

Methods in Human Rights Research and Practice

HRTS 5899

Th 1:30pm – 4:00pm

Synchronously Online (DL) via Blackboard Collaborate Ultra (Husky CT)

Professor: Dr. David L. Richards
Office: <https://uconn-cmr.webex.com/meet/dlm09010>
Office Hours: **Mondays** 10am – 11am; **Tuesdays** 1:30pm – 2:30pm, 7pm – 8pm
 Appointments are available in 15-minute increments and are to be made in advance via Nexus (nexus.uconn.edu).
Email: david.richards@uconn.edu



In this course, two approaches will be used by which graduate students will be introduced to professional modes of human rights research and practice: (1) a workshop-centric study of data-oriented human rights evaluation/measurement and analysis, and (2) introductions to other human rights research methods via faculty guest researchers from a diversity of disciplines. Why this structure?

Data play an important part in enabling human rights conditions and practices to be evaluated. For policymakers, data facilitate evidence-based policy making, which is the making of policy decisions based on careful and rigorous analysis using reliable and valid data. For activists, data-based research and reports can generate a good deal of public pressure to improve human rights practices by mobilizing discussion about, and drawing attention to, human rights issues. For scholars, data-based evaluation helps understand the causes and consequences of respect for --and violations of-- human rights.

Further, our fullest understanding of human rights can only come by means of a heterogeneous set of methodological tools sourced across a wide variety of academic disciplines. Participation by faculty from across the University will broaden the research topics, methods, and experience to which seminar students are exposed and, hopefully, widen their faculty network on campus.

REQUIRED BOOKS

- Acock, Alan C. 2018. *A Gentle Introduction to Stata 6th ed.* College Station, TX: Stata Press.
- Kelly, Judith G. 2017. *Scorecard Diplomacy.* New York: Cambridge University Press.

GRADED COMPONENTS

Submitting Work

All work is to be submitted as an attachment via email. Links to cloud documents (e.g. Google Docs/Sheets/etc.) are not acceptable for reasons I can make clear upon request. Written work is to be sent in PDF format, as it's easiest to read across devices and easiest re: writing comments. Other types of files (Stata files, Excel files, etc.) can be sent in their native format (original file type).

Stata Assignments

In order to learn the basics of data-based research methods, you will be introduced to Stata, a software package for statistical analysis. It is freely available for download via <https://software.uconn.edu/software/stata/>.¹ Stata is very straightforward, and the book you have been assigned is very thorough. Thus, anyone can learn the basics! Note: The link in the book (pg. 39) for the example files necessary to follow along with the chapters doesn't work, so I have put these files in a folder at HuskyCT→Course Content→Data→Acock Data. Other Stata-related files you may need will be found in the Data folder, as well.

Stata is used across many different disciplines and, as such, contains the ability to meet the needs of a wide variety of research programs. By completing the assigned Stata work, you will leave this course with the ability to, among other things:

- Create, enter, and organize data
- Produce, graph, and interpret descriptive statistics
- Compare the means of different groups
- Use basic measures of association
- Perform a simple regression and proficiently read a regression table in a journal article
- Evaluate respect for human rights!

Each week, except when we have a guest, there will be due Stata homework. In the course schedule in this syllabus you will find, for each week: (a) the chapter to read/work through and (b) the assigned end-of-chapter exercises. These assignments are due by 1:30pm each week, unless otherwise noted. *For example, by 1:30pm on 9/17 you are to have turned in the Chpt 3 work (exercises 4, 5, 6).* During each class, I will go over that week's assigned exercises, so everyone can see them being done correctly and ask any questions they might have. In this sense, our class is in the "flipped" style, regarding Stata-based work.

¹ Or, you can access it using UConn AnyWare at <https://store.anyware.uconn.edu/vpn/index.html>. My recommendation is to download a copy and install it to your laptop, however. The AnyWare version works, but there have in the past been some issues regarding file location, full-functionality, and software loading that are best avoided if at all possible.

