

APPENDIX.
Supplementary Information to selected Proposals
CLAS Committee on Curricula and Courses
December 14, 2004

2004-181 Syllabus for ANTH 2XXW. Human Rights in Democratizing Countries

Human Rights in Democratizing Countries

ANTHROPOLOGY 298

UNIVERSITY OF CONNECTICUT

Autumn 2004

Professor Richard A Wilson
Human Rights Institute, Dodd Research Center
Email: Richard.Wilson@uconn.edu

The aim of this course is to examine the politics of truth, reconciliation and justice in democratizing countries of Africa and Latin America. How does a country deal with the perpetrators of gross human rights violations and provide proper redress to victims? Even before that, how is it decided who is a victim, or how guilt should be attributed? We begin some foundational discussions of human rights and justice and examine the way in which the Nuremberg trials established crimes against humanity and individual human rights in international law. The Cold War froze the advances of Nuremberg and was characterized by internal conflicts that targeted civilian non-combatants. Amnesty laws came in the wake of these internal conflicts and in response, truth commissions were established to provide some record of the violations of the past. We evaluate the ability of Truth and Reconciliation Commissions to write a definitive truth of the authoritarian era and to contribute to building the rule of law. We compare the South African experience with that in Latin America, where the room for maneuver of truth commissions has been more limited. The course concludes by examining the increasing role of international human rights tribunals, especially the International Criminal Court and the UN Criminal Tribunals on Rwanda and the former Yugoslavia.

Course requirements: In-class participation and a presentation will comprise 40% of your grade. A 15-20 page final term paper will constitute 60% of your grade. The deadline for submitting term papers is 12 noon on Friday, December 5th.

Books with an asterisk are the main texts for the course and were ordered from the Coop bookstore.

Session One: Human Rights and the Ideal of Global Justice

*Robertson, Geoffrey. 1999. *Crimes Against Humanity*. NY: Penguin. Chapter 1, 'The Human Rights Story'. pp. 1-34.

*Barahona de Brito, Alexandra et al, eds., 2001. *The Politics of Memory*. Oxford: Oxford University Press. Introduction, pp. 1-39.

*Minow, Martha. 1998. *Between Vengeance and Forgiveness*. Boston: Beacon Press. Chapter 1 'Introduction' and Chapter 2 'Vengeance and Forgiveness.' Pp. 1-24.

Ignatieff, Michael. 2001. *Human Rights as Politics and Idolatry*. Chapters 1-2 'Human Rights as Politics' and 'Human Rights as Idolatry'. Pp. 3-53.

Session Two: Nuremberg and 'Crimes Against Humanity'

Marrus, Michael. 1997. *Nuremberg War Crimes Trial of 1945-6*. Boston, Mass: Bedford Books. Chapter 7, 'Crimes Against Humanity', pp. 185-217.

Robertson, Geoffrey. 1999. *Crimes Against Humanity*. London: Penguin. Chapter 6, 'An End to Impunity?'. pp.203-242

Popper, Karl. 1962. *The Open Society and Its Enemies*. Vol. 1, The Spell of Plato. NY: Routledge. Chapter 6, 'Totalitarian Justice'. Pp. 86-119.

Minow, Martha. 1998. *Between Vengeance and Forgiveness*. Boston: Beacon Press. Chapter 3 'Trials' pp. 25-51.

Session Three: Political Violence During the Cold War: Civilians Under Fire

Robertson, Geoffrey. 1999. *Crimes Against Humanity*. London: Penguin. Chapter 2, 'The Post-war World'. pp.35-79

Wilson, Richard. 1995: *Maya Resurgence in Guatemala*. Norman: University of Oklahoma Press. Pp. 206-259.

Ellis, Stephen 1998. 'The Historical Significance of South Africa's Third Force'. *Journal of Southern African Studies* 24(2):261-299.

Ignatieff, Michael. 1999. *The Warrior's Honour*. London: Random House, Vintage. Chapter 3, 'The Narcissism of Minor Difference', Pp. 34-71.

Session Four: Is Amnesty International?

Popkin, Margaret. 1999. 'Latin American Amnesties in Comparative Perspective.' *Ethics and International Affairs*. 13:99-122.

Roht-Arriaza, Naomi and Lauren Gibson. 1998. 'The Developing Jurisprudence on Amnesty.' *Human Rights Quarterly*. 20(4):843-885.

Roht-Arriaza, Naomi. 1995. *Impunity and Human Rights in International Law and Practice*. New York: Oxford University Press. Chapter 3, Sