

# Torture.

HRTS 5899-002

Wednesdays 1:30pm – 4:00pm

Dodd 162

**Professor:** Dr. David L. Richards  
**Office:** Oak Hall 448  
**Office Hours:** Wednesdays 11am-12:30pm and Thursdays 3pm-4:30pm. Appointments are available in 15-minute increments and are to be made in advance via ADVAPP (<http://www.advapp.uconn.edu/>), where I am listed under Political Science.  
**Email:** [david.richards@uconn.edu](mailto:david.richards@uconn.edu)

## **REQUIRED BOOKS:**

### ***100 Years of Lynchings***

Ralph Ginzburg  
Black Classic Press  
9780933121188

### ***A Hangman's Diary: The Journal of Master Franz Schmidt, Public Executioner of Nuremberg, 1573-1617***

Franz Schmidt  
Skyhorse Publishing  
9781629144801

### ***A Human Being Died That Night***

Pumla Gobodo-Madikiz  
Houghton Mifflin  
9780618446599

### ***Consequence: A Memoir***

Eric Fair  
Picador  
9781250118424

### ***Death and the Maiden***

Ariel Dorfman  
Penguin  
9780140246841

### ***Evil Men***

James Dawes  
Harvard University Press  
978-674416796

### ***Flogging Others: Corporal Punishment and Cultural Identity from Antiquity to the Present***

Guy Geltner  
Amsterdam University Press  
9789089647863

### ***In Defense of Flogging***

Peter Moskos  
Hatchette Books  
9780465032419

### ***Prisoner without a Name, Cell without a Number***

Jacobo Timerman  
University of Wisconsin Press  
978-0299182441

### ***The Question***

Henri Alleg  
Bison Books  
978-0803259607

## COURSEWORK

### **1. RESEARCH PAPER (50% of Total Course Grade)**

You will be writing a research paper on some aspect of torture that is of interest to you.

- At the start of class on **September 5th**, you will submit (in paper copy) a 1-2 page typed paper proposal, setting out at least one idea for your paper (*you may pitch more than one idea, certainly*). I will then begin to work with you on arriving at a paper topic that is interesting and feasible. Once I approve your topic, you may begin work on the paper. Explicit approval of your final topic by me is mandatory.
- At the start of class on **October 3rd**, you will submit a draft annotated bibliography. The interrelated reasons for this draft bibliography are (a) to get you started, (b) to see at the start of the semester whether you are going to run into troubles with your topic, (c) to help me help you produce a great paper.
  - Bring one paper copy to class and email a copy as a PDF attached to an email. **Do not send me a link to a cloud-based document (Google Docs, etc).**
  - You may use any established citation and reference system (e.g., APA, MLA, APSA). Please note clearly what style it is that you are using.
  - This is an annotated bibliography. Per the Cornell library [site](#), in an annotated bibliography, “each citation is followed by a brief ... descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.”
  - You are to have 10 sources for this draft bibliography. There is no requirement as to how many of any particular type you must have, as the optimal mix of sources will vary across topics. However, most all topics will require a mix of books, peer-reviewed articles, official reports, legal documents, and news articles.
  - You are not stuck with the sources in your draft bibliography. Your final bibliography will be longer, certainly, so you will be adding some, and you may also discard some of these sources should they not ultimately prove useful.
- The paper is to be 15-pages of body text, minimum.<sup>1</sup>
- A formatting layout guide can be found at the end of this syllabus.
- The paper is due on **Wednesday, December 5th**, at 1:30pm.

### **2. CLASS PARTICIPATION (25% of Total Course Grade)**

Participation Rules: To participate, you must be in attendance. This is a graduate seminar, so you are expected to be here, barring infectious illness, invasion by interstellar forces, University-mandated attendance at something else, death in your immediate family, etc.

If you've not done your readings, you do a disservice not only to yourself, but to all the seminar's participants, as the quality of the seminar will suffer. Excellent participation is more than volunteering to speak or speaking up *often*, however. Excellence in participation requires a high *quality* of participation.