Guest Faculty Discussion Questions

Four times during the semester we will have guest faculty-researchers, each of whom represent a research tradition different than that covered in the rest of the course. The readings for guest faculty weeks have been chosen by these professors. For each “guest week” you will be responsible for the following two things:

1. Submitting three original discussion questions to the instructor at least 24 hours in advance of class. When writing your questions, pay careful attention to the following tips for writing good-quality discussion questions:
 - Avoid asking questions that prompt a simple repeating of explicit information in the text or a yes/no answer. Formulate questions that have no simple answer, and ones that can be interpreted through various perspectives.
 - Compare, contrast, and look for connections between articles assigned on a given day with each other or with past articles assigned for class.
 - Look for gaps in authors' reasoning, evidence, or statements that you find problematic.
 - Think about the broader issues that the author's arguments point to. What are the broader implications?
 - Look for connections between theoretical pieces assigned and concrete actions that can be taken to put them in practice.
 - Consider connections to current event issues.²
2. Asking at least two of your three questions during the class session.

Participation

The purpose of the assigned readings and in-class activities is not only to inform, but to pique and/or provoke, with the desired end to be discussion among members of the seminar. I have no interest in you either agreeing or disagreeing with the reading materials (or me) – that’s for you to decide for yourself. However, if you’ve not done your readings and/or do not participate in activities, 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 speaking up often, however. Excellence in participation requires a high quality of participation.

Excellent participation requires being able to:

- Ask penetrating and thought-provoking questions to evaluate ideas
- Be a logical thinker
- Be diligent in seeking out the truth
- Be a seeker of alternative views on a topic
- Base judgments on ideas and evidence
- Evaluate and solve problems rather than merely compile a set of facts to be memorized
- Identify arguments and issues
- 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

² Adapted From: <https://www.albany.edu/faculty/jhobson/wss510/tacke/mt510pg5a.htm>

Data-Based Research Paper

You will be responsible for producing a short, data-based research paper on the human rights issue of your choice. During the final class session on 12/17, you'll present your findings to the class and we'll process, as a group, the experience of doing these papers using this research method.

Meeting the following deadlines will help you get and stay on track to a successfully completed paper. These will be due to the instructor by 1:30pm on the date noted.

9/10: Propose research topic to instructor

9/24: Propose hypothesis to instructor

10/22: Have necessary data gathered, entered, and labeled in a Stata data file

11/12: Have completed a do-file that opens data and performs basic descriptive statistics; some basic graphs should be created, as well

12/3: Have updated the do-file by adding analyses beyond simple descriptives; any corresponding advanced graphs should be created, as well

The paper's parameters are as follows:

1. The text-body of the paper is to be 10 to 12 typed pages.
 - a. The title page, bibliography, appendices, figures/graphs/charts/tables/etc., do not count towards this total. I will address in class how to handle figures, etc. in the paper.
 - b. The paper must have these components, in this order:
 - i. Title page
 1. Name, course, date, citation style used
 - ii. Introduction
 1. What human right are you writing about? Why is this important? What do you conclude about respect for this right at the end of the paper?
 - iii. Literature Review / Hypothesis
 1. Using published research, you answer the question "What do we already know about respect for this right?" Your hypothesis is your educated guess about respect for this right (e.g. "Democracies have lower levels of extrajudicial killings than non-democracies") that comes from your review of what we already know. It is OK for this paper to replicate a published article, using your own or the author's data.
 - iv. Data Overview
 1. What data will you be using? What kind of data are they? Why did you choose these data as opposed to others that were available? Which countries are you evaluating? Why?
 - v. Findings
 1. Here is where you report the findings from your Stata-based analysis of your data.
 - vi. Conclusion
 1. Here is where you discuss the meaning of your findings in terms of respect for this human right in the future, in other regions/countries, etc. Also, you weigh in on what future research about this right needs to be done.
 - vii. Bibliography
2. 1" margins, 12pt font or smaller, double-spaced with *no extra space at the end of paragraphs*.
3. Please use the style system (for citations & bibliography) with which you are most comfortable. On the title page of the paper, please note what system it is you chose to use.

SPECIFICATION GRADING

This course uses what is known as “specification grading”. What this means is that a student’s course grade is not dependent upon the precise average of a number of numerically-graded assignments. Rather, a student’s grade is dependent upon how many course-skills components a student has sufficiently mastered. This system is designed to lessen focus on particular numerical grades and heighten focus on skills mastery. This should also lessen the grade-related anxiety of those who are subject to that common malady.

