

# Torture.

HRTS 5428

Th 1:30pm – 4:00pm

HAWL 204

**Professor:**

Dr. David L. Richards ([david.richards@uconn.edu](mailto:david.richards@uconn.edu))

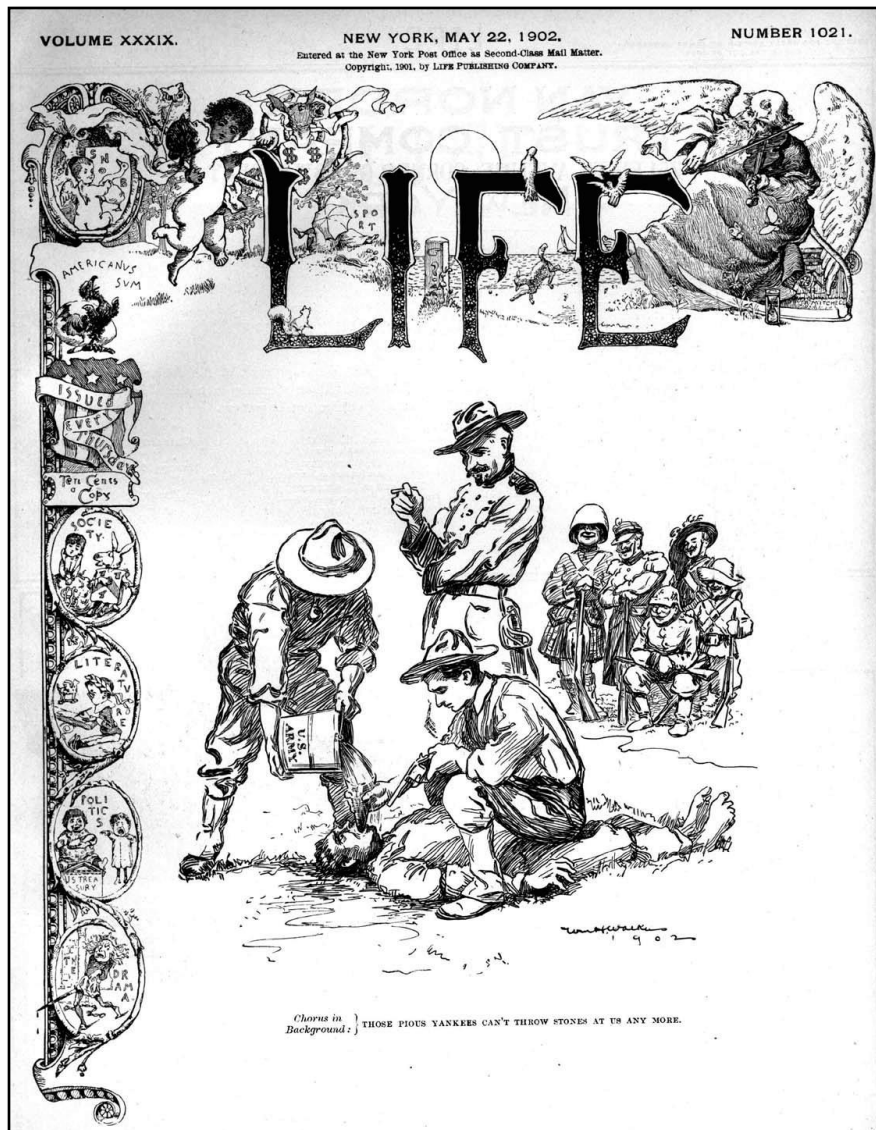
**Office:**

Zoom (link automatically provided upon scheduling)

**Office Hours:**

Mondays: 9:00am-12:00pm

[Click Here to Book Time With Me](#)



**REQUIRED BOOKS (by author in alphabetical order, not in order of use):**

***Evil Men***

James Dawes  
Harvard University Press  
978-674416796

***100 Years of Lynchings***

Ralph Ginzburg  
Black Classic Press  
9780933121188

***In Defense of Flogging***

Peter Moskos  
Hatchette Books  
9780465032419

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

Franz Schmidt  
Skyhorse Publishing  
9781629144801

***The Ghost Ship Brooklyn***

Robert P. Watson  
Da Capo Press  
9780306825521

## COURSEWORK

### **SHORT PAPERS (40% of Total Course Grade)**

You will be writing several short papers on various topics related to understanding torture. Each will receive a grade of 0 to 100. The overall grade for this course component will be the mathematical average of the four individual papers.

