

Torture.

HRTS/POLS 3428

Tuesdays & Thursdays 12:30pm-1:45pm

MCHU 301

Professor: Dr. David L. Richards (david.richards@uconn.edu)

Office: Zoom (link automatically provided upon scheduling)

Office Hours: Mondays: 9:00am-12:00pm (except Wed 9/7)

Appts are scheduled via Nexus in 15-minute increments and must be made in advance.

Use the QR below to go directly to my appointments page.



REQUIRED BOOKS:

Recollections of the Jersey Prison Ship, Albert Greene

Applewood Books

9780918222923

Evil Men, James Dawes

Harvard University Press

9780674416796

Prisoner without a Name, Cell without a Number, Jacobo Timmerman

University of Wisconsin Press

9780299182441

The Shell, Moustafa Khalifa

Interlink Books

9781566560221

(1) I will tell you when it will be necessary to bring these books to class. We will be using three of the books (Dawes, Timmerman, and Khalifa) during the final third of the semester.

(2) *Please do yourself a favor* and begin reading them at the start of the semester so that you have them completed when it is time to discuss them.

(3) Fair warning: I won't be lecturing on the books; we will be *discussing* them as a class. I am interested in what *you* think of them.

(4) We will be using them in the following order: Greene, Dawes, Timmerman, and Khalifa.

GRADED COMPONENTS

Exams One and Two:

You will be given two exams that will test your knowledge of class materials and your ability to use them to think critically about issues germane to the course. Exams 1 & 2 will be taken in class during one regular class session. Your score on these two will be averaged and assigned a rating as a single graded element using the following rubric:

<u>Mastered</u>	≥88% of points earned
<u>Proficient</u>	75-87% of points earned
<u>Developing</u>	62-74% of points earned
<u>Inadequate / Incomplete</u>	≤61% of points earned

Exam Three:

Exam three will be an all-essay exam where you will react to writing prompts based on the Dawes, Timmerman, and Khalifa books. Exam #3 will be a take-home exam designed to be answered in 75 minutes, the same as if it were given in class. It will be graded using the following rubric:

<u>Mastered</u>	Excellence in structure, grammar, use of evidence, analysis, logic and argumentation. Any errors are trivial. Mastery of the subject matter is evident.
<u>Proficient</u>	Good structure, grammar, use of evidence, analysis, logic and argumentation. Some elements are stronger/weaker than others. A firm understanding of the subject matter is evident.
<u>Developing</u>	Structure, grammar, use of evidence, analysis, logic and argumentation are uniformly, or nearly uniformly, wanting in quality and/or attention. Very little is demonstrated showing knowledge about the subject matter.
<u>Inadequate / Incomplete</u>	The work was not handed in. Or, the constitutive elements are uniformly poor in quality. No graduate-level knowledge of the subject matter is evident.

Jersey Prison Ship Paper:

You will be writing a short paper of at least 4 full pages in length (typed, double-spaced, ≤11pt Calibri or Times New Roman font, ≤1" margins).

The writing prompt for the paper will be posted on HuskyCT during the second week of classes.

The paper is due as a PDF file submitted via email by 12:30pm on 11/1.

The paper will be graded using the following rubric:

<u>Mastered</u>	Excellence in structure, grammar, use of evidence, analysis, logic and argumentation. Any errors are trivial. Mastery of the subject matter is evident. Four or more full pages of text.
<u>Proficient</u>	Good structure, grammar, use of evidence, analysis, logic and argumentation. Some elements are stronger/weaker than others. A firm understanding of the subject matter is evident. Four or more full pages of text.
<u>Developing</u>	Structure, grammar, use of evidence, analysis, logic and argumentation are uniformly, or nearly uniformly, wanting in quality and/or attention. Very little is demonstrated showing knowledge about the subject matter. Three or more full pages of text.
<u>Inadequate / Incomplete</u>	The work was not handed in. Or, the constitutive elements are uniformly poor in quality. No graduate-level knowledge of the subject matter is evident. Two or fewer full pages of text.

GRADE BUNDLES

The following shows what combination of grades equates to a particular course grade. It does not matter on what particular graded task you score an M or P or D, etc., as it is the simple combination of the three scores that determines your course grade.¹

A

M/M/M
M/M/P

B+

M/M/D
M/P/P

B

M/M/I
M/P/D
P/P/P

B-

M/P/I
P/P/D

C+

M/D/D

C

M/D/I
P/P/I

D+

P/D/D

D

D/D/D
P/D/I

F

D/D/I
D/I/I
I/I/I
M/I/I
P/I/I

¹ That is, all three graded elements (Exams 1&2, Exam 3, and the Paper) are weighted equally when counting towards your course grade.

FAQ

1. Q: Will there be trigger warnings in this class prior to potentially-upsetting material?

A: No. this is a course on torture; the entire semester will consist of upsetting material. While we will not engage in the unnecessary depiction of suffering, it's impossible to understand the full character of torture without fully understanding its cruel nature.

2. Q: Is there a HuskyCT section for this class?

A: Yes.

3. Q: Where do I find the non-book readings?

A: They are available at the course Husky CT site (Course Content>Readings) and at the URLs listed in the course schedule

4. Q: What should I have read for today's class?

A: See the syllabus, look at the last thing we covered or that you read, then read the next thing.

5. Can I ask you questions during lecture?

A: Yes. I'll not know all the answers, but I'll help you find them. This is the way.

6. Q: If I know something from another class that is relevant to what you are talking about in lecture do you want me to raise my hand and tell you about it?

A: Absolutely.

7. Q: You assigned three books to be discussed at almost the same time ...is that for real????

A: Fortunately for our discussions, these books all speak to one another, implicitly. Unfortunately, one has to have read all of them to comprehend the crosscutting currents of thought necessary to understand the books in the fullest sense. Fortunately, they are all thin books – quick reads. Unfortunately, even if you are not interested in a deep and wide-ranging discussion about torture victims' voices, Exam #3 will be comprised of material addressing these books, so you'll have to have read all of them.

8. Q: Do I have to bring the books to class?

A: See point #1 on syllabus page #1. BTW, if I call on you for an answer and you don't have the book with you, I'm still going to ask for a response because I'll always assume you've done your reading.

9. (A) Sometimes your slides have a LOT of information on them. (B) How do I deal with that?

A: Yes. SNS.

B: I offer the following advice:

- a. If I am moving through slides too fast (something I am aware I sometimes do, despite trying not to), ***please simply ask me to slow down or to go back a slide***, whatever the case may be. I am happy to do this.
- b. ***It's not worth trying to write down 100% of what's on every slide***. It's a good skill to be able to decide what's invaluable content and what is not. Part of knowing that distinction comes from listening to the lecture and recognizing what I am emphasizing. I try hard to make it obvious what material is essential. For example, exact passages from laws or readings can be Googled later so, with laws, just write down the treaty name and article/paragraph numbers in your notes and a word or two of why you need to look at these again.
- c. I encourage the forming of study groups for comparing notes and for tea and sympathy.

- d. Check out the following for practical advice on using abbreviations in note-taking:
http://www2.isu.edu/success/strategies/handouts/docs/note_taking/General%20Rules%20for%20Abbreviations.pdf

10. Q: Can I get a copy of your PowerPoint presentation?

A: No. For reasons dealing with intellectual property, class participation, and possible secondary traumatization, I don't give out slides. You can use the Discussion Board on HuskyCT to get help from a classmate or <Reply All> to an all-class email to do the same.

11. Q: Why Do Some Weeks Not Have a Readings Folder in Husky CT?

A: There are no PDFs for that week, or that week's PDFs are available via links given in the syllabus.

12. Q: This material is emotionally-upsetting/draining/heavy/troubling/sad/etc. How do I deal with that?

A: Torture is, without doubt, a disturbing subject that causes distress to most of those who encounter it in any form. I'm certainly not immune to despair. Despite studying torture for more than 20 years, its core of human suffering persists in finding new ways to upset me and/or overload my emotions. Your reaction to the material will be an individual experience, but I humbly offer the following:

- a. Make sure to take a break from readings when/if your mind and/or emotions are telling you that you need one. I typically don't read about torture for more than an hour or so without a break.
- b. If something in class is disturbing you, take a break by leaving the room for a minute to get a drink of water or walk the hall, etc. You will not be judged negatively by me in any way for doing this
- c. Talk with me during office hours, so we can process the material bothering you and figure out a strategy to deal with it.
- d. Talk with one another. Be mutually supportive.
- e. Contact Counseling & Mental Health Services at **860-486-4705** or <http://counseling.uconn.edu/immediate-help/>. Or now, I'm told, scan the QR code on the back of your new ID card.

13. Q: What do you do with emails that have an attachment but contain no message text?

A: I delete them. You should, too.

CLASS SCHEDULE:

All dates are approximate due to life (e.g. weather, pandemic stuff, illness, class' disposition, etc.).

Readings are available as PDFs at the course Husky CT site (Course Content>Readings).

WEEK ONE (8/30 – 9/1):

- Lincoln, Bruce. 2009. "An Ancient Case of Interrogation and Torture." *Social Analysis* 53.1: 157-172.
- Bernstein, Neil. 2012. "'Torture Her Until She Lies': Torture, Testimony, And Social Status In Roman Rhetorical Education." *Greece & Rome* 59.2: 165-177.

WEEK TWO (9/6 – 9/8):

- Hanson, Elizabeth. 1991. "Torture and Truth in Renaissance England." *Representations* 34: 53-84.
- Melville, R.D. 1905. "The Use and Forms of Judicial Torture in England and Scotland." *The Scottish Historical Review* 2.7: 225-248.

