

IS 3450 Introduction to Human Rights

The Ohio State University | Spring 2017

Time: W & F 2:20-3.40PM | Location: Ramseyer Hall 100

(This version: January 11, 2017 | Please note: syllabus is subject to change!)

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This course provides an introduction to the question of human rights. Throughout the semester, we will examine the conceptual history as well as the practice of human rights through interdisciplinary texts. This syllabus includes all the information that in other courses you learn throughout the semester, including assignment prompts and grading policies. This format allows you to know well ahead of time the expectations of the course as well as the specific assignments you will have to complete.

COURSE GOALS

The goal of this course is, first, to understand that the evolution of the concept of human rights and its institutionalization was a complex and political process and that what we today understand as human rights is also a political construction. A second goal is to be able to discern different theoretical understandings of human rights and to critically assess contemporary human rights discourses.

LEARNING OBJECTIVES

1. Identify the myths that we have about human rights' origins
2. Describe the uneven process through which human rights became institutionalized
3. Analyze the way in which power and politics affect the use of human rights and its effect on actual grievances
4. Become critical readers of news about contemporary human rights issues
5. Effectively plan, research, write, revise, and complete a response paper.

To achieve the aforementioned objectives, students will be required to both think and write critically, imaginatively and reflectively about the material dealt with in class. Keeping up to date with the readings and participating respectfully in the class are crucial components of the learning process. To ensure these goals are met the following assignments will be used: (1) Frequent group work will facilitate high levels and varied types of class involvement (Appendix A); (2) Lock & Key assignments will be used to facilitate a close reading of hard texts (Appendix D); (3) *Carmen* quizzes will be used to ensure you keep up with readings; (4) Midterm and final exams will test students' understanding of basic concepts; (5) A response paper will help students develop and sharpen analytic and writing skills.

Disability Notice:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information: slds@osu.edu; [614-292-3307](tel:6142923307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

READING ASSIGNMENTS

You are expected to have prepared the readings by the day for which they are assigned. By "prepared," I mean read them carefully using the readings questions provided on *Carmen*, thought about them, and applied whatever note-taking system works for you. These readings are not like textbooks; they will probably take you longer than usual to read, and you may need to re-read sections, so plan accordingly.

CLASS PARTICIPATION

This class may differ from some of your other courses in that it requires some active and sustained participation and engagement. Come to class ready to work actively on your understanding of human rights, and on your ability to analyze texts and examine complex issues. Your work for this class will involve both autonomous and collaborative learning. The idea of autonomy stresses your responsibility for your own learning, while collaborative learning stresses your responsibility for teaching and learning from one another.

My responsibility as a teacher is to set up the conditions that encourage this learning and to engage in analytic thinking with you. This class is like a lab, where you come in to work with, examine, and enhance the knowledge gained from the readings and from your own experiences.

You will work in participatory learning groups for much of the semester, and you will remain in a particular group for several class periods in a row. (Please study the instructions for learning group interaction in Appendix A).¹ In addition to small group work, at times the class as a whole will work

¹ Note that group work is one objective part of your participation grade. If you miss a class and miss the group activity that day you will need to complete the assignment individually or will receive no credit.

together to discuss and analyze issues. I expect everyone to participate in the larger discussions as well, in order to practice and develop your communicative abilities.

I have a very broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?"), reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. Poet Audre Lorde reminds that us that we (or some of us) have been socialized to respect fear more than our own needs but silence only gets us away from developing our own language and from self-definition.²

Your participation grade will rely on both subjective and objective measures. Subjective measures include my evaluation of your labor in the classroom, including group work and other in-class activities. Objective measures include attendance, timely submission of ungraded assignments like the syllabus statement and the Human Rights Bio, and possession of readings.

ATTENDANCE

Your attendance at each class session is required. Lecture, group work, and group discussion are all forms of enhanced learning that complement your reading of the class material, which depends on you being present in the classroom. If you are not in class, everyone also misses your potential contribution to group work or discussion.

* A sign-in sheet will be passed around each class session. It is **your responsibility** to sign this sheet *

However, I understand that life is not fully in our control and thus you will have three "free" absences. For these absences you *do not* need to contact me or notify me. You will receive one attendance credit for each class you attend (we have 25 scheduled class meetings this semester, including exam days). Regardless of the quality of your other participatory activities, attendance credits will operate as a **floor** for receiving a particular **participation** grade (this is *not* a floor for your *course* grade, only for your *participation grade*, worth 10% of the final grade).

