

Assessing Human Security



POLS 5322-001 (15374)
Mondays 1:30pm-4:00pm
Oak Hall 438

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).
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Used in the context of international relations, the word “security” has been long-dominated by the specters of bombers, submarines, missiles, troops, and realist geo-political strategy. Without ignoring this traditional conceptualization, we are going to look beyond it towards a broader conceptualization of security known as “human security”. In this seminar, we will be thinking critically as a group about a variety of extant conceptualizations, measures, theories, and policies relating to the concept of human security. However, in addition to being a critic, you will take on the role of researcher and evidence-

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based policymaker by using what you have learned to craft a professional research report on the status of human security in several countries around the world.

REQUIRED BOOKS

Storming The Wall: Climate Change, Migration, and Homeland Security

Todd Miller

Ingram Publishers

9780872867154

Human and National Security: Understanding Transnational Challenges

Derek S. Reveron and Kathleen A. Mahoney-Norris

Routledge

9780813350905

The Last Hunger Season: A Year in an African Farm Community on the Brink of Change

Roger Thurow

Public Affairs Books

9781610392402

Gender, Violence, and Human Security: Critical Feminist Perspectives

Ali Mari Tripp, Myra Marx Ferree, and Christina Ewig, eds.

NYU Press

9780814760345

COURSEWORK

Beyond us all learning about human security from one another, and from the materials, this seminar is designed to instill and reinforce professional skills that will be of use to you as a: teacher, research analyst, policymaker, advocate, and colleague.

1. HUMAN SECURITY RESEARCH PAPER (50% of Total Course Grade)

You will be writing an evidence-based research paper that is a human security report, based on a human security-related theme covered in the course (e.g., climate change, water, gender violence, etc.). Your paper/report may have either a global, regional, or subregional focus.[†] I would prefer a blend of both quantitative and qualitative forms of analysis, but the exact blend is up to your decision about what best serves the research and analysis in which you are engaging.

Choosing of a topic will require some thinking and reading-ahead to gauge your interest in the various possible themes. **By 1:30pm on February 10th, you will submit** (as a pdf, via e-mail) **a 2-page typed paper proposal**, setting out at least one idea for your paper (although you may certainly pitch more than one idea). You'll then schedule a meeting with me during office hours, and we'll talk about it and get you started on a good path for success in writing the paper. This proposal will be part of your overall paper grade.

We will use two class sessions as workshops to help each other's research progress. Part of professionalization is learning how to be a valuable colleague in terms of supporting each other's work. You all have more to add to each other's progress than you may initially think. Students are expected to be prepared to comment on each other's work. Collegiality aside, doing so counts towards participation.

1. **By 12:00pm (noon) on Friday, February 21st, you will submit** (as a pdf via email) **to all seminar participants (i) a copy of your approved paper proposal, and (ii) a draft bibliography** containing at least ten sources coming from peer-reviewed journal articles, books, or government/interstate organization/NGO reports.[‡]
 - a. You are to use whatever professional bibliographic style is used in your discipline.
 - i. If you are a political science major, you are expected to use APSA style, available here (<https://tinyurl.com/apsabibstyle>).
 - b. We will all go over each student's bibliography, together, making what suggestions we can to help each student's work move forward in a productive fashion.
 - c. This bibliography will be part of your overall paper grade.
2. **By 12:00pm (noon) on Friday, April 3rd, you will submit** (as a pdf via email) **to all seminar participants your draft of what you have finished so far of your paper.**
 - a. We will all go over each student's draft, together, making what suggestions we can to help each student's work move forward in a productive fashion.
 - b. This draft will be part of your overall paper grade.

The final paper is to be a minimum of 15-pages of body text in length. You will be given a handout containing rules for style. **The paper is due (as a pdf, via e-mail) by Monday April 27th at 1:30pm.** I am requiring electronic submission so that everyone will have an equal opportunity to use color graphics, etc., no matter their access to a color laser printer. **In class on April 27th, you will give a 10-minute presentation to the class about your paper, especially its findings.** This presentation will be part of your overall paper grade.