#### **Style/Format**

- 11pt or 12pt font *only*
- Calibri or Times New Roman font *only*
- Single spaced, no extra spaces in between paragraphs
- 1" margins
- Submitted as a PDF (*only*) via HuskyCT
- Put your last name in the filename as well as in the *header* of the paper.
- Use endnotes, not footnotes.
- Use the parenthetical citation style of your choice. State which one you use in endnote #1.
- Note that things such as title pages, space used for name/date, tables, images, references, etc. do *not* count towards the minimum page length.

#### **Prompt #1: Minimum **one** full page, single spaced.**

You have signed up for a full semester of studying torture. Arguably, torture is the worst thing one human can do to another. Why did you sign up for this? What is your understanding of and/or knowledge about torture upon entering this semester? What do you hope to get out of this experience (apart from "I just want to learn more about it")?

#### **Prompt #2: Minimum **three** pages, single spaced.**

Would you rather serve five years in Rwanda's Gitarama Prison or a flogging of twenty lashes? Would you rather serve five years at Rikers Correctional Facility or a flogging of ten lashes? Fully explain your choices.

#### **Prompt #3: Minimum **three** pages, single spaced.**

Representing torture, whether in words or images, is tricky. Enough must be revealed to convey the information one desires to communicate. However, there is a line that, when crossed, one potentially veers into the territory of treating victims' experiences (either real or in fictional works) purely for effect as torture porn/voyeurism or other possibilities. For you, is there such a line? If so, where is it? If not, why is all representation torture fair game for all uses/purposes? Use real examples of torture-related narrative and/or pictures/video/sound to make your case.

#### **Prompt #4: Minimum **three** pages, single spaced.**

We've read a lot. We've talked a lot. Hopefully, we've all learned a lot. Making use of all this that happened during the semester, to the best of your capability please fully respond to the following prompt: *Why does torture still exist in 2024? Will it exist in 2074? Why or why not?*

### **WEEKLY QUESTIONS (30% of Total Course Grade)**

Each Wednesday, by 1:30pm, you will submit via HuskyCT a PDF containing **three** *discussion* questions addressing the readings for that week.

- Put your last name in the filename as well as in the *header* of the paper.
- Questions that can be fully answered with a simple “yes” or “no” will not count towards your grade for that week (a 33-point reduction @).

Each week’s set of questions will receive a grade of 0 to 100. The overall grade for this course component will be the mathematical average of the four individual papers.

For example, by 1:30pm on January 24<sup>th</sup>, you are to have submitted four discussion questions addressing the readings listed for the next day’s seminar.

An exceptional discussion question will be on-topic and open-ended. It might pull together an interesting unifying theme of inquiry from across several readings or produce a truly novel avenue of discussion about a single reading.

An average discussion question will be on-topic and open-ended. It might address one or more readings and will do so in a way that is expected from a first reading of such materials.

A poor discussion question might: ask for a simple yes/no; be vague, leading, tangential; ask for simple recall; or be biased.

### **DATA ASSIGNMENT (30% of Total Course Grade)**

Most countries have ratified one or more treaties pledging to respect human rights (“words”). You will be engaging in important and public-facing human rights research by helping assess to what extent these countries actually respect the human rights of their citizens (“deeds”) in practice. That is, you’ll be assessing how well their deeds match with their words.

Your work will be coding for the CIRIGHTS project, a new and expanded version of the CIRI Human Rights Data Project which, when active, was the most-widely used human rights data set in the world. You will be trained to code torture and assigned a list of countries for which to score it. The training will be done in class and the coding will be done on your own schedule (except for meeting the deadline). You’ll have one meeting with me after your coding is complete, to review and finalize your scores.

#### **How Will I Be Graded?**

Your overall grade on this activity, on a scale from 0-100, will be based on the following components:

- Attending in-class training session
- Qualification for coding one of the rights for which training is provided.
- Quality of your codes (e.g., attention to details in information source, careful application of coding guidelines, taking careful notes, etc.)
- Turning in scores and notes on time
- Attendance of mandatory coding resolution session

## **SEMESTER SCHEDULE**

Those readings listed in the semester schedule not on the required books list or listed without a URL can be found in PDF format at: HuskyCT > Course Content > Weekly Readings

Note: Modifications may be made to readings or other aspects of the syllabus during the semester to enhance the quality of learning.