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<sup>1</sup> To be explicit about it, since some folks like to litigate this point; title pages, footnoted references, indices, tables of contents, tables, charts, figures, pictures, endnotes, bibliographical lists, appendices, and any other thing along any of the aforementioned lines do not count towards the minimum requirement of fifteen-full-pages of body text per paper.

High-quality participation in a graduate-level seminar includes being able to<sup>2</sup>:

- Ask penetrating and thought-provoking questions to evaluate ideas
- Be a seeker of alternative views on a topic
- Base judgments on ideas and evidence, as much as possible
- Evaluate and solve problems rather than merely compile a set of facts to be memorized
- Identify important arguments and issues from large amounts of reading
- Reassess views when new or discordant evidence is introduced and evaluated
- Recognize errors in thought and persuasion as well as to recognize good arguments
- See connections between topics and use knowledge from other disciplines to enhance reading and learning experiences
- Take a critical stance on issues

How Your Participation Grade Will Be Calculated:

I will be evaluating the quality of your participation using a scale. Each week, you'll receive one of the following scores for the totality of your participation that week. Points will be totaled for the semester and a percentage taken of total available points, leaving you with a grade from 0 to 100 for this portion of your course grade.

3 = You showed you did the readings and could critically analyze it, resulting in statements or questions demonstrating masterful comprehension and/or idea synthesis.

2 = You showed you did the readings and thought about it.

1 = Well, you said *something* at some point, somehow related to the topic and/or readings.

0 = You merely repeated something that's already been said, made an off-topic comment, made a comment I couldn't understand or to which I could not attach meaning or significance, or said nothing at all.

**3. SEMINAR QUESTIONS (25% of Total Course Grade)**

Each Wednesday, by 11:00am, you will submit via e-mail four discussion questions addressing the readings for that week. For example, by 11:00am on September 5<sup>th</sup>, you have due four discussion questions addressing the readings listed for that day's seminar. A high-quality discussion question might address one reading, or might pull together several readings. Questions that are not acceptable include those requiring only a "yes/no" answer and/or those simply requiring factual recall. Be prepared to have the discussions you suggest, as we will indeed use these ideas throughout the semester. You will be given a grade from 0-100 for this portion of your course grade, based on total points achieved out of those available over the semester. Each week, each of your questions will be graded on the following scale:

2 = On-topic and open-ended. Pulls together an interesting unifying theme of inquiry from across several readings or produces a truly novel avenue of discussion about a single reading.

1 = On-topic and open-ended. May address one or more readings in a way that is expected from a first-reading of materials.

0 = Simple yes/no, vague, leading, tangential, simple recall, or slanted question. Or, no question submitted at all.

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<sup>2</sup> Modified from Schumm, J. S. and Post, S. A. (1997). *Executive Learning*, pg. 282.

## **SEMESTER SCHEDULE**

Below is the schedule for the semester. The readings in each week's list are listed alphabetically, not necessarily in the order in which we'll be discussing them. All readings listed below that are not on the required books list and for which there is no URL can be found in PDF form at

<https://tinyurl.com/hrts5899-002> .

### **8/29 WELCOME/INTRODUCTION**

### **9/5 HISTORY I**

- Bernstein, Neil. 2012. **"Torture Her Until She Lies': Torture, Testimony, And Social Status In Roman Rhetorical Education."** *Greece & Rome* 59.2: 165-177.
- Einolf, Christopher. J. 2007. **"The Fall and Rise of Torture: A Comparative and Historical Analysis."** *Sociological Theory* 25.2: 101-121.
- Hanson, Elizabeth. 1991. **"Torture and Truth in Renaissance England."** *Representations* 34: 53-84.
- Lincoln, Bruce. 2009. **"An Ancient Case of Interrogation and Torture."** *Social Analysis* 53.1: 157-172.
- Melville, R.D. 1905. **"The Use and Forms of Judicial Torture in England and Scotland."** *The Scottish Historical Review* 2.7: 225-248.
- Welling, James C. 1892. **"The Law of Torture: A Study In the Evolution of Law."** *The American Anthropologist* 5.2: 193-216.