[†] See <https://unstats.un.org/unsd/methodology/m49/> for what constitutes the world's regions and subregions.

[‡] No other types of sources are to be used for this initial bibliography.

2. DISCUSSION LEADING (30% of Total Course Grade)

Discussion Leader

One of the challenges of effective teaching and effective communication is fostering discussion rather than giving a one-way lecture. Certain times/places do require lecture, but higher-order thinking/learning mostly relies on interaction. The first part of your professionalization via being a discussion leader is exactly that: *fostering discussion instead of lecturing*. So, grade-wise, a premium will be placed on your ability to create and sustain discussion. The exact number of discussion leaders per week will depend upon enrollment.⁵ Assignments will be made at the second meeting of the seminar, on **February 3rd**. You will be a discussion leader twice during the semester, so that you can learn and grow in this role.

As a discussion leader, you will be responsible for leading the seminar's discussion of that week's theme/materials. Your main objective is to promote an intellectually stimulating encounter with the material, not to simply review/restate the material. You should identify common themes and issues from that week's readings, make connections to class material from other sessions whenever appropriate, provide discussion questions, nurture and moderate discussion and debate, and be ready to provide answers and discuss questions raised by other students. Also, you will identify research questions, discuss modes of analysis and evidence, and foster and direct discussion / debate about the significance of the readings and areas in which the research is inadequate and could be further developed.

There are many, many different ways to succeed at discussion leading. There are two dominant ways to fail at it. The first is to say little or nothing during your discussion leading sessions. The second is to simply lecture on the material. The other students are responsible for reading the assigned material themselves, they don't need you to lecture them on the content of what they read. *You are to foster informed debate / discussion.*

As a discussion leader, you may call on other students and require them to give a response. As discussion leader, your questions to either the group or individuals carry the same weight as if they were asked by me. As far as the students in class go, you are the boss when you are leading discussion – *take control of the room.*

You will likely find me to be a persistent devil's advocate during your discussion leading sessions. I do this intentionally to discern how completely you have prepared and, more importantly, to test how well you can think critically on the fly about the material.

⁵ It is common in a group of persons doing discussion leading, that one or two will dominate while others say very little. However, I cannot give you a grade for discussion leading if you don't lead discussion. In short: all discussion leaders should lead during class.

What To Cover?

Another part of the professionalization exercise of discussion leading is learning the skill of efficiently filtering large amounts of material for what's truly important. Mostly, what we will be covering are books, articles, and datasets. Below, I list some things to consider when you are faced with the inevitable question of "Out of all this stuff, what should we discuss?" Rather than being exhaustive, this is simply an illustrative appetizer to get you thinking in the right direction.

For Books / Journal Articles / Reports:

- a. What is the main research question and/or main point?
- b. How does this affect/address "human security"?
- c. What hypotheses are made?
- d. What evidence is marshaled / methods used to test hypotheses?
- e. What findings / conclusions are presented? What are the implications of these findings / conclusions?
- f. 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?
- g. What, if any, changes might be made to improve future related research?

For Datasets:

- a. What is it that these data propose to measure?
- b. What conceptualization underlies the measurement scheme?
- c. What is the measurement scheme?
- d. What alternative measures of the same concept exist? How are they better/worse than these data?
- e. For what countries/years are these data available?
- f. What stories do these data tell about human security?
- g. Who uses these data?

3. CLASS PARTICIPATION (20% of Total Course Grade)

Background:

The purpose of the assigned readings 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 – that's up for you to decide for yourself.* However, if you've not done your readings, you do a disservice not only to yourself, but to all the seminar's participants, as the quality of discussion will suffer. Participation in discussion is *crucially* important to the seminar format. 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

When you speak in class, either voluntarily or in response to a prompt by me or discussion leader(s), I will note a score on a spreadsheet using the following scale:

- 3 = You showed you did the reading and could critically analyze it, resulting in a statement or question demonstrating masterful comprehension and/or idea synthesis.
- 2 = You showed you did the reading and thought about it.
- 1 = Well, you said *something* somehow related to the topic and/or reading.
- 0 = You merely repeated something that's already been said, made an off-topic comment, made a comment I couldn't understand or to which I could not attach meaning or significance, etc.

