

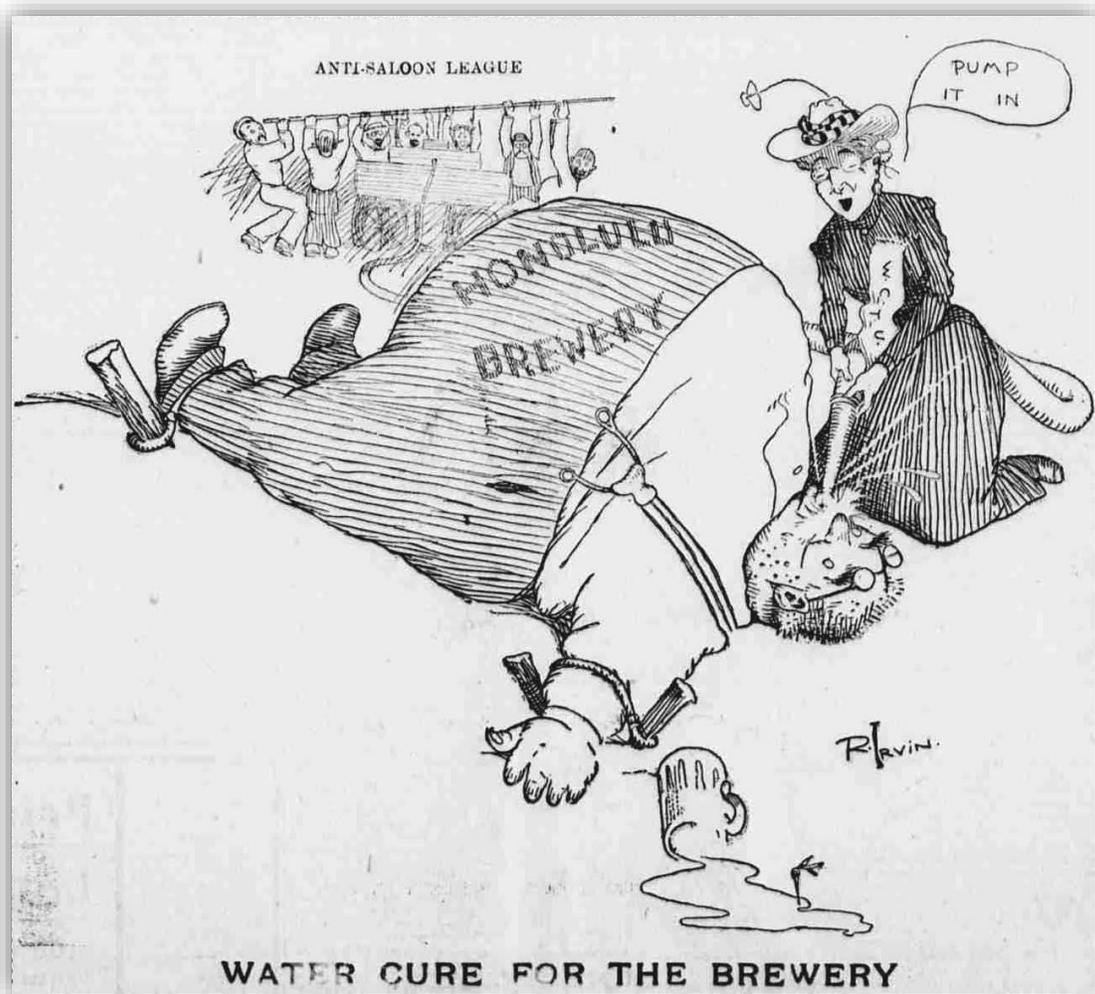
Torture.