### **9/12 HISTORY II**

- ***A Hangman's Diary: The Journal of Master Franz Schmidt, Public Executioner of Nuremberg***, Franz Schmidt
- Alschuler, Albert W. 1997. **"A Peculiar Privilege in Historical Perspective."** In *The Privilege Against Self-Incrimination: Its Origins and Development* Chicago: University of Chicago Press.
- Anonymous. 1872. **"The Nurnberg Torture-Chamber."** *Saturday Review of Politics, Literature, and Art* 34.881: 336-337.
- Herzfeld-Schild, Marie Louise. 2013. **"'He Plays on the Pillory'. The Use of Musical Instruments for Punishment in the Middle Ages and the Early Modern Era."** *Torture* 23.2: 14-23.
- The Independent. 1874. **Article 4 – No Title.** *The Independent ... Devoted to the Consideration of Politics, Social and Economic Tendencies, History, Literature, and the Arts* 26.1312: 19.
- Knowles, Nathaniel. 1940. **"The Torture of Captives by the Indians of Eastern North America."** *Proceedings of the American Philosophical Society* 82.2: 151-225.
- Moglen, Eben. 1997. **"The Privilege in British North America: The Colonial Period to the Fifth Amendment."** In *The Privilege Against Self-Incrimination: Its Origins and Development* Chicago: University of Chicago Press.
- Park, Nancy. 2008. **"Imperial Chinese Justice and the Law of Torture."** *Late Imperial China* 29.2: 37-67.

9/19 **HISTORY III**

- **100 Years of Lynchings**, Ralph Ginzburg
- Altink, Henrice. 2002. **"An Outrage on All Decency': Abolitionist Reactions to Flogging Jamaican Slave Women, 1780-1834."** *Slavery & Abolition* 23.2: 107-122.
- The Baltimore Afro-American .1947. **"U.S. Grand Jury Indicts 31 in Torture Lynching."** *The Baltimore Afro-American*. March 22.
- Davis, Natalie Zemon. 2011. **"Judges, Masters, Diviners: Slaves' Experience of Criminal Justice in Colonial Suriname."** *Law and History Review* 29.4: 925-984.
- Franco, Jean. 2013. **"Alien to Modernity."** In *Cruel Modernity*. Durham, NC: Duke University Press.
- Johnson, Sara E. 2009. **"'You Should Give Them Blacks to Eat': Waging Inter-American Wars of Torture and Terror."** *American Quarterly* 61.1: 65-92.
- Schafer, Judith K. 1992. **"'Details Are of a Most Revolting Character': Cruelty to Slaves as Seen in Appeals to the Supreme Court of Louisiana."** *Chicago-Kent Law Review* 68.3: 1283-1311.

9/26 **MODERN LAW I<sup>3</sup>: CORPORAL PUNISHMENT, ARTICLE 16, DEATH PENALTY**

- Billy Ray Irick v. Tony Mays, Warden, No. 18-\_\_\_\_\_ (2018) (**Application for Stay of Execution**).
- Billy Ray Irick v. Tony Mays, Warden, Nos. 18-5495 & 18A145 (2018) (**Response to Petition for Writ of Habeas Corpus and Application for a Stay of Execution**).
- Billy Ray Irick v. Tennessee, 585 U. S. \_\_\_\_ (2018) (**Sotomayor, S., dissenting**).
- **Flogging Others: Corporal Punishment and Cultural Identity from Antiquity to the Present**, Guy Geltner
- Freneau, Philip. 1781. **The British Prison-Ship**. Cantos II – IV.
- Holland Club. 1858. **The Life and Adventures of Christopher Hawkins: A Prisoner on Board the "Old Jersey" Prison Ship During the War of the Revolution**. New York.
- **In Defense of Flogging**, Peter Moskos
- Dunkelberg, Alonso Gurmendi. 2015. **"'Their Way of Punishing': Corporal Punishment by Indigenous Peoples and the Prohibition of Torture."** *Netherlands Quarterly of Human Rights* 33.4: 382-404.