Your participation grade for the semester will be based on the quality, quantity, consistency, and improvement over the semester, of your participation in our weekly seminars.

** Modified from Schumm, J. S. and Post, S. A. (1997). *Executive Learning*, pg. 282.

SEMESTER SCHEDULE

1/27: Welcome / Human Security: Concept I

Book: *Human and National Security* (Reveron & Mahoney-Norris) [Chpt 1.]

Atienza, Maria Ela L. 2015. "People's Views About Human Security in Five Philippine Municipalities." *Disaster Prevention and Management* 24(4): 448-467.

Baldwin, David A. "The Concept of Security." *Review of International Studies* 23(1): 5-26.

Newman, Edward. 2001. "Human Security and Constructivism." *International Studies Perspectives* 2(3): 239-251.

Pinker, Stephen, and Andrew Mack. 2014. "The World Is Not Falling Apart." *Slate* Dec 22nd.

United Nations. 1994. Human Development Report: *New Dimensions of Human Security*. [Overview, Chpts1 & 2]

2/3: Human Security: Concept II

Book: *Human and National Security* (Reveron & Mahoney-Norris) [Chpt 2.]

Benedek, Wolfgang. 2008. "Human Security and Human Rights Interaction." *International Social Science Journal* 59.1: 7-17.

Chandler, David. 2008. "Review Essay: Human Security: The Dog That Didn't Bark." *Security Dialogue* 39.4: 427-438.

Gómez S., Oscar A. 2012. "What is a human security project? The experience of the UN Trust Fund for Human Security." *Global Change, Peace & Security* 24.3: 385-403.

Gordon, Neve. 2014. "Human Rights as a Security Threat: Lawfare and the Campaign against Human Rights NGOs." *Law & Society Review* 48.2: 311-344.

Howard-Hassman, Rhoda E. 2012. "Human Security: Undermining Human Rights?" *Human Rights Quarterly* 34.1: 88-112.

Owen, Taylor. 2008. "The Critique That Doesn't Bite: A Response to David Chandler's 'Human Security: The Dog That Didn't Bark.'" *Security Dialogue* 39.4: 445-453.

2/10: Torture [Paper Topic Ideas Due]

Book: *Gender, Violence, and Human Security* (Tripp et. al.) [Chapter 4]

- Committee Against Torture. 2015. "Concluding observations on the third to fifth periodic reports of United States of America." [Pgs. 1-8]
- Denbeaux, Mark P., et. al. 2015. "Guantanamo: America's Battle Lab." *Seton Hall Law Center for Policy & Research*
- Dunford, David Tyler. 2017. "Security Sovereignty and The Preemption Of Low-Risk Detainees: A Look Into 'Battlelab' Torture Techniques Used At Guantanamo Bay." *International Journal of Law, Crime, and Justice* 50(1): 12-21.
- Feigenbaum, Anna. 2015. "Riot Control Agents: The Case for Regulation." *The Sur File on Arms and Human Rights* 12(22): 101-113.
- Forcese, Craig. 2015. "Touching Torture with a Ten-Foot Pole: The Legality of Canada's Approach to National Security Information Sharing with Human Rights-Abusing States." *Osgoode Hall Law Journal* 52(1): 263-302.
- Omega Research Foundation. 2017. "A Visual Guide to Military, Security & Police Equipment Prohibited or Controlled by the EU Torture Trade Regulation." [*Peruse through this*]
- Omega Research Foundation and Amnesty International. 2018. "Combatting Torture: The Need for Comprehensive Regulation of Law Enforcement Equipment."
- Tarrant, Mark, et. al. 2011. "Social identity and perceptions of torture: It's moral when we do it." *Journal of Experimental Social Psychology* 48: 513-518.
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2/17: Economic Security

Book: *Human and National Security* (Reveron & Mahoney-Norris) [Chpt 5.]