For **STATA** assignments:

PASS	
<u>M</u>astered	The work is fully completed and correct. Any errors are minor/trivial.
<u>P</u>roficient	The work is fully completed. Errors are uncommon throughout, are easily fixed, and show only minor confusion about the relevant material.
FAIL	
<u>D</u>eveloping	The work is not fully completed and/or errors are common, representing a confusion about and/or lack of understanding of the relevant material.
<u>I</u>nadequate / <u>I</u>ncomplete	The work has not been handed in. Or, there are too many errors in submitted work to address individually. No understanding of, or attempt to understand, the relevant material is present.

For **CLASS DISCUSSION** contributions:

PASS	
<u>M</u>astered	Student showed they did the readings and could critically analyze them, resulting in contributions demonstrating masterful comprehension and/or idea synthesis.
<u>P</u>roficient	Contributions showed student did the readings and thought about them.
FAIL	
<u>D</u>eveloping	Student said <i>something</i> somehow related to the topic and/or readings.
<u>I</u>nadequate / <u>I</u>ncomplete	Contributions limited to restatements, off-topic comments, or comments I could not understand or to which I could not attach meaning or significance. Two or more unexcused absences.

For QUESTION SETS

PASS	
<u>M</u>astered	Excellence in structure, grammar, use of evidence, analysis, logic and argumentation. Any errors are trivial. Mastery of the subject matter is evident.
<u>P</u>roficient	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.
FAIL	
<u>D</u>eveloping	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>I</u>nadequate / <u>I</u>ncomplete	The work has not been handed in. Or, the constitutive elements are uniformly poor in quality. No graduate-level knowledge of the subject matter is evident.

For the PAPER:

<u>M</u>astered	Excellence in structure, grammar, use of evidence, analysis, logic and argumentation. Any errors are trivial. Mastery of the subject matter is evident.
<u>P</u>roficient	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>D</u>eveloping	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>I</u>nadequate / <u>I</u>ncomplete	The work has not been handed in. Or, the constitutive elements are uniformly poor in quality. No graduate-level knowledge of the subject matter is evident.

GRADE BUNDLES

The following table shows what combination of grades necessary to achieve a particular course grade. There is no table for a grade of “F”, which occurs for those not meeting the minimum standards for a grade of at least D.

	A	B	C	D
Stata exercise sets	At least 7 passes	At least 6 passes	At least 5 passes	At least 4 passes
Guest faculty question sets	At least 4 passes	At least 3 passes	At least 2 passes	At least 2 passes
Participation	At least 12 passes	At least 10 passes	At least 8 passes	At least 7 passes
Research paper	M	P or better	D or better	D or better

Doing better on the paper than what you’ve done, otherwise, can improve your course grade. The following three grade “bumps” can be achieved as follows:

- A-: If you meet the other requirements for a “B” but receive an “M” on the paper
 B-: If you meet the other requirements for a “C” but receive a “P” or better on the paper
 C-: If you meet the other requirements for a “D” but receive a “P” or better on the paper

Also, the instructor reserves the right to increase course grades by a “+” (e.g. “B” to a “B+”) given steady improvement over the semester, a borderline set of scores, or otherwise similar.

TOKENS (“Do-Over”)

Sometimes, we know we can do better than we’ve done on a task. That is, everyone has a bad day and wishes it wouldn’t count against an assessment of their overall performance. With specifications grading, you start the semester with THREE virtual tokens that can be exchanged for the ability to:

- Resubmit one Stata assignment within one week of the original due date, for a new grade
- Resubmit one set of Guest-Faculty questions within one week of the original due date, for a new grade [*Limit: ONE question set do-over*]
- Turn in one missed Stata assignment one week from the original due date with no penalty
- Extend one research paper component due date by one week

That is, you get three do-overs of your own choosing. How this works is you simply email me that you wish to use a token, and for what purpose. Then, you simply do/re-do the work. Virtual tokens may not be used for anything not in the list above. Tokens are neither reusable nor transferable.