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<sup>3</sup> Basic Instruments of Which We Need to be Aware

- [The Universal Declaration of Human Rights](#) (1948) [Article 5]
- [Geneva Convention \(III\) Relative to the Treatment of Prisoners of War](#) (1949) [Article 3(1)(a)(c)]
- [The International Covenant on Civil and Political Rights](#) (1966) [Article 7]
- [The Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment](#) (1984)
- [Optional Protocol to the Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment](#) (2002)

General Regional Instruments

- [European Convention on Human Rights](#) (1950) [Section I, Article 3]
- [The American Convention on Human Rights](#) (1978) [Article 5(2)]
- [African Charter on Human and People's Rights](#) (1981) [Article 5]
- [Arab Charter on Human Rights](#) (2004) [Article 8]

Torture-Specific Regional Instruments

- [Inter-American Convention To Prevent And Punish Torture](#) (1985)
- [The Robbin Island Guidelines: Resolution On Guidelines and Measures for the Prohibition and Prevention of Torture, Cruel, Inhuman or Degrading Treatment or Punishment In Africa](#) (2002)

The International Criminal Court

- [Rome Statute of the International Criminal Court](#) (1998) [Article 7(1)(f)(k); Article 8 (2)(a)(ii)(iii), 2(c)(i)(ii)]

**10/3 MODERN LAW II: RAPE**

- Aswad, Evelyn Mary. 1996. "Torture by Means of Rape." *Georgetown Law Journal* 84: 1913-1943.
- Franco, Jean. 2013. "Raping the Dead." IN *Cruel Modernity*. Durham, NC: Duke University Press.
- Marochkin, Sergey Y., and Galina A. Nelaeva. 2014. "Rape and Sexual Violence as Torture and Genocide in the Decisions of International Tribunals: Transjudicial Networks and the Development of International Criminal Law." *Human Rights Review* 15:473-488.
- McGlynn, Clare. 2008. "Rape as 'Torture'? Catharine Mackinnon and Questions of Feminist Strategy." *Feminist Legal Studies* 16: 71-85.
- McGlynn, Clare. 2009. "Rape, Torture and the European Convention on Human Rights." *International and Comparative Law Quarterly* 58: 565-595.
- Pearce, Hannah. 2003. "An Examination of the International Understanding of Political Rape and the Significance of Labeling it Torture." *International Journal of Refugee Law*. 14.4: 534-560.
- **Prosecutor v. Dragoljub Kunarac, Radomir Kovac and Zoran Vukovic (Trial Judgment)**, IT-96-23-T & IT-96-23/1-T, International Criminal Tribunal for the former Yugoslavia (ICTY), 22 February 2001. <http://bit.ly/1mV26kl>
- Read through the two cases below that address identical allegations except for that one case is in front of a US court and the other a regional international human rights commission.
  - Inter-American Commission on Human Rights Report N° 31/96 Case 10.526 Guatemala October 16, 1996 <https://www.cidh.oas.org/annualrep/96eng/Guatemala10526.htm>
  - Xuncax v. Gramajo, 886 F. Supp. 162 (D. Mass. 1995) <https://law.justia.com/cases/federal/district-courts/FSupp/886/162/1796640/>

**10/10 THE EXPERIENCE OF TORTURE I: MODALITIES & EVIDENCE**

- Amris, Kirstine, Sofie Danneskiold-Samsøe, Søren Torp-Pedersen, Inge Genefke, and Bente Danneskiold-Samsøe. 2007. "Producing medico-legal evidence: Documentation of torture versus the Saudi Arabian State of Denial." *Torture* 17.3: 181-195.
- Bayard, Roger W., and Bhupinder Singh. 2012. "Falanga torture: characteristic features and diagnostic issues." *Forensic Science, Medicine, and Pathology* 8: 320-322.
- Beynon, Jonathan. 2012. "'Not waving, drowning'. Asphyxia and torture: the myth of simulated drowning and other forms of torture." *Torture* 25 Supp 1: 25-29.
- DeBoer, Scott L., and Charles Maddow. 2002. "Emergency Care of the Crucifixion Victim." *Accident and Emergency Nursing* 10: 235-239.
- Quiroga, Jose, and James J. Jaranson. 2005. "Politically-Motivated Torture and Its Survivors." *International Rehabilitation Council for Torture Victims* [Pgs 11-31]