- Alkire, Sabina and Selim Jahan. 2018. "The New Global MPI 2018: Aligning with the Sustainable Development Goals." *United Nations Development Programme*
- Chikulo, Bornwell C. 2014. "An Analysis of Climate Change, Poverty and Human Security in South Africa." *Journal of Human Ecology* 47(3): 295-303.
- Hove, Mediel. 2017. "Endangered Human Security in Cash Strapped Zimbabwe, 2007-2008." *African Studies Quarterly* 17(3): 45-64.
- King, Gary, and Christopher L. Murray. 2001. "Rethinking Human Security" *Political Science Quarterly* 116(4): 585-610.
- Ravallion, Martin. 2003. "The Debate on Globalization, Poverty and Inequality: Why Measurement Matters." *International Affairs* 79(4): 739-753.
- Richards, David. L. and K. Chad Clay. 2012. "Measuring Government Effort to Respect Economic Rights." *International Studies Association*
- Tir, Jaroslav, and Maureen Bailey. 2018. "Painting too "Rosie" a picture: The impact of external threat on women's economic welfare." *Conflict Management and Peace Science* 35(3): 248-262.
- United Nations Development Programme. "The Multidimensional Poverty Index" and Data
<http://hdr.undp.org/en/statistics/mpi/> <http://hdr.undp.org/en/data>
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2/24: Paper Workshop #1 (see page 3 of this syllabus)

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3/2: Water

Book: *Human and National Security* (Reveron & Mahoney-Norris) [Chpt 6.]

- Aqueduct Water Risk Atlas. 2019. <https://www.wri.org/resources/maps/aqueduct-water-risk-atlas>
- Blanding, Michael. *The Coke Machine: The Dirty Truth Behind the World's Favorite Soft Drink*. New York: Avery. Chapter 9: "All The Water in India"
- Hoekstra, Arjen Y., Joost Buurman, and Kees C H van Ginkel. 2018. "Urban Water Security: A Review." *Environmental Research Letters* 13: 053200.
- Milman, Anita, and Yacob Arsano. 2013. "Climate adaptation and development: Contradictions for human security in Gambella, Ethiopia." *Global Environmental Change* 29: 349-359.
- Mwangi, Oscar. 2007. "Hydropolitics, Ecocide and Human Security in Lesotho: A Case Study of the Lesotho Highlands Water Project." *Journal of Southern African Studies* 33(1): 3-17.
- Pereira, Joana Castro, and Miguel Rodrigues Freitas. 2017. "Cities and Water Security in the Anthropocene: Research Challenges and Opportunities for International Relations." *Contexto Internacional* 39(3): 521-544.
- Sengupta, Somini, and Weiyi Cai. 2019. "A Quarter of Humanity Faces Looming Water Crises." *The New York Times* Aug. 6th.
- Spronk, Susan. 2007. "Roots of Resistance to Urban Water Privatization in Bolivia: The "New Working Class," the Crisis of Neoliberalism, and Public Services." *International Labor and Working Class History* 71(1): 8-28.
- Swatuk, Larry, et. al. 2015. "Seeing "invisible water": challenging conceptions of water for agriculture, food and human security." *Canadian Journal of Development Studies* 36(1): 24-37.
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3/9: Migration

Book: *Storming the Wall* (Miller)

Endris, Seada Hassen. 2019. "Human Security and Migration: Human Right Violations and Challenges of Ethiopian Migrants in The Middle East." *Journal of International Trade, Logistics and Law* 5.(1): 1-11.

Estrada-Tanck, Dorothy. 2013. "Rights of Undocumented Migrants: Systemic Vulnerabilities and Obligations of Protection." *European Journal of Social Security* 15(2): 151-170.

Gill, Nick. 2018. "The Suppression of Welcome." *Fennia* 196(1):88-98.

Morrissey, John. "Envisioning Human Security – Commentary to Gill." *Fennia* 196(2): 225-229

Purkayastha, Bandana. 2018. "Migration, Migrants, and Human Security." *Current Sociology Monograph* 66(2): 167-191.