HRTS/POLS 3428

Thursday 3:30pm-6:00pm

FSB 202

Professor: Dr. David L. Richards
Office: Oak Hall 448
Office Hours: Mondays: 10:00am-11:30am
Thursdays: 12:00pm-1:30pm
Appointments are available in 15-minute increments and are to be made in advance via Nexus (nexus.uconn.edu).
Email: david.richards@uconn.edu



The Hawaiian Gazette, May 23, 1902

Cartoon: (Pg. 1) <https://chroniclingamerica.loc.gov/lccn/sn83025121/1902-05-23/ed-1/seq-1/>

Accompanying story: (Pg. 3) <https://chroniclingamerica.loc.gov/lccn/sn83025121/1902-05-23/ed-1/seq-3/>

REQUIRED BOOKS:

The Question
Henri Alleg
Bison Books
978-0803259607

The Dawn Prayer
Matthew Schrier
BenBella Books
9781948836159

Evil Men
James Dawes
Harvard University Press
9780674416796

Prisoner without a Name, Cell without a Number
Jacobo Timmerman
University of Wisconsin Press
9780299182441

GRADED COMPONENTS**Three Exams (33, 33, and 34% @):**

You will be given three 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. Exam #3 will be a take-home exam, distributed at the end of class on Friday, May 3rd and due via email to the professor (*in PDF format only*) by 2:15pm, Wednesday, May 8th. Having the third exam be a take-home allows you some schedule flexibility at a very busy time.

OTHER THING...

This is for the truly interested and industrious: In late 2019 I established TortureBlog.Org and @Torture_Blog. I did so for two reasons: First, unlike many other topics, there is no centralized home online for materials relating to torture as there are for other topics like international humanitarian law (e.g. [Just Security](#)). Second, I wanted something that would allow me to work with students on some public-facing, continuing project on the topic of torture. Thus, I'm looking for a group of students who would be interested in such an endeavor. It'd be a fair amount of work --and the only things I have to offer in return are a title for your resume (e.g. "Associate Editor") and my gratitude—but it's a chance to have a voice in the international conversation on torture. See how you like the course for awhile and, if the topic is really resonating with you and you wish to help out, drop me a line.

FAQ

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

A: Yes.

2. 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

3. Do you mind questions during lecture?

A: *I love and enthusiastically welcome questions. I'll not know the answers to some (or, many) of your questions, but I'll help you find answers. This is the way.*

4. 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.

5. Q: You assigned four books, three to be read for the same week ...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 almost entirely of material addressing these books, so you'll have to have read all of them.

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

A: Yes, at that point in the semester when we cover that material. If I call on you for an answer and you don't have the book to refer to, I'm still going to want a response because I'll always assume you've done your reading.

7. Sometimes your slides have a LOT of information on them. How do I deal with that?

A: I offer the following:

- 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 treaties can be Googled later, so 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, among other things.
- 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

8. Q: If I miss class, can I get a copy of your PowerPoint presentation?

A: No. For reasons dealing with both intellectual property and class participation, I don't give out slides. If you can't get notes from a classmate, let me know and I'll help find someone to help you catch up with your notes.

9. Q: What should I read next?

A: The next thing listed on the syllabus after the last thing we covered.

10. Q: Why Are Some Weeks Not Listed in Husky CT?

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

11. 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. While your reaction to the material will be an individual experience, I 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 in any way for doing this
- c. Come talk to me during office hours, so we can talk about the material bothering you and figure out a strategy to deal with it.
- d. I've created a forum on Husky CT where students can converse about the material. Sometimes, talking about traumatic materials with peers can help lessen the burden of the material. It is called "Dealing With the Material" and can be found in the "Discussion Board" section of Husky CT.
- e. Contact Counseling & Mental Health Services at **860-486-4705** or <http://counseling.uconn.edu/immediate-help/>. Or, visit them on the 4th floor of the Arjona Building (near Mirror Lake).

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

A: The same thing I do with emails that have no salutation or signature: I delete them.

13. Q: What other languages do you speak, besides torture?

A: Guitar, coffee, Phillies, Star Wars, Devils, and anxiety.