### 10/17 THE EXPERIENCE OF TORTURE II: DOCTORS

- ***Death and the Maiden***, Ariel Dorfman
  - We will read this play together.
- Carey, Benedict. 2014. “**Architects of C.I.A. Interrogation Drew on Psychology to Induce ‘Helplessness’.**” *The New York Times*
- Devolder, Katrien. 2015. “**U.S. Complicity and Japan’s Wartime Medical Atrocities: Time for a Response.**” *The American Journal of Bioethics* 15.6: 40-49.
- Helm, Sarah. 2014. “**Rabbits.**” IN *Ravensbrück: Life and Death in Hitler’s Concentration Camp for Women*. New York: Doubleday.
- Helm, Sarah. 2014. “**Special Experiments.**” IN *Ravensbrück: Life and Death in Hitler’s Concentration Camp for Women*. New York: Doubleday.
- Institute on Medicine as a Profession. 2013. “**Ethics Abandoned: Medical Professionalism and Detainee Abuse in the ‘War on Terror’**”. [Executive Summary, Chpt. 4] <http://bit.ly/1RAEWNp>
- Jadresic, Alfredo. 1980. “**Doctors and Torture: An Experience as a Prisoner.**” *The Journal of Medical Ethics* 6: 124-127
- Editorial Board. 2014. “**Tortured by Psychologists and Doctors.**” *The New York Times*

### 10/24 THE BUSINESS OF TORTURE

- Alliance for Torture-Free Trade. 2017. “**Political Declaration.**”
- Amnesty International 2003. “**The Pain Merchants.**” ACT 40/008/2003
- Amnesty International. 2015. “**The Human Rights Impact of Less Lethal Weapons and Other Law Enforcement Equipment.**” ACT 30/1305/2015
- Davison, Neil. 2007. “**The Contemporary Development of ‘Non-Lethal’ Weapons.**” Bradford Non-Lethal Weapons Research Project
- Hopkins, Matthew. 1647. ***The Discovery of Witches: In Answer to severall queries, lately Delivered to the Judges of Assize for the County of Norfolk***
- Uncredited. 1794. “**Memoirs of the Noted Matthew Hopkins, the Extraordinary Witch-Finder, with his Ridiculous Methods of Making Discoveries.**” April 1. *The New Wonderful magazine and Marvellous Chronicle*
- U.S. Department of Commerce Bureau of Industry and Security. “**2018 Report on Foreign Policy-Based Export Controls.**”

### 10/31 VICTIMS I

- ***The Question***, Henri Alleg
- Cates, Diana Fritz. 2010. “**Experiential Narratives of Rape and Torture.**” *Journal of Religious Ethics* 38.1: 43-66.
- Salo, Jari, Raija-leena Punamäki and Samir Qouta. 2004. “**Associations between self and other representations and posttraumatic adjustment among political prisoners.**” *Anxiety, Stress, & Coping* 17.4: 421-440.
- ***Prisoner without a Name, Cell without a Number***, Jacobo Timerman

**11/7 TORTURERS I**

- Bandura, Albert. 2002. "Selective Moral Disengagement in the Exercise of Moral Agency." *Journal of Moral Education* 31.2: 101-119.
- Franco, Jean. 2013. "Killers, Torturers, Sadists, and Collaborators." IN *Cruel Modernity*. Durham, NC: Duke University Press.
- Haritos-Fatouros, Mika. 1988. "The Official Torturer: A Learning Model for Obedience to the Authority of Violence." 18.13: 1107-1120.
- CIA Human Resource Exploitation Training Manual (1983, Part One): "Qualifications of Chief Importance to a Questioner" (Sections D-0 through D-19)
- Kubark Counterintelligence Interrogation Manual. 1963. Part One. [Pages 10-14] <http://bit.ly/1J1nzlP>
- Osofsky, Michael J., Albert Bandura, and Philip G. Zimbardo. 2005. "The Role of Moral Disengagement in the Execution Process." *Law and Human Behavior* 29.4: 371-393.
- Rejali, Darius M. 2007. "Torture Makes the Man." *South Central Review* 24.1: 151-169.
- Richards, David L., Mandy M. Morrill, and Mary R. Anderson. 2012. "Some Psycho-Social Correlates of US Citizen Support for Torture." *Nordic Journal of Human Rights* 30.1: 63-95.