Yousaf, Farhan Navid. 2018. "Forced Migration, Human Trafficking, and Human Security." *Current Sociology Monograph*. 66(2): 209-225.

3/16: Spring Break

3/23: Health

Book: *Gender, Violence, and Human Security* (Tripp et. al.) [Chapter 8]

- Curley, Melissa G., and Jonathan Herington. 2011. "The securitisation of avian influenza: international discourses and domestic politics in Asia." *Review of International Studies* 37(2): 141-166.
- Hayes, Anna, and Abduresit Qarluq. 2011. "Securitising HIV/AIDS in the Xinjiang Uyghur Autonomous Region." *Australian Journal of International Affairs* 65(2): 203-219.
- Hirschfeld, Katherine. 2017. "Failing States as Epidemiologic Risk Zones: Implications for Global Health Security." *Health Security* 15(3): 288-295.
- Iqbal, Zaryab, and Chstophor Zorn. 2010. "Violent Conflict and the Spread of HIV/AIDS in Africa." *Journal of Politics* 72(1): 149-162.
- Labonte, Ronald, and Michelle L. Gagnon. 2010. "Framing health and foreign policy: lessons for global health diplomacy." *Globalization and Health* 6(14).
- Lautensach, Alexander K. 2015. "Sustainable Health for All? The Tension Between Human Security and the Right to Health Care." *Journal of Human Security* 11(1): 5-18.
- Rushton, Simon. 2011. "Global Health Security: Security for Whom? Security from What?" *Political Studies* 59: 779-796.
- Gronke, Paul, et. al. 2015. "Spotlight: The Politics and Policy of Ebola." *PS*. 48(1): 3-18.
- Maclean, Sandra J. 2008. "Microbes, Mad Cows and Militaries: Exploring the Links Between Health and Security." *Security Dialogue* 39(5): 475-494.
- World Health Organization. 2017. "Pandemic Influenza Risk Management." *Global Influenza Program*
- World Health Organization. 2019. Data. <https://www.who.int/data/gho> [Click on topic links to explore data]
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3/30: Food

Book: *The Last Hunger Season* (Thurow)

Book: *Human and National Security* (Reveron & Mahoney-Norris) [pp. 145-151]

Amundson et. al. 2015. "Soil and human security in the 21st century." *Science* 348(6325): 647-653.

Carolan, Michael. 2012. "The Food and Human Security Index: Rethinking Food Security and 'Growth'." *The International Journal of Sociology of Agriculture and Food* 19(2): 176-200.

Food and Agriculture Organization of the United Nations. 2018. "The State of World Fisheries and Aquaculture" CC BY-NC-SA 3.0 IGO. [Peruse through this]

Food and Agriculture Organization of the United Nations. 2018. "Food Security and Nutrition in the Age of Climate Change." CC BY-NC-SA 3.0 IGO.

Gregory, P. J., J.S.I. Ingram, and M. Brklacich. 2005. "Climate Change and Food Security." *Philosophical Transactions: Biological Sciences* 360(1463): 2139-2148.

Jarosz, Lucy. 2014. "Comparing Food Security and Food Sovereignty Discourses." *Dialogues in Human Geography* 42(2): 168-181.

Lindley, Jade, et. al. 2019. "Illegal Fishing and Australian Security." *Australian Journal of International Affairs* 73(1): 82-99.

O'Brien, Thomas. 2012. "Food riots as representations of insecurity: examining the relationship between contentious politics and human security." *Conflict, Security, and Development* 12(1): 31-49.

Raleigh, Clionadh, and Henrik Urdal. 2007. "Climate change, environmental degradation and armed conflict." *Political Geography* 26: 674-694.

4/6: Paper Workshop #2 (see page 3 of this syllabus)

4/13: Violence Against Women and Girls

Book: Tripp, et. al. [Chapters 1, 6-8, 10-12]

Book: *Human and National Security* (Reveron & Mahoney-Norris) [Chpt 3.]

Baranowski, Kim A. et. al. 2019. "Experiences of gender-based violence in women asylum seekers from Honduras, El Salvador, and Guatemala." *Torture* 29(3): 46-58.

