in 'Zero Dark Thirty'." In *News Desk*, edited by The New Yorker. New York, 2012.

28. Fri Nov 22 ** Final Essay Due for Peer Review **

29. Wed Nov 27 No Class, Thanksgiving Break

30. Fri Nov 29 No Class, Thanksgiving Break

43. Fri Dec 6, 12pm (note different time, following final examination schedule)

****Final essays due at 12 pm ****

**** This essay is a take-home exam, due *through Carmen dropbox* at the time of our scheduled final exam ****

**** No late essays will be accepted ****

APPENDIX A: PARTICIPATORY LEARNING GROUPS²

The following instructions may seem a bit formal, but in fact these practices contribute to having a lively and engaged class, in which everyone is learning, thinking, and making complex intellectual judgments.

Participatory learning is the classroom use of structured small group interaction so that students work together to solve problems. There is considerable research that demonstrates that participatory learning works better than traditional lecturing for developing students' higher-level reasoning capacities, increasing comprehension of the material, and fostering positive relationships among students. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory.

Participatory learning rests on two main principles: **(1) Group interdependence**, which means organizing tasks so that members must work together to succeed. We will achieve this by having role differentiation within the group (see below) and by having the "class participation" portion of the final grade include group work. **(2) Individual accountability**, which is achieved through individualized measures of participation and achievement (such as essays, quizzes, and individual participation in class discussion).

There are two kinds of participating learning strategies that we will employ in this class. The first is **paired note-taking**. When I lecture, we will break periodically for you to explain to each other the main points of the lecture thus far. During these short breaks (5 minutes or so) you will work in pairs to identify significant elements of the lecture, share insights, and clarify any confusion you might have.

The second kind of participatory learning strategy we will use quite frequently is **structured learning groups**. These are not the same as small discussion groups. Learning groups will consist of 4-5 students, and for several class periods. At the beginning of a class period, each group will decide which member will be primarily responsible for playing a particular role. The required roles consist of the following. **(1) Reader**: This person will be responsible for reading aloud the question/project, and for helping the group stay on task (watching the time, etc.). **(2) Encourager**: This person is responsible for encouraging all members to participate, and making sure all participation is shared among all members. **(3) Checker**: This responsibility involves checking to make sure that all members of the group can explain the group's analysis, or how the group arrived at a particular conclusion. Periodically asking members of the group to summarize or articulate the group's analysis or conclusion will lead to higher levels of comprehension for everyone. It also provides a pause in which those who don't understand can ask further questions. **(4) Recorder**: This person is responsible for writing

² The design of learning groups and other assignments is indebted to Susan Bickford's Feminist Theory course, who adapted them from Active Learning: Cooperation in the College Classroom (1991), David W. Johnson, Roger T. Johnson, and Karl A. Smith. (Edina, MN: Interaction Book Co.).

down the group's analysis in a clear and detailed manner, and for turning this report into me at the end of the class period. Once I return the report, the recorder should share it with the other group members.

The point of having these explicit roles is to ensure that all group members are contributing to the group's work. Each day that we meet in learning groups, you should think about helping with all of these roles. However, you will be primarily responsible for one particular role. You must take a different primary role in each class meeting. You will feel silly and artificial at first, but I want you to make a sincere and consistent effort to perform these roles. When we have larger class discussions, I will call randomly on group members to explain their group's analysis, share their group's insights, and respond to the reports of other groups. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

APPENDIX B: GRADING POLICY FOR PAPERS

One of the biggest challenges you will face as a writer is uncertainty about the criteria and measures that will be used to judge the overall quality of your work. With that in mind, I want to give you as much information as possible about what I'm looking for in your essays. I typically grade essays along five dimensions:

(1) **Argument:**

- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest an organization of the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is there a consideration of a counter-argument in the paper? Does the argument ultimately convince the reader?

(2) **Comprehension:**

- Is each theorist's position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist's arguments addressed? Are they mentioned?

(3) **Coherence:**

- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked for the reader? (Note: If it is in two domains of the rubric, it's important!tur)
- Does each paragraph logically follow the preceding one? How well does each paragraph transition between one another?
- Is the writing choppy? That is, do sentences make sense next to one another?

(4) **Writing:**

- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

(5) **Miscellaneous/Technical:**

- Did the writer obviously try to fill space (large font, excessive space between lines, unnecessary headers, etc.)?
- Are the margins 1" on each side?
- Was the paper turned in on time? How many days late was the paper?

- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no “right” or “wrong” answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you “agree” with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for *convincing arguments*, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

My experience of grading essays has left me with the following impressions of what each letter grade of an essay typically looks like:

Table B1: Scoring for Essays	
A	Excellent work, usually characterized by analytically rich and/or subtle, well-developed, thoughtful, engaging, argument. Typically, this level of work demonstrates a high level of familiarity with and reflection on the course readings, an effort to incorporate insights from the readings into the argument, and in many cases provides provocative and challenging ideas about the topic. A papers also exemplify imaginative writing. This means analyzing a text or material through a new lens, and telling the reader something new and provocative. Very well written, A papers are coherently organized and carefully composed, contain few spelling and grammatical errors, and embody a clarity and precision of expression appropriate for an analytically compelling argument.
B	Good work. Shows some evidence of having seriously considered the topic themes, and some effort to try to engage the topic in an analytically rigorous way. B papers may be less analytically developed than an A paper, demonstrating less comprehension and familiarity with the text. They may also be somewhat structurally problematic. Nevertheless a good effort has been made.
C	Average work. Typically, this level of work does not show evidence of striving for excellence. It meets minimal standards: Arguments stated without adequate development, insufficient use of supporting texts and evidence, inflated or structurally problematic prose, poor spelling, and weak organization.
D	Poor work. Very minimal work beyond the submission of your paper by the deadline. One-liners, non-sequiturs, assertions without arguments, little or no evidence of having done or considered the readings, often off-topic, badly disjointed, structurally defective, and inadequate citations. Does not meet minimal average standards.
F	No effort beyond handing in a paper has been made. Shows no evidence of even the slightest familiarity with the texts, no citations, often handed in past the deadline, and fails to address the paper topic in any way.