A	To receive this grade you must at least have 22 attendance credits.
A-	To receive this grade you must have at least 21 attendance credits.
B+	To receive this grade you must have at least 20 attendance credits.
B	To receive this grade you must have at least 19 attendance credits.
B-	To receive this grade you must have at least 18 attendance credits.
C+	To receive this grade you must have at least 17 attendance credits.
C	To receive this grade you must have at least 16 attendance credits.
C-	To receive this grade you must have at least 15 attendance credits.
D	You'll receive this grade if you have 14 or less attendance credits.

(attendance policy continued below)

²Audre Lorde, "The Transformation of Silence into Language and Action," in *Sister Outsider*, p. 44.

You need to contact me if you wish you to have an absence excused, which will require: **(a)** that you have a medical or family emergency, AND **(b)** you met with another student in the class to replicate the participation that you missed, and affirm to me that you have done so. Excused absences do not count against attendance credit.

QUIZZES & OTHER SHORT ASSIGNMENTS

We will have quizzes to be completed on Carmen before every class. The quiz contains four questions taken from the reading questions available on *Carmen* (see readings list for asterisks indicating which readings are tested) or about the films. Each quiz opens the Sunday before class at noon and closes 20 minutes before class starts (at 2.00pm). Once you start a quiz, you have 2 hours to complete it.

You will also write two Lock & Key assignments that will help you do a close reading on particularly challenging texts. These prompts are on Appendix D as well as on *Carmen*. These assignments should be submitted on the *Carmen* folder set up for that purpose and *not* on paper.

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

SYLLABUS STATEMENT / REFLECTIVE LEARNING EXERCISE

As a first assignment, review this syllabus and the course book carefully—especially the course policies, procedures, assignments, and expectations – and also reflect on your impressions after our first class meeting. Drawing on these sources of evidence, write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others?

The point of this exercise is to reflect on your own intellectual practice, to assess what you do well and what you need to work on. It is also good initial practice at interpreting texts and examining evidence from your own life, both of which are important to our work in this class. This exercise provides useful information so that I can think about how best to support your intellectual development.

The statement is due on *Carmen* on **Friday, January 13** by the time class starts. These will not be graded.

HUMAN RIGHTS BIO / PAPER

This is the second assignment of the semester. In a brief essay (1 to 1.5 pages, single-spaced, with a blank line between paragraphs, standard margins and fonts) write a short text describing your current understanding of human rights and your encounter (if any) with issues of human rights in your life. Trace, if you can, events in your past that have influenced your views of “human rights.” What about your life may have led you to this class? What do you consider to be the biggest human rights issue of our time? Why?

This essay is due on **Friday, January 20**. This is the *only* assignment that has to be submitted on hard copy), and also submit an electronic copy through *Carmen*. These will not be graded. I will compile anonymous excerpts for the class.

RESPONSE PAPER

Another ability I want you to work on is to write analytically and imaginatively and to put forward original arguments combining class material with new material. I want you to be able to perform clear, and thoughtful analyses of challenging problems and complex thinkers. The final product will be a 2-page essay on one of the substantive topics of the course (immigration, development, democratic transitions, and torture). Detailed instructions for this assignment are on Appendix B and *Carmen*.

The questions for the response paper are already available on Appendix B and on *Carmen*. Since this essay will constitute a large part of your final grade, I urge you to consider carefully the prompt I include in Appendix B as well as the expectations and grading standards I outline in Appendix C.

All written work in this course must represent original work not previously or simultaneously handed in for credit in another course, unless this is done with the prior approval of all involved.

ACADEMIC ETHICS/MISCONDUCT

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://oaa.osu.edu/coamresources.html>.

*** All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)***

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS

Lock & Key assignments	10%
Quizzes	10%
Participation (includes ungraded writing assignments)	10%
Group Work	10%
Midterm Exam	25%
Final Exam (non-cumulative)	20%
Response Paper	15%

YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS

Letter grade	Numerical equivalence	Definition
A	A 93-100 A- 90-92	Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study.
B	B+ 87-89 B 83-86 B- 80-82	Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	C+ 77-79 C 73-76 C- 70-72	A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	D+ 67-69 D 60-66	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
E	0-59	Failed, unacceptable performance.

REQUIRED READING

(1) Course book: Moyn, Samuel. *The Last Utopia: Human Rights in History*. Cambridge: HUP, 2010 (available for purchase in student bookstores and for borrowing on reserves at Thompson Library).