WEEKLY SCHEDULE

- Any readings below not accompanied by a URL can be found in the corresponding week's folder in HUSKY CT → Course Content → Readings
- Readings in the Acock book are marked "Stata". Numbers in parentheses refer to the end-of-chapter exercises due by, and to be reviewed during, that class session (unless otherwise noted)

Week 1 (9/3): Welcome / Concepts I / Stata 1

- Stata: Chpt 1 (3, 4)
- Brown, Theresa. 2018. "How to Quantify a Nurse's 'Gut Feelings'." *New York Times* August 9.
- Leiva Jaquelin, Pamela. 2017. "Securing Indigenous Rights through Data." *Equal Times* <https://www.equaltimes.org/securing-indigenous-rights-through-18038?lang=en>
- Moeller, Kathryn. 2019. "The Ghost Statistic That Haunts Women's Empowerment." *The New Yorker* January 4.

Week 2 (9/10): Concepts II / Stata 2

- Stata: Chpt 2 (5 – due 10/1)
- The Universal Declaration of Human Rights (1948) <http://www.un.org/en/documents/udhr/>
- Ingraham, Christopher. 2017. "The Hidden Inequality of Mosquito Bites." *The Washington Post* July 5.
- United Nations. 2012. "Chpt 1. Human Rights and Indicators: Rationale and Some Concerns." New York: United Nations {Pages 9-26}

Week 3 (9/17): Concepts III / Stata 3

- Stata: Chpt 3 (4, 5, 6)
- United Nations. 2012. "Chpt 2. Conceptualizing Indicators for Human Rights" New York: United Nations {Pages 27-44}
- Kessler, Glenn. 2015. "Why you should be wary of statistics on 'modern slavery' and 'trafficking'." *The Washington Post* April 24.
- Merry, Sally Engle. 2011. "Measuring the World: Indicators, Human Rights, and Global Governance." *Current Anthropology* 52(S3): S83-S95.
- Schedler, Andreas. 2012. "Judgment and Measurement in Political Science." *Perspectives on Politics* 10(1): 21-36.
- Spierer, Herbert F. 1990. "Violations of Human Rights, How Many? The Statistical Problems of Measuring Such Infractions Are Tough, but Statistical Science Is Equal to It." *American Journal of Economics and Sociology* 49(2): 199-210.

Week 4 (9/24): Operationalization I / Stata 4

- Stata: Chpt 4 (1, 2, 3, 4)
- Brysk, Alison. 1994. "The Politics of Measurement: The Contested Count of the Disappeared in Argentina" *Human Rights Quarterly* 16(4): 676-692.
- Ferris, Timothy L.J. 2004. "A New Definition of Measurement." *Measurement* 36(1): 101-109.
- McCoy, Terrence. 2014. "Why many 'eyewitnesses' in the Darren Wilson investigation were wrong." *The Washington Post* November 25.
- Stevens, S. S. 1946. "On the Theory of Scales of Measurement." *Science* 103(2684): 677-690.
- Wade, Lizzie. 2017. "Mapping Mexico's Hidden Graves." *Science* June 26.
<http://www.sciencemag.org/news/2017/06/mapping-mexico-s-hidden-graves>

Week 5 (10/1): Faculty Research Guest 1

Molly Land

Professor of Law

Assistant Director, UConn Human Rights Institute

<https://www.law.uconn.edu/faculty/profiles/molly-land>

- Cohen, Stanley. 1996. "Government Responses to Human Rights Reports: Claims, Denials, and Counterclaims." *Human Rights Quarterly* 18(3): 517-543.
- Land, Molly. 2015. "Participatory fact-Finding: Developing New Directions for Human Rights Investigations Through New Technologies." in *The Future Of Human Rights Fact-Finding*, Philip Alston & Sarah Knuckey eds., Oxford University Press.
- McPherson, Ella, Isabel Guenette Thornton, and Matt Mahmoudi. 2020. "Open Source Investigations and the Technology-driven Knowledge Controversy in Human Rights Fact Finding." In *Digital Witness: Using Open Source Information for Human Rights Investigation, Documentation and Accountability*, S. Dubberley, ed. Oxford University Press.
- Rothenberg, Daniel. 2019. "Field-Based Methods of Research on Human Rights Violations." *Annual Review of Law and Social Science* 15(183).