Briere, John, and Carol E. Jordan. 2004. "Violence Against Women: Outcome Complexity and Implications for Assessment and Treatment." *Journal of Interpersonal Violence* 19(11): 1252-1276.

Butler, Christopher K., Tali Gluch, and Neil J. Mitchell. 2007. "Security Forces and Sexual Violence: A Cross-National Analysis of a Principal-Agent Argument." *Journal of Peace Research* 44(6): 669-687.

Committee on the Elimination of Discrimination against Women. 2017. "General recommendation No. 35 on gender-based violence against women, updating general recommendation No. 19." *United Nations Nations*

Everywoman Treaty. 2019. "Safer, Sooner." Position Paper.

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

Haglund, Jillienne and David L. Richards. 2017. "Enforcement of Sexual Violence Law In Post-Civil Conflict Societies" *Conflict Management and Peace Science* 35(3): 280-295.

Manjoo, Rashida. 2016. "Twenty Years of Normativity without Legality – United Nations Developments on Violence against Women, its Causes and Consequences." *Queen Mary Human Rights Review* 3(1): 1-9.

Pérez-Sale, Pau, and Maggie Zraly. 2018. "From sexualized torture and gender-based torture to genderized torture: The urgent need for a conceptual evolution." *Torture* 28(3): 1-12.

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4/20: Responsibility to Protect (a.k.a. "R2P")

Book: *Human and National Security* (Reveron & Mahoney-Norris) [Chpt 10.]

- Badescu, Cristina G. and Linnea Bergholm. 2009. "The Responsibility to Protect and the Conflict in Darfur: The Big Let-Down." *Security Dialogue* 40(3): 287-309.
- Bellamy, Alex J. 2013. "The Responsibility to Protect: Added Value or Hot Air?" *Cooperation and Conflict* 48(3): 333-357.
- Charlesworth, Hillary. 2010. "Feminist Reflections on the Responsibility to Protect." *Global Responsibility to Protect 2*: 232-249.
- Cunningham, David E. 2016. "Preventing Civil War: How the Potential for International Intervention Can Deter Conflict Onset." *World Politics* 68.2: 307-340.
- Eckersley, Robyn. 2007. "Ecological Intervention: Prospects and Limits." *Ethics & International Affairs.* 21(3): 293-316.
- International Commission on Intervention and State Sovereignty. 2001. "*The Responsibility to Protect.*" International Development Research Center.
- Krain, Matthew. 2005. "International Intervention and the Severity of Genocides and Politicides." *International Studies Quarterly* 49(3): 363-387.
- Murdie, Amanda. 2017. "R2P, Human Rights, and the Perils of a Bad Human Rights Intervention." *Global Responsibility To Protect* 9: 267-293.
- Tan, M. 2018. Taking IHI, R2P and legitimate defense seriously: North Korea as the primary consideration." *Cornell International Law Journal* 51(1): 1-56.
- United Nations. 2009. "Implementing the Responsibility to Protect: Report of the Secretary General." A/63/677
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4/27: Papers Due / Paper Presentations

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CLASS RULES

Attendance

In graduate school, *attendance at each class is expected*, save in the cases of infectiousness/documentated illness or a research presentation at a professional conference.

Lateness

Habitual lateness to class is tremendously rude; it is disrespectful of both other students and the professor. The professor reserves the right to penalize any late students' grade, as tardiness negatively affects the class as a whole.

Phones / Other Electronic Devices:

- You do not have permission to record ANY sounds or images from/during class.
- Turn off your phone/electronic devices' ringers 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 as, once in a while, everyone forgets to turn something off. If your phone rings in class, please have the decency to turn it off and not let it ring and ring out of embarrassment.
 - However, the participation grade of repeat offenders will be negatively affected.
- Use of earbuds/earphones is prohibited.

E-Mail:

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

Assignment Lateness and Incompletes:

Assignments are due when they are due, not any later. Late penalties accrue at 1pt per hour, rounded up to the next hour starting at one minute past the previous hour.