CLASS SCHEDULE:

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

WEEK ONE (1/23):

- Lincoln, Bruce. 2009. "An Ancient Case of Interrogation and Torture." *Social Analysis* 53.1: 157-172. [HCT]
- Bernstein, Neil. 2012. "'Torture Her Until She Lies': Torture, Testimony, And Social Status In Roman Rhetorical Education." *Greece & Rome* 59.2: 165-177. [HCT]
- Hanson, Elizabeth. 1991. "Torture and Truth in Renaissance England." *Representations* 34: 53-84. [HCT]

WEEK TWO (1/30):

- Einolf, Christopher J. 2007. "The Fall and Rise of Torture: A Comparative and Historical Analysis." *Sociological Theory* 25.2: 101-121. [HCT]
- Melville, R.D. 1905. "The Use and Forms of Judicial Torture in England and Scotland." *The Scottish Historical Review* 2.7: 225-248. [HCT]

WEEK THREE (2/6):

- Park, Nancy. 2008. "Imperial Chinese Justice and the Law of Torture." *Late Imperial China* 29.2: 37-67. [HCT]

WEEK FOUR (2/13):

- The Baltimore Afro-American .1947. "U.S. Grand Jury Indicts 31 in Torture Lynching." *The Baltimore Afro-American*. March 22. [HCT]
- 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. [HCT]

WEEK FIVE (2/20):

Exam #1

WEEK SIX (2/27):

- Franco, Jean. 2013. "Raping the Dead." *Cruel Modernity* Durham: Duke University Press.

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 SEVEN (3/5):

- Richards, David L., Mandy M. Morrill, and Mary R. Anderson: "Some Psycho-Social Correlates of US Citizen Support for Torture." *Nordic Journal of Human Rights* 30.1: 63-95. **[HCT]**
- 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/>
- Gronke, Paul, Darius Rejali, et al. 2010. "U.S. Public Opinion on Torture, 2001–2009." *P.S.* 437-444. **[HCT]**
- Moore, Will H. 2016. "Is Public Opinion an Effective Constraint on Torture?" <https://www.opendemocracy.net/openglobalrights/will-h-moore/is-public-opinion-effective-constraint-on-torture>

WEEK EIGHT (3/12):

- 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. [HCT]
- Bayard, Roger W., and Bhupinder Singh. 2012. "Falanga torture: characteristic features and diagnostic issues." *Forensic Science, Medicine, and Pathology* 8: 320-322. [HCT]
- 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. [HCT]
- DeBoer, Scott L., and Charles Maddow. 2002. "Emergency Care of the Crucifixion Victim." *Accident and Emergency Nursing* 10: 235-239. [HCT]
- 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. [HCT]

WEEK NINE (3/19):

- SPRING BREAK

WEEK TEN (3/26):

- Continue readings from Week Eight

WEEK ELEVEN (4/2):

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

WEEK TWELVE (4/9):

- 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. [HCT]
- CIA Human Resource Exploitation Training Manual (1983, Part One): "Qualifications of Chief Importance to a Questioner" (**Sections D-0 through D-19**) [HCT]
- Kubark Counterintelligence Interrogation Manual. 1963. Part One. [Pages 10-14]
<http://bit.ly/1J1nzlP>

WEEK THIRTEEN (4/16):

- **Exam #2**

WEEK FOURTEEN (4/23):

- Dawes, James. *Evil Men*.

WEEK FIFTEEN (4/30):

- Timerman, Jacobo. *Prisoner Without a Name, Cell Without a Number*
- Alleg, Henri. *The Question*.
- Schrier, Matthew. *The Dawn Prayer*.
- **Exam #3 Distributed** (in class on 4/27)

Week 16 (5/7):

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

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.

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-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 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.

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/> .

GRADE CALCULATION:

Your final grade will be calculated using the following formula:

$$\text{FINAL GRADE} = [.33 (\text{Exam 1}) + .33 (\text{Exam 2}) + .34 (\text{Exam 3})]$$

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