**11/14 TORTURERS II**

- *Consequence: A Memoir*, Eric Fair
- *A Human Being Died That Night*, Pumla Gobodo-Madikiz

**11/21 THANKSGIVING RECESS****11/28 REPRESENTING, DISCUSSING, & TEACHING TORTURE**

- *Evil Men*, James Dawes
- Boltanski, Luc. 1999. "The Politics of Pity." IN *Distant Suffering: Morality, Media and Politics* Cambridge: Cambridge University Press.
- Richardson, Michael. 2016. "Writing Torture's Affect." IN *Gestures of Testimony: Torture, Trauma, and Affect in Literature*. New York: Bloomsbury Academic.
- Solomon-Godeau, Abigail. 2012. "Torture and Representation: The Art of Détournement." IN *Speaking About Torture*, Julie A Carlson and Elisabeth Weber, eds.

**12/5 YOUR RESEARCH**

At the beginning of this session you'll turn in your research paper. We will then hold a capstone session mimicking a conference setting where each student will have 12 minutes, maximum, to discuss her work, followed by questions and input from the instructor and other students.



**CLASS RULES:****Notes/Photos/Videos/Sound Recording, Etc.**

You neither have permission to record any sounds or images from or during class, nor to make publicly available class notes or materials – complete, partial, or summarized -- for paid or unpaid access by any other persons via any forum and/or via any medium. Any violations of this policy will be reported to the Dean of Students Office.

**Lateness**

You don't come to class late.

**Phones / Other Electronic Devices:**

- Turn off the ringer of your phone/electronic devices BEFORE class begins. You will not be in trouble for a single accident of forgetting to turn off your phone and having it ring in class -- once in a while, everyone (*including the professor*) forgets to turn off his/her phone. So, if your phone rings in class, *please have the decency to turn it off and not let it ring* and ring until the caller hangs up or voicemail kicks in.
- Chronic cases of disruption via electronic devices will be referred to the Office of Student Services & Advocacy.
- You MAY use a laptop/tablet, etc during lectures.
  - If the professor sees that too much laptop activity is being devoted to non-course activities (e.g., social media, etc), permission to use laptops/tablets/etc. will be revoked.
- Use of earbuds/earphones is strictly prohibited.
- NO electronic devices of any kind are to be powered up or on during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- NO electronic devices of any kind are to be visible during an exam/quiz. Violation of this rule will result in a zero on the exam/quiz.
- If you are caught using *any* kind of electronic device during an exam, you will automatically receive a zero on the exam.

**E-Mail:**

You are responsible for checking your UCONN e-mail every day, especially before classes and exams. Notices, important dates, reading changes, and the like will be announced via e-mail.

**Communicating & Making Appointments With Me**

E-mail is the single-best way to reach me. Because of my schedule's complexity, *be sure to use ADVAPP to make appointments.*

**Makeup Exams:**

Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will ONLY be scheduled for those with documented medical, University-sanctioned activity, or direct family member's death- associated excuses. ***There are NO exceptions to the makeup exam rule.*** For example, exams missed because of vacation, weddings, oversleeping, sickness not bad enough to get a doctor's excuse, etc, cannot be made up.

**Assignment Lateness and Incompletes:**

Assignments are due by the assigned time or at the beginning of the assigned class period. The **ONLY** exception is for those with a documented medical excuse or documented direct family member's death.