WEEK THREE (9/13 – 9/15):

- Einolf, Christopher J. 2007. "The Fall and Rise of Torture: A Comparative and Historical Analysis." *Sociological Theory* 25.2: 101-121.

WEEK FOUR (9/20 – 9/22):

- Park, Nancy. 2008. "Imperial Chinese Justice and the Law of Torture." *Late Imperial China* 29.2: 37-67.
- Franco, Jean. 2013. "Raping the Dead." *Cruel Modernity* Durham: Duke University Press.

WEEK FIVE (9/27 – 9/29):

- Altlink, Henrice. "'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.
- 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.

WEEK SIX (10/4 – 10/6)

Catch-up / Review

Exam #1 on 10/6

WEEK SEVEN (10/11 – 10/13):

Basic Instruments

- [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)]

Trade in Torture-Related Goods

- [Council Regulation \(EC\) No 1236/2005](#) (2005)

WEEK EIGHT (10/18 – 10/20):

- 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.
- Gronke, Paul, Darius Rejali, et al. 2010. "U.S. Public Opinion on Torture, 2001–2009." *P.S.* 437-444.
- Piazza, James. 2020. "White Demographic Anxiety and Support for Torture of Terrorism Suspects." *Studies in Conflict & Terrorism* DOI 10.1080/1057610X.2020.1792733
- Tyson, Alec. 2017. "Americans divided in views of use of torture in U.S. anti-terror efforts." *Pew Research Center* <http://www.pewresearch.org/fact-tank/2017/01/26/americans-divided-in-views-of-use-of-torture-in-u-s-anti-terror-efforts/>

WEEK NINE (10/25 – 10/27):

- 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.
- Prip, Karen, and Ann L. Persson. 2008. "Clinical Findings in Men with Chronic Pain After Falanga Torture." *Clinical Journal of Pain* 24.2: 135-141.

WEEK TEN (11/1 – 11/3):

- **Jersey Prison Ship paper due as PDF file via email by 12:30pm on 11/1**
- Continue readings from Week Nine

WEEK ELEVEN (11/8 – 11/10):

- Haritos-Fatouros, Mika. 1988. "The Official Torturer: A Learning Model for Obedience to the Authority of Violence." 18.13: 1107-1120.
- Rejali, Darius M. 2007. "Torture Makes the Man." *South Central Review* 24.1: 151-169.
- Zimbardo, Philip. 2007. "Revisiting the Stanford Prison Experiment: a Lesson in the Power of Situation." *The Chronicle of Higher Education*

WEEK TWELVE (11/15 – 11/17):

- 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.
- 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]
- **Exam #2 on 11/17 (No late makeups or early administrations will be granted for those leaving early for Thanksgiving Break, no exceptions.)**

WEEK THIRTEEN (11/22 – 11/24)

- Thanksgiving Break

WEEK FOURTEEN (11/29 – 12/1):

- Dawes, James. *Evil Men.*

WEEK FIFTEEN (12/6 – 12/8):

- Timerman, Jacobo. *Prisoner Without a Name, Cell Without a Number*
- Alleg, Henri. *The Question.*
- Khalifa, Moustafa. *The Shell.*
- **Exam #3 Distributed** (in class on 12/8)

WEEK SIXTEEN (12/14):

- **Exam #3 Due** 12/14 by 8:00am as PDF file emailed to instructor

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

1. You do not have permission to photograph or video/audio record *any* sounds or images from or during class; on any device, at any time unless expressly authorized by the instructor.
 - a. For example:
 - i. Capturing still images of lecture slides, the instructor, class guests, or students is prohibited.
 - ii. Capturing audio of lecture slides, the instructor, class guests, or students is prohibited.
 - iii. Capturing video of lecture slides, the instructor, class guests, or students is prohibited.
2. You do not have permission to make publicly available any 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 unless expressly authorized by the instructor.

Any and all violations of the above will be reported to the Dean of Students Office.

Lateness

Habitual lateness to class is unprofessional and disrespectful to other students and to the professor. Habitual lateness to class is disruptive and will be handled as such.

Phones / Other Electronic Devices:

- **Use of earbuds/earphones during class is strictly prohibited.**
- 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.
- 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-registered e-mail every day, especially before classes and exams. Notices, important dates, reading changes, and the like will be announced via e-mail.

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 required 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.

Excused Absences:

Excused absences are limited to absences where there is a documented medical excuse for that/those date(s) missed, a University-sanctioned event directly affecting the student, or the documented death of an immediate family member. Examples of things that do not count as excused are job interviews, weddings, work-related conflicts, and vacations.

Late Penalty

Late penalties begin accruing immediately after I have collected work from all those in attendance at the beginning of class, 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. Detailed information regarding the process to request accommodations is available on the CSD website at 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/> .