Week 6 (10/8): Operationalization II/ Stata 5

- Stata: Chpt 5 (2, 6, 7, 9)
- Adcock, Robert, and David Collier. 2001. "Measurement Validity: A Shared Standard for Qualitative and Quantitative Research." *American Political Science Review* 95(3): 529-546.
- Amnesty International. 2014. Attitudes To Torture.
- Hertel, Shareen, Lyle Scruggs, and C. Patrick Heidcamp. 2009. "Human Rights and Public Opinion: From Attitudes to Action." *Political Science Quarterly* 124(3): 443-459.
- Kolbe, Athena R., and Royce A. Hutson. 2006. "Human rights abuse and other criminal violations in Port-au-Prince, Haiti: a random survey of households." *The Lancet* 368(9538): 864-873.
- 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.
- United Nations Development Programme. 2013. "Human Rights Public Awareness in Yemen"
- United for Iran. 2017. "Iran Prison Atlas." <https://ipa.united4iran.org/en/> {Take a look at the "Prisoners", "Judges", and "Prisons" tabs}

Week 7 (10/15): Operationalization III / Stata 6

- Stata: Chpt 6 (1, 2, 4)
- Corporate Human Rights Benchmark. 2019. "Key Findings 2019."
<https://www.corporatebenchmark.org/sites/default/files/2019-11/CHRB2019KeyFindingsReport.pdf>
{Take a good look through to see what kinds of information are included, how data are displayed, etc.}
- Mo Ibrahim Foundation. "Briefing Note: Ibrahim Index of African Governance."
- Rotberg, Robert I. and Rachel M. Gisselquist. 2008. *Ibrahim Index of African Governance: Results and Rankings 2008*. Kennedy School of Government: Cambridge, MA. {Take a good look through to see what kinds of information are included, how data are displayed, etc.}
- Social Progress Index. 2019. "USA" <https://www.socialprogress.org/?tab=2&code=USA> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}
- United Nations Development Program. The Gender Inequality Index.
<http://hdr.undp.org/en/statistics/gii/>
- UN. 2020. Gender Social Norms Report <http://hdr.undp.org/en/gsni> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}

Week 8 (10/22): Faculty Research Guest 2

César E. Abadía-Barrero

Associate Professor of Anthropology & Human Rights

Director of Undergraduate Programs, UConn Human Rights Institute

<https://anthropology.uconn.edu/person/cesar-abadia-barrero/>

- Abadía-Barrero, César. 2015. "Neoliberal Justice and the Transformation of the Moral: The Privatization of the Right to Health Care in Colombia." *Medical Anthropology Quarterly* 30(1): 67-79.
- Fals Borda, Orlando. 2001. "Participatory (action) research in social theory: Origins and challenges." In *Handbook of Action Research*, Peter Reason and Hilary Bradbury, eds. Thousand Oaks, CA: Sage.
- Giraldo-Gartner and Abadía-Barrero. (Forthcoming) "A Plants' History of Rights and Healing in Caquetá." In *Human Rights and Colombian Cultural Production*, Guerrieri and Gardeázabal-Bravo, eds..
- Kincheloe, Joel L. And Peter McLaren. 2011. "Rethinking Critical Theory And Qualitative Research." In *Key Work in Critical Pedagogy*, Hayes, et. al., eds. Sense Publishers.
- Abadía-Barrero, César. Forthcoming. "Introduction." In *Health In Ruins: The Capitalist Destruction Of Medical Care*. Duke University Press.

Week 9 (10/29): Scorecard Diplomacy / Stata 7

- Stata: Chpt 7 (1, 5)
 - [Voluntary Stata Extra Credit: Chpt 12 (4)]
 - Scorecard Diplomacy by Judith Kelly

Week 10 (11/5): Faculty Research Guest 3

Shareen Hertel

Professor of Political Science & Human Rights

Editor, *Journal of Human Rights*

<https://polisci.uconn.edu/person/shareen-hertel/>

- Hertel, Shareen. 2019. *Tethered fates : companies, communities, and rights at stake*. Oxford University Press. [Read Chpts: 2-5], E-Book URL: https://primo-pmtna01.hosted.exlibrisgroup.com/permalink/f/1kbntu1/01UCT_ALMA51497376970002432