(2) Readings available on Carmen: All readings besides Moyn are available on *Carmen* alphabetically.

IMPORTANT NOTE: All assignments except for the Human Rights bio and group work must be submitted *only* through *Carmen* folders set up for that purpose in PDF format.

CLASS ETIQUETTE

- **You are required to turn off your phone at the start of the class and put it in your backpack. Let me know if you are expecting an important call and need your phone with you.**
- **You are expected to always bring readings to class for reference.**
- **Laptops and tablets are allowed in class *only* for consulting texts. I recommend you take handwritten notes, which has been proven to enhance learning (“[The case for Banning Laptops](#)” and “[The reading Brain in the Digital Age](#)”).**
- **Learning is also enhanced by not checking Instagram/Twitter/Facebook while in class**
- **To compensate your restraint, there’s a 5-minute break halfway through class.**

PLEASE NOTE: All course communications should reach the TA of the course, Nathalie Pagán, first. Her contact information is in the heading of the syllabus. This is particularly the case for grading inquiries, which she’ll answer directly. For other logistical issues she’ll either respond or consult with me and then get back to you.

COURSE SCHEDULE AND READINGS

Date	Session	Topic	Readings (Note: readings tested in the weekly quiz have an asterisk)
W, 1/11	1	Introduction	Syllabus
F, 1/13	2	Overview, HR History Group Work (GW)[†] Syll Statement Due	*Moyn, <i>Last Utopia</i> , chapter 1
W, 1/18	3	Basic Concepts - Natural Rights - Natural Law - Sovereignty	Bartelson, Jens. "Sovereignty." In Mark Bevir (ed.) <i>Encyclopedia of Political Theory</i> . Thousand Oaks: Sage University Press (2010): 1308-1311. *Schröder, Peter. "Natural Rights." In <i>Ibid</i> : 931-937. *Stanton, Timothy. "Natural Law." In <i>Ibid</i> : 937-941.
F, 1/20	4	French Declaration Critiques HR Bio Due (hard copy and on Carmen) GW[†]	French National Assembly. "Declaration of the Rights of Man and of the Citizen." *Bentham, Jeremy. "Nonsense Upon Stilts, or Pandora's Box Opened." In <i>Nonsense Upon Stilts. Bentham, Burke, and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 46-69. *Burke, Edmund. "Reflections on the Revolution in France." In <i>Ibid</i> : 77-96. London: Methuen & Co., 1987, pp. 96-118.
W, 1/25	5	Critiques (cont.) Lock & Key 1 Due	Arendt, Hannah. "The Perplexities of the Rights of Man." In <i>The Portable Hannah Arendt</i> , edited by Peter Baehr. New York: Penguin, 2000. *Marx, Karl. "On the Jewish Question." In <i>Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 137-150.
F, 1/27		No Class	
W, 2/1	6	Cosmopolitanism	*Kant, Immanuel. <i>Perpetual Peace</i> . Translated by Ted Humphrey. Indianapolis: Hackett Publishing Company, 1983: only pp. 107-119.
F, 2/3	7	Institutionalization of Human Rights	*U.N. Declaration of Human Rights *Mazower, Mark. "The Strange Triumph of Human Rights, 1933, 1950." <i>The Historical Journal</i> 47, no. 2 (2004): 379-98. Jackson Preece, Jennifer. "Minority Rights in Europe: From Westphalia to Helsinki." <i>Review of International Studies</i> 23, no. 1 (1997): 75-92.
W, 2/8	8	Birth of the U.N.	*Moyn, <i>Last Utopia</i> , chapter 2
F, 2/10	9	Human Rights and Anti-colonialism GW[†]	Reus-Smit, Christian. "Human Rights and the Social Construction of Sovereignty." <i>Review of International Studies</i> 27, no. 4 (2001): 519-38. *Moyn, <i>Last Utopia</i> , chapter 3
W, 2/15	10	Rights, Moral or Political? Lock & Key 2 Due	Rancière, Jacques. "Who Is the Subject of the Rights of Man?" <i>The South Atlantic Quarterly</i> 103, no. 2-3 (2004): 297-310. *Moyn, <i>Last Utopia</i> , chapter 4
F, 2/17	11	Rights and 'Culture' GW[†] <i>Born in East L.A. access opens @ Media Library</i> * Study guide distributed*	Grovogui, Siba N'Zatioula. "Mind, Body, and Gut! Elements of a Postcolonial Human Rights Discourse." In <i>Decolonizing International Relations</i> , Branwen Gruffydd Jones (ed.). Maryland: Rowman and Littlefield, 2006. *Preis, Ann-Belinda S. "Human Rights as Cultural Practice: An Anthropological Critique" <i>Human Rights Quarterly</i> 18, no. 2 (1996): only pp. 286-299.
W, 2/22	12	Review Session + Group work answers reviewed	
F, 2/24	13	Midterm Exam	*****
W, 3/1	14	Immigration I <i>Life & Debt access opens @ Media Library</i>	*Carens, Joseph. "Aliens and Citizens: The Case for Open Borders." In <i>The Review of Politics</i> , 48, no. 2 (1987): 251-273 King, Desmond and Inés Valdez. "From Workers to Enemies" In Michael Böss (ed.) <i>Narrating Peoplehood amidst Diversity</i> . Aarhus: Aarhus Academic Press (2011): 145-182.
F, 3/3	15	Immigration II Last day to watch <i>Born in East L.A.,</i> Media Library	*Beltrán, Cristina. "Going Public. Hannah Arendt, Immigrant Action, and the Space of Appearance." In <i>Political Theory</i> , 37, no. 5 (2009): 595-622. Gonzales, Alfonso. <i>Reform Without Justice: Latino Migrant Politics and the Homeland Security State</i> . New York: Oxford University Press. (Intro, pp. 1-17)