### **About Reading**

Below are some suggestions to get you started thinking about what to look for when reading course materials. Certainly, these aren't the only things of importance one could look for, just a start; and so, feel free to use your knowledge, experience, and creativity to expand the parameters of your reading.

#### *For Research Materials:*

1. What is the main research question and/or main point?
2. How does this affect/address "torture"?
3. What hypotheses are made?
4. What evidence is marshaled / methods used to test hypotheses?
5. What findings / conclusions are presented? What are the implications of these findings / conclusions?
6. Describe any examples of bias or faulty reasoning / methods used by the author(s). That is, are there any questionable arguments/methods used by the authors that may have affected the findings / conclusions?
7. What, if any, changes might be made to improve future related research?

#### *For Memoir and Other Forms of Narrative:*

1. Whose perspective is being used?
2. How does this perspective affect/address "torture"?
3. What meaning/lesson about torture do you take from the narrative?
4. Is there a discernable intent of the author?

#### *For Datasets:*

1. What is it that these data purport to measure?
2. What conceptualization underlies the measurement scheme?
3. What is the measurement scheme?
4. What alternative measures of the same concept exist? How are they better/worse than these data?
5. For what countries/years are these data available?
6. What stories do and/or can these data tell about torture?
7. Who uses these data? How so?

## 1/18 **WELCOME/INTRODUCTION**

- Jamison, Peter. 2023. "What Home Schooling Hides: A Boy Tortured and Starved by His Stepmom" *The Washington Post* December 2 <https://wapo.st/3TVjsAt>
- Murphy, Vanessa. 2023. "Prosecutors Seek Death Penalty for Las Vegas Man Accused of Torturing, Killing Wife." *8 News Now Investigations* July 6 <https://rb.gy/bvwqub>
- Weiser, Benjamin. 2024 "Guards Beat and Waterboarded Prisoners in New York, Lawsuits Say." *New York Times* January 10
- Weiser, Benjamin. 2023 "At Sing Sing, Prisoners' Charges of Brutal Beatings Prompt U.S. Inquiry" *New York Times* February 23 <https://shorturl.at/jqBX8>

## 1/25 **ANTIQUITY**

- **Prompt #1 Due by 1:30pm**
- 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.

## 2/1 **MIDDLE AGES & THE EARLY MODERN ERA**

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

## 2/8 **HELL SHIPS: PAST & PRESENT**

- *The Ghost Ship of Brooklyn*
- Amnesty International. "Chile: Torture and the Naval Training Ship The "Esmerelda"  
<https://www.amnesty.org/en/wp-content/uploads/2021/06/amr220062003en.pdf>
- Gladwin, Lee A. 2003. "American POWs on Japanese Ships Take a Voyage into Hell".  
*Prologue Magazine (National Archives)* 35(4).  
<https://www.archives.gov/publications/prologue/2003/winter/hell-ships>
- Hyer, Michael Harold. 2021. "The Special Hell of the Oryoku Maru" IN *Saints at War in the Philippines* Brigham Young University Press. <https://rsc.byu.edu/saints-war-philippines/special-hell-oryoku-maru>
- Ling, Cheah Wui. 2010. "Post-World War II British 'Hell-ship' Trials in Singapore: Omissions and the Attribution of Responsibility" *Journal of International Criminal Justice* 8: 1035-1058.
- Naval History and Heritage Command. 2022. "The Japanese "Hell Ships" of World War II  
<https://www.history.navy.mil/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1944/oryoku-maru.html> (Be patient, may take a good while to load)
- Ruane, Michael E. 2021. "Hundreds died on World War II 'hell ships'. Now there's an effort to identify the dead." *The Washington Post* January 29
- Takizawa, Karen Ann, and Kenzo Takizawa. 2015. "Chpt 5: War Stories: Judgment at Yokohama" in *World War II Revisited: Two POWs, Two Sides Two Stories*. Somerville, MA: Union Press.

## 2/15 **RACE**

- *100 Years of Lynchings*
- Altink, Henrice. 2002. "'An Outrage on All Decency': Abolitionist Reactions to Flogging Jamaican Slave Women, 1780-1834." *Slavery & Abolition* 23.2: 107-122.
- Apel, Dora. 2005. "Torture Culture: Lynching Photographs and the Images of Abu Ghraib." *Art Journal* 64.2: 88-100.
- 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.
- 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.