APPENDIX C: MICROTHEMES

Microthemes have a dual purpose. Like quizzes, they provide a way for me to give credit for careful class preparation. But in addition (and unlike quizzes) they give you the opportunity to clarify your thinking by practicing analytic writing.

Microthemes must be turned in on a HALF SHEET of paper, using standard margins and a font size of 11 or larger. I will give you the assignment for each microtheme the class period before they are due. There are two kinds of microthemes, summary-writing and thesis-support microthemes. Be sure to read carefully the directions and the criteria of evaluation that follow.

A. Summary-writing microthemes

A summary-writing microtheme has two objectives. One is for you to build analytic reading skills by concisely re-stating the argument of part of the readings. To do this successfully, you must be able to differentiate between the main ideas and less important points of a section of the argument. Then you must condense the argument by linking the main points and omitting the secondary ideas that you can leave behind without losing the sense of the argument. (In other words, make clear the relationship between the points.) The second objective is for you to learn how to follow and accurately give an account of arguments that you may not necessarily agree with. In effect, you have to "listen" to the authors you read and explain their arguments in your own words but without misrepresenting their points.

Write your summary as if it were for a reader who has not read the text, although she has heard of it. She has a pretty good vocabulary but will not understand overly technical terms. Make sure to provide page numbers in parentheses for all quotes and paraphrases.

The **criteria** for a summary are (1) accuracy of content, (2) comprehensiveness and balance (i.e., do you include the central points and omit secondary claims?) (3) clear sentence structure with good transitions, (4) adherence to usual rules of grammar, punctuation, and page citation.

**Although this is not an essay, it should sound polished and the points should flow smoothly if read aloud (in fact, it is always a good idea to read this kind of assignment aloud to yourself as a way of checking your work).

Table C1: Scoring for Summary-writing Microthemes	
Outstanding (10)	Meets criteria of accuracy, comprehensiveness and balance, clear sentence structure and grammar. It is clear that you understand the text and can explain its main points to a reader who has not read it.

Table C1: Scoring for Summary-writing Microthemes (cont.)	
Excellent (9)	Meets all criteria of above but is weaker than a 10 in one area. E.g., it may have excellent accuracy, comprehensiveness and balance but show occasional problems in sentence structure. Or it may be well written but have some difficulty balancing main points with secondary ones.
Above Average (8)	It reveals a generally accurate understanding of the reading with a clear sense of the main points but is either noticeably weaker on one criterion than a "9" or 10 (did not provide page number citations, for example) or somewhat weaker on two criteria .
Meets Basic Requirements (7)	<p>Must have strength on at least two of the criteria and it should still be good enough to give a reader a fairly clear and accurate overview of the reading.</p> <p>A summary rates a 7 because it overemphasizes secondary points at the expense of the main argument, is unclear and has problems with sentence structure.</p>
Worthy of Credit (6)	A summary rates 6 because it is weak in all criteria . It would not serve to explain the text to an unfamiliar reader, it may be inaccurate, and is disorganized.
No Credit (0)	Fails to meet any of the criteria for an effective summary.

B. Thesis-support Microthemes

In a "thesis-support" microtheme, I will ask you a question about the assigned reading and you will write a short composition that supports your answer to the question. To do this successfully, you must be able to support your answer with textual evidence, and guard against the tendency to ignore textual evidence that might undermine your thesis.

The main objectives of this assignment are to develop your skills at a) thinking through complex texts that do not always provide simple answers, and b) writing a focused argument.

Criteria: There will often be more than one persuasive answer to the question I ask. Thus the **criteria** for a thesis-support microtheme are (1) clarity: do you make your supporting points clear? (2) precision and accuracy: do you draw your supporting points from specific places in the text, using quotation marks and page numbers appropriately, and do you make correct assertions about the text? (3) comprehensiveness and balance: have you identified the textual passages important to this question? (4) organization: do you present your arguments in a coherent order with smooth transitions and grammatical sentences?

Table C2: Scoring for Thesis-support Microthemes

Outstanding (10)	Outstanding. Meets criteria of clarity, precision and accuracy, comprehensiveness and balance, and organization. You have considered the texts carefully and creatively and made a persuasive argument in support of your thesis.
Excellent (9)	Meets all criteria of above but is weaker than a 10 in one area. E.g., it may have excellent clarity, comprehensiveness, and precision and accuracy but show occasional problems in organization or may ignore a passage that needs to be explained.
Above Average (8)	It is generally persuasive and offers fairly specific evidence to support the argument but is either noticeably weaker on one criterion than a 10 or an 9 or somewhat weaker on two criteria.
Meets Basic Requirements (7)	Must have strength on at least two of the criteria and it should still be good enough to put forward a clear line of argument. It rates a 7 because it does not use specific examples from the text, or does not anticipate the objections of a rival view, and has problems with sentence structure.
Worthy of Credit (6)	A thesis-support theme rates a 6 because it is weak in all criteria and would not serve to persuade an audience familiar with the text. It may also be inaccurate or disorganized.
No Credit (0)	Fails to meet any of the criteria for effective support of an interpretive thesis.