Week 11 (11/12): CIRI & Standards / Stata 8

- Stata: Chpt 8 (1, 4, 6)
 - [Voluntary Stata Extra Credit: Chpt 10 (4)]
- Cingranelli, David L. and David L. Richards. 2010. "The Cingranelli and Richards (CIRI) Human Rights Data Project." *Human Rights Quarterly* 32.2: 401-424.
- Clark, Ann Marie, and Kathryn Sikkink. 2013. "Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures?" *Human Rights Quarterly*
- Park, Baekwan, Kevin Greene, and Michael Colaresi. 2020. "Human Rights are (Increasingly) Plural: Learning the Changing Taxonomy of Human Rights from Large-scale Text Reveals Information Effects." *American Political Science Review* 1-23.
- Richards, David L. 2016. "The Myth of Information Effects in Human Rights Data: Response to Ann Marie Clark and Kathryn Sikkink." *Human Rights Quarterly* 38.2: 477-492.
- Human Rights Measurement Initiative. 2019. "Measuring Civil and political Human Rights" <https://humanrightsmeasurement.org/methodology/measuring-civil-political-rights/> {Take a look through}

Week 12 (11/19): Law / Stata 9

- Stata: Chpt 9 (3, 5)
- Council of Europe and Group of Experts on Action against Violence against Women and Domestic Violence (GREVIO). 2016. *Questionnaire on legislative and other measures giving effect to the provisions of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention)*.
- Manjoo, Rashida. 2015. "Report of the Special Rapporteur on violence against women, its causes and consequences" Human Rights Council, Twenty-ninth session, United Nations, A/HRC/29/27
- Organization of American States and Follow-up Mechanism to the Belém do Pará Convention (ME SECVI). 2015. *Practical Guide to the System of Progress Indicators for Measuring Implementation of the Belém do Pará Convention*.
- Richards, David L. and Jillienne Haglund. *Violence Against Women and the Law*. 2015. London: Routledge. [Chpt 4] **eBook available online via Babbidge Library at** <https://doi-org.ezproxy.lib.uconn.edu/10.4324/9781315631295>
- World Bank. 2018. *Women, Business, and the Law* <https://wbl.worldbank.org/> {Take a good look through to see what kinds of information are included, how data are displayed, etc.}

Week 13 (11/26): No Class: Thanksgiving Recess**Week 14 (12/3): Faculty Research Guest 4**

Sebastian Wogenstein

Associate Professor, German Studies

Co-Director, Connecticut/Baden-Württemberg Human Rights Research Consortium

<https://languages.uconn.edu/person/sebastian-wogenstein/>

- Dawes, James. 2018. "Introduction." *The Novel of Human Rights*. Cambridge, MA: Harvard UP. 1-21.
- Slaughter, Joseph. 2012. "Enabling Fictions and Novel Subjects: The *Bildungsroman* and International Human Rights Law." *Theoretical Perspectives on Human Rights and Literature*, ed. by Elizabeth Swanson Goldberg and Alexandra Schultheiss Moore. New York: Routledge. 41-64.
- Winter, Sarah. 2015. "On the History of Human Rights before 1948." *Teaching Human Rights in Literary and Cultural Studies*, ed. by Alexandra Schultheis Moore and Elizabeth Swanson Goldberg. New York: Modern Language Association. 70-85.
- Wogenstein, Sebastian. 2019. "Human Rights and the Intellectual's Ethical Duty: Broch's Political Writings." *A Companion to the Works of Hermann Broch*. Rochester: Camden House. 159-188.

Week 15 (12/10): No Class: Reading Week**Week 16 (12/17): Research Presentations**

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

You do not have permission to record any sounds or images from or during class. *Taking photos of PowerPoint slides is absolutely prohibited.* 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. Any violations 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.

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.

Communicating & Making Appointments With Me

E-mail is the single-best way to reach me. *Be sure to use NEXUS to make appointments.*

Makeup Exams:

Makeup exams present severe equity problems for everyone involved in the course. Makeups will ONLY be scheduled for those with DOCUMENTED medical, University-sanctioned activity, or direct family member's death-associated excuses.

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/>.