W, 3/8	16	Development I Los Rubios open @ http://www.cinemargentino.com/films/914988608-los-rubios	U.N. "International Covenant on Economic, Social and Cultural Rights," (1966). U.N. "Declaration on the Right to Development," resolution 2200A/XXI (1966). *Rist, Gilbert. <i>The History of Development</i> . London: Zed Books (2002): chapter 4.
F, 3/10	17	Development II Last day to Watch <i>Life & Debt</i>, Media Library	*Black, Stephanie (2001) <i>Life and Debt</i> (film) *Nussbaum, Martha C. "Capabilities as Fundamental Entitlements: Sen and Social Justice." <i>Feminist Economics</i> 9, no. 2-3 (2003): 33-59. *Baxi, Upendra. "Globalisation: Human Rights Amidst Risk and Regression." <i>IDS Bulletin</i> 32, no. 1 (2001): 94-102.
W, 3/15		No Class	Spring Break
F, 3/17		No Class	Spring Break
W, 3/22	18	Dem Transition I GW <i>Zero Dark Thirty</i> access opens @ Media Library	U.N. "International Covenant on Civil and Political rights," resolution 2200A/XXI (1966, entry into force 03/23/1976), sections I-III. *Sikkink, Kathryn. "Human Rights, Principled Issue Networks, and Sovereignty in Latin America." <i>International Organizations</i> 47, no. 3 (1993): 411-41.
F, 3/24	19	Dem Transition II Last day to watch <i>Los Rubios</i> http://tinyurl.com/kmhjr72 (open access)	* Carri, Albertina (2003) <i>Los Rubios</i> (film) Williams, Randall. <i>The Divided World. Human Rights and Its Violence</i> . Minneapolis, Minnesota University Press (2010): chapter 4, only pp. 69- 83. * Zalaquet, José. "Balancing Ethical Imperatives and Political Constraints." In <i>Hastings Law Journal</i> 1425 (1991-1992) Pion-Berlin, David. "The Pinochet Case and Human Rights Progress in Chile." In <i>Journal of Lat American Studies</i> 36, no. 3 (2004): skip sections I-II, pp. 488-98
W, 3/29	20	Torture I	Danelius, Hans, "Brief Introduction to the UN Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," n/d U.N. "Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," resolution 39/46 (1984) U.N. "Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment," resolution 57/199 (2002) Declassified Memos from President George W. Bush's administration including memos from (1) Bush, (2) the Defense Department, (3) Powell, and (4) Yoo. *Mayer, Jane. "Outsourcing Torture" <i>The New Yorker</i> Feb 14, 2005a *Mayer, Jane. "A Deadly Interrogation" <i>The New Yorker</i> Nov 14, 2005b.
F, 3/31	21	Torture II	*Hooks, Gregory, and Clayton Mosher. "Outrages against Personal Dignity: Rationalizing Abuse and Torture." <i>Social Forces</i> 83, no. 4 (2005): 1627-45. Rejali, Darius M. <i>Torture and Democracy</i> . Princeton: Princeton University Press, 2007, pp. 500-512 Sontag, Susan. "Regarding the Torture of Others." <i>The New York Times Magazine</i> May 23 (2004).
W, 4/5	22	Torture III Last day to watch <i>Zero Dark Thirty</i>, Media Library * Study guide distributed *	*Bigelow, Katherine (2012) <i>Zero Dark Thirty</i> (film) Bromwich, David. "Working the Dark Side." <i>London Review of Books</i> , 37, no. 1 (2015) Mayer, Jane. "Zero Conscience in 'Zero Dark Thirty'." <i>The New Yorker</i> (2012). Darghis, M. "By Any Means Necessary." <i>The New York Times</i> . Dec 17 (2012).
F 4/7	23	Review Session + Group work	answers reviewed
W, 4/12		No Class	Western Political Science Association Meeting
F, 4/12		No Class	Western Political Science Association Meeting
W, 4/19	24	Final Exam	*****
F, 4/21	25	Peer Review & Course Assessment (bring print out of draft for feedback & laptop to revise based on comments)	
W, 4/26		Response Paper Due	8pm (class does not meet)