University-sanctioned events and activities are planned in advance and, accordingly, do not qualify as valid justifications for late work. For example, excuses such as "I couldn't get my file off the library computer", "I overslept," "The printer broke," "I ran out of toner," "The computer crashed", or any other, will not be accepted.

Late penalties begin accruing immediately after I have collected papers from all those in attendance at the beginning of class (1:30pm), rounded up to the hour, at a penalty of 2 points per hour.

### **Academic Integrity**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

### **Students With Disabilities**

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations. CSD collaborates with students and their faculty to coordinate approved accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the process to request accommodations is available on the CSD website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

### **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884> .

### **Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at <http://sexualviolence.uconn.edu/> .

### **GRADE CALCULATION:**

Your final grade will be calculated using the following formula:

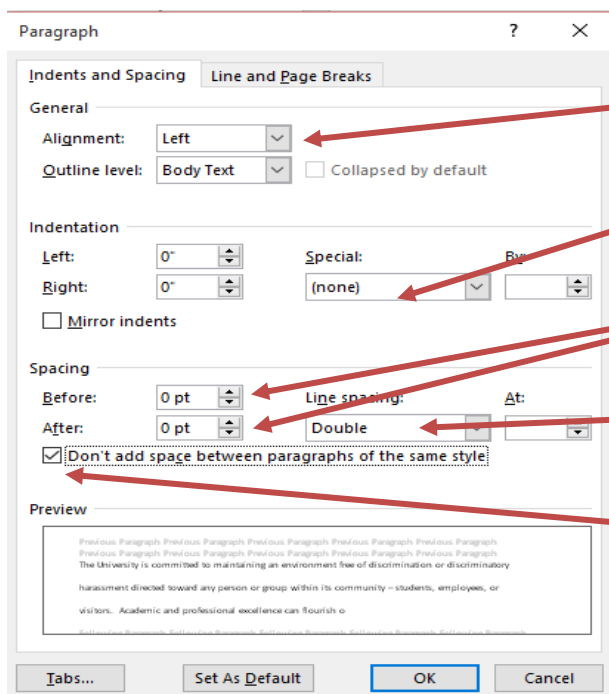
$$\text{FINAL GRADE} = [.50 (\text{Paper}) + .25 (\text{Participation}) + .25 (\text{Questions})]$$

Final class grades will be assigned as such:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 or below

## STYLE GUIDE

1. The final paper is to be fifteen *full*, typed, double-spaced pages of *body-text* in length, minimum.<sup>4</sup>
2. You will use 11pt or 12pt Calibri, Helvetica, or Times New Roman fonts only.
3. You will use 1" margins all-around.
4. Insert page numbers in the upper-right-hand corner, *starting with the first page of body text, not the title page*. If you need help with word processing, think ahead and ask me or someone else to help you well-before the due date.
5. *Identifying information goes on a separate title page, not at the top of the first page of text*. The title page is to contain the following information: a title, your name, the date of submission, bibliographic system used [*including a URL to a style guide for that system*], and the class name and number (HRTS 5899-002).
6. You do not need to cite class lecture/discussion.
7. For your citations/bibliography, you may use any established citation and reference system (e.g., APA, MLA, APSA).
8. Any printed multi-page submission that is not stapled will not be accepted for credit.
9. Bibliographies are to be organized alphabetically by first-author's surname, A to Z (I can't believe I have to put this here but, evidently, I do). Do not number entries.
10. Do not cite the same source more than three times in a row without permission from me.
11. Readings on the syllabus do not count towards the minimum draft bibliography sources.
12. In Word, this is what the Paragraph settings for your paper body are to be:



Alignment is set to "Left"

Special is set to "(none)"

"0pt" both Before and After in the spacing settings.

Line Spacing set to "Double"

The "Don't add space between paragraphs of the same style" box IS checked.

<sup>4</sup> Once again, title pages, footnoted references, indices, tables of contents, tables, charts, figures, pictures, endnotes, bibliographical lists, appendices, and any other thing along any of the aforementioned lines do not count towards the minimum requirement of fifteen-full-pages of body text per paper.