## 2/22 MODERN LAW I: FRAMEWORKS & EVIDENCE

### 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)]
- 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.
- Gall, Carlotta. 2023 "Ukrainian Accounts of Torture Point to Systematic Russian Policy, Expert Says" *New York Times* September 10.
- Rosenberg, Carol. 2023. "How A Judge's Ruling on Torture Imperils a Guantanamo Prosecution Strategy" *New York Times* August 26. <https://shorturl.at/sRU67>
- *Xuncax v. Gramajo*, 886 F. Supp. 162 (D. Mass. 1995) <https://law.justia.com/cases/federal/district-courts/FSupp/886/162/1796640/>



## 2/29 **MODERN LAW II: CORPORAL PUNISHMENT**

- **Prompt #2 Due by 1:30pm**
- *In Defense of Flogging*
- Allard K. Lowenstein International Human Rights Clinic. 2019. "Allegation Letter to Nils Melzer" May 14. [Read clinic's letter pp 1-26 and peruse prisoners' letters]
- Batchoo, Lystra. 2007. "Voluntary Surgical Castration of Sex Offenders: Waiving the Eighth Amendment Protection from Cruel and Unusual Punishment." *72 Brooklyn Law Review*
- Kirchmeier, Jeffrey. 2000. "Let's Make a Deal: Waiving the Eighth Amendment By Selecting a Cruel and Unusual Punishment." *CUNY Academic Works*.
- 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.

## 3/7 **GENDER**

- *Cruel Modernity: Chpt 3; pp.217-225.*
- Copelon, Rhonda. 1994. "Recognizing the Egregious in the Everyday: Domestic Violence as Torture." *Columbia Human Rights Law Review* 25.2: 291-368.
- Jones, Jackie, Jeanne Sarson, and Linda MacDonald. "How Non-State Torture is Gendered and Invisibilized: Canada's Non-Compliance with the Committee Against Torture's Recommendations." IN *Gender Perspectives on Torture: Law and Practice* American Center for Human Rights and Humanitarian Law Anti-Torture Initiative. University Washington College of Law. pp. 33-56.
- 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. 2009. "Rape, Torture and the European Convention on Human Rights." *International and Comparative Law Quarterly* 58: 565-595.
- Melzer, Nils. 2019. "Relevance of the prohibition of torture and other cruel, inhuman or degrading treatment or punishment to the context of domestic violence." Interim report of the Special Rapporteur on torture and other cruel, inhuman or degrading treatment or punishment. 12 July. A/74/148
- 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>
- UN Committee Against Torture. 2008. "V. Protection for individuals and groups made vulnerable by discrimination or marginalization" (pp. 6-7) IN *General Comment No. 2: Implementation of Article 2 By States Parties*. January 24. CAT/C/GC/2.
- Working Group on Gender-Based Violence as Torture Inflicted by Non-State Actors. 2023. "Stop Non-State Torture: Enforcing Human Rights for Everyone." Alliance of NGOs on Crime Prevention and Criminal Justice. December. Vienna, Austria.

## 3/14 **SPRING BREAK**

### 3/21 **METRICS: PREVALANCE, PERPETRATORS, & TYPES**

- Cingranelli, David L. and David L. Richards. 1999. "Measuring the Level, Pattern, and Sequence of Government Respect for Physical Integrity Rights." *International Studies Quarterly* 43: 407-417.
- Cingranelli, David L. and David L. Richards. 2010. "The Cingranelli and Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32.2: 401-424.
- Clay, K Chad, Ryan Bakker, Anne-Marie Brook, Daniel W Hill, Jr, and Amanda Murdie. 2020. "Using practitioner surveys to measure human rights: The Human Rights Measurement Initiative's civil and political rights metrics." *Journal of Peace Research* 57:6, 715-727
- Conrad, Courtenay R., Jillienne Haglund and Will H. Moore. 2013. "Disaggregating Torture Allegations: Introducing the Ill-Treatment and Torture (ITT) Country-Year Data." *International Studies Perspectives* 14: 199-220.
- Milewski, Andrew, Eliana Weinstein, Jacob Lurie, Annabel Lee, Faten Taki, Tara Pilato, Caroline Jedlicka, Gunisha Kaur. 2023. "Reported Methods, Distributions, and Frequencies of Torture Globally A Systematic Review and Meta-Analysis." *JAMA Network Open* 6(10): oi:10.1001/jamanetworkopen.2023.36629
  - Milewski, Andrew, et. al. 2023. "Supplemental Materials for: Reported Methods, Distributions, and Frequencies of Torture Globally A Systematic Review and Meta-Analysis." *JAMA Network Open* 6(10): oi:10.1001/jamanetworkopen.2023.36629

### 3/28 **EXPERIENCE OF VICTIMS I**

- Aseyev, Stanislav. 2023. "Chpt 9. Torture: A Personal Experience" IN *The Torture Camp on Paradise Street* HURI Books <https://books.huri.harvard.edu/books/chapters/420>
- 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.
- Cates, Diana Fritz. 2010. "Experiential Narratives of Rape and Torture." *Journal of Religious Ethics* 38.1: 43-66.
- Ingham, David and Corinne Duhig. 2022. "Crucifixion in the Fens: Life & Death in Roman Fenstanton". *British Archaeology* January/February Pgs 18, 27-29
- Mendonsa, Cristina. 2016. "Seven Years of Torture: A Survivor's Story" <https://www.abc10.com/article/news/local/california/seven-years-of-torture-a-survivors-story/103-316317778>
- Rizkalla, Niveen, Oussama Bakr, Sarah Alsamman, Salaam Sbini, Hana Masud, and Steven P. Segal. 2022. "The Syrian Regime's Apparatus for Systemic Torture: A Qualitative Narrative Study of Testimonies from Survivors." *BMC Psychiatry* 22: 787-806.

#### 4/4 **EXPERIENCE OF VICTIMS II**

- *Cruel Modernity: Chpt 7; pp. 162-171*
- Chicago Torture Justice Memorials. 2020. "The Reparations Ordinance." <https://chicagotorture.org/reparations/ordinance/>
- Patel, Nimisha. 2019. "Conceptualising rehabilitation as reparation for torture survivors: a clinical perspective." *The International Journal of Human Rights* 23:9: 1546-1568.
- 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.
- Taylor, G. Flint. 2016. "The Long Path to Reparations for the Survivors of Chicago Police Torture." *Northwestern Journal of Law & Social Policy* 11(3): 330-353.
- UN Human Rights Office of the High Commissioner. 2016. "From Horror to Healing: A Life-Saving Journey Supported by the UN FUND for Victims of Torture"

#### 4/11 **PERPETRATORS: I**

- *Cruel Modernity: Chpt 4*
- Blumenfeld, Laura. 2007. "The Tortured Lives of Interrogators: Veterans of Iraq, N. Ireland and Mideast Share Stark Memories." June 4. *The Washington Post*
- Carlsmith, Kevin M., and Avani Mehta Sood. 2008. "The Fine Line Between Interrogation and Retribution." *Journal of Experimental Social Psychology* doi:10.1016/j.jesp.2008.08.025
- 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.
- Zimbardo, Philip G. 2007. "Revisiting the Stanford Prison Experiment: A Lesson in the Power of Situation." *The Chronicle of Higher Education* March 30.

#### 4/18 **PERPETRATORS II / REPRESENTATION**

- **Prompt #3 Due by 1:30pm**
- *Evil Men*
- *Cruel Modernity: pp.208-213*
- 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.

#### 4/25 THE BUSINESS OF TORTURE

- [Council Regulation \(EC\) No 1236/2005](#) (2005)
- 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 12 several 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."
- U.S. Department of Commerce Bureau of Industry and Security. "Bureau of Industry and Security Human Rights Frequently Asked Questions (FAQs) March 2023."

5/1

Prompt #4 Due by 1:30pm  
Data Project Due by 1:30pm

**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.*

**Excused Absences:**

This is a graduate course; *you are expected to be in attendance every week* with the exceptions of a medical excuse for the date(s) missed or the documented death of an immediate family member. Examples of things that do not count as excused are programming/events, talks, job interviews, weddings, work-related conflicts, vacations, leaving for breaks early, or any other personal travel or event.

**Lateness**

Habitual lateness to class is unprofessional and disrespectful to other students and to the professor. Habitual lateness to class is also 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.

**E-Mail:**

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

**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, Scholarly, and Professional Integrity and Misconduct Policy**

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 the complete set of University policies on academic, scholarly, and professional integrity and misconduct, please see: <https://policy.uconn.edu/2023/07/11/academic-scholarly-and-professional-integrity-and-misconduct-aspim-policy-on/>

### **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/>.

### **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>.

### **Students With Disabilities**

The Center for Students with Disabilities (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).