† If you missed this class you missed group work. You need to complete the assignment and submit it up to a week later or you will receive null credit. The prompt is available on *Carmen* under Assignments.

APPENDIX A: PARTICIPATORY LEARNING GROUP WORK³

Please note that group work is one objective part of your participation grade. If you miss a class and miss the group activity you need to complete the assignment and submit it within a week to get credit.

The following instructions may seem formal, but these practices contribute to having a lively and engaged class, in which everyone is learning, thinking, and making complex intellectual judgments.

Group work is structured small group interaction for problem-solving. Research demonstrates that this works better than lecture for developing students' higher-level reasoning, increasing comprehension, and fostering relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory.

Participatory learning rests on two main principles: **(1) Group interdependence**, which means organizing tasks so that members must work together to succeed. We will achieve this by having role differentiation within the group and by having the "class participation" portion of the final grade include group work. **(2) Individual accountability**, which is achieved through individualized measures of participation and achievement (such as essays, quizzes, and individual participation in class discussion).

There are two kinds of participating learning strategies that we will employ in this class. The first is **paired note-taking**. When I lecture, we will break periodically for you to explain to each other the main points of the lecture thus far. During these short breaks (5 minutes or so) you will work in pairs to identify significant elements of the lecture, share insights, and clarify any confusion you might have.

The second kind of participatory learning strategy we will use quite frequently is **structured learning groups**. Learning groups will consist of 4-5 students, and for several class periods. At the beginning of a class period, each group will decide which member will be primarily responsible for each role. The required roles are the following. **(1) Reader**: This person will be responsible for reading aloud the question/project, and for helping the group stay on task (watch the time, etc.). **(2) Encourager**: This person is responsible for encouraging all members to participate, and making sure all participation is shared. **(3) Checker**: This involves checking to make sure that all members of the group can explain the group's analysis, or how the group arrived at a conclusion. Periodically asking members of the group to summarize or articulate the group's analysis or conclusion will lead to higher levels of comprehension for everyone. It also provides a pause for participants to ask further questions. **(4) Recorder**: This person is responsible for writing down the group's analysis in a clear and detailed manner, and for turning this report into me. Once I return the report, the recorder should share it with the other members.

The point of having these explicit roles is to ensure that all group members contribute to the group's work. Each day that we meet in groups, you should think about helping with all of these roles. However, you will be primarily responsible for one. Please take a different primary role in each class meeting. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. When we have larger class discussions, I will call randomly on group members to explain their group's analysis, share insights, and respond to the reports of other groups. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

³ Adapted from Susan Bickford's teaching and Johnson and Smith *Active Learning* (1991).

APPENDIX B: RESPONSE PAPER
(DUE ON APRIL 26 THROUGH CARMEN FOLDER ONLY)

As a final assignment, you will write a response paper on one of the human right case studies explored in this course. You will work on this during the last two weeks of the course. Read the whole prompt before starting work on the paper as you'll find important information about formatting, length, etc. Appendix C outlines the expectations and grading policy.

1. PICK ONE QUESTION (USE SYLLABUS READINGS IN RESPECTIVE TOPIC AND 2 EXTERNAL SCHOLARLY SOURCES)

- 1) How does the reality of immigration enforcement in the U.S. (according to King & Valdez) compare with the ethical principles that Carens proposes should guide immigration regulation? Given Gonzales's discussion of the immigration political debate, do you think there is potential for progress toward Carens' ideal in the U.S. case? Do you think immigrant counterpublics (as defined by Beltrán) could contribute to that change? Why or why not?
- 2) According to Rist, development is a U.S. invention that allowed for the establishment of an anti-colonial hierarchy in the post-WWII world. Expand on this claim and be sure to explain how exactly development discourse introduces hierarchy in the world. Connect these claims to Baxi's critique of TRMF/HR. In particular, discuss which forms of domination (or "regress") are facilitated by globalization. End the essay by discussing how—if at all—the capabilities approach could serve to identify and oppose some of the globalization-imposed regressions.
- 3) Both Zalaquett and Williams discuss the dilemmas of democratic transitions and focus on the Chilean case. Start by summarizing the arguments of these two authors and drawing connections between them. Next, critically analyze the effect of the prosecution of Gral. Pinochet by Spanish Judge Baltasar Garzón in the delicate dilemmas discussed by Zalaquett and Williams. End by contrasting Pion-Berlin's argument about role of the Garzón prosecution in spearheading change in Chile with Sikkink's focus on the external influence of human rights issue-networks.
- 4) According to Rejali, torture is a highly ineffective intelligence technique. Following Rejali's text, expand and justify this claim. If torture is ineffective and—additionally—there is deep moral opposition at the practice and a host of international laws that prohibit it, why did the United States come to accept torture in the post-9/11 world? Moreover, why did the U.S. public not respond with outrage to the revelations of torture when they started emerging? In this discussion, rely on Bromwich, Sontag and Hooks & Mosher.

2. FORMATTING

The essay should be two pages long (not including bibliography), 1.5-spaced, with 1-inch margins on both sides and a minimum font size of 11 points (Note: this is *not* the default setting for most programs; you'll probably need to adjust). Be sure the pages are numbered in the lower right-hand corner and that your first and last name are on every page. Be sure to read Appendix C for detailed instructions on how I will evaluate your work before starting to write your paper.

Additionally, consider taking advantage of the resources at the Writing Center, which provides advice on your written work, in person and online. Before submitting the final version of your paper, be sure to look at the proofreader checklist on their website (<http://cstw.osu.edu/files/cstw/handouts/editingpps>).

APPENDIX C: GRADING POLICY FOR PAPERS

I grade essays along five dimensions:

(1) Argument:

- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest a structure for the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is a counter-argument considered?

(2) Comprehension:

- Is each theorist's position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist's arguments addressed? Are they mentioned?

(3) Coherence:

- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked?
- Does each paragraph logically follow the preceding one?
- Is the writing choppy? That is, do sentences make sense next to one another?

(4) Writing:

- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

(5) Miscellaneous/Technical:

- Did the writer obviously try to fill space (large font, excessive space between lines, etc.)?
- Are the margins 1" on each side?
- Was the paper turned in on time? How many days late was the paper?
- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no "right" or "wrong" answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you "agree" with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for *convincing arguments*, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

Please note that not complying with all required deadlines for the essay will result in a deduction, regardless of the quality of the essay.

APPENDIX D: LOCK AND KEY ASSIGNMENTS

Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of Arendt/Rancière, including what it is that you don't understand. Obviously, this is not the kind of assignment where there are "right" and "wrong" answers. I will not, then, be grading you on what you do and don't understand; I will just be evaluating the effort you put into the assignment. I'll use the following criteria to identify "effort":

- . Care with text: are you accurately quoting what Marx/Rancière said? This is a matter of careful reading and proofreading.
- . Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- . Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

Lock & Key Assignment #1: Marx and the problems of rights Due 01.25

The general idea:

As you do the Marx reading, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, "who the heck is Bruno Bauer?" don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

The specific assignment:

For the Marx piece assigned for January 25, type out one key ("this passage conveys something important to me") and one lock ("this bit seems significant but I don't get it"). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it's a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Marx says about other theorists (Hegel, for example), unless you can say why you think this is significant. (I don't want us to get bogged down in trying to figure out theorists we haven't read.)
- . You can use a full sheet of paper. It's fine to single-space, with an extra line between paragraphs.

Lock & Key Assignment #2: Rancière and a political interpretation of human rights Due 02.15

The general idea

As you do the Rancière reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “who the heck is Giorgio Agamben?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

The specific assignment:

For the Rancière piece assigned for February 15, type out one key (“this passage conveys something important to me”) and one lock (“this bit seems significant but I don’t get it”). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it’s a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Rancière says about other theorists (Arendt, Agamben), unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)
- . You can use a full sheet of paper. It’s fine to single-space, with an extra line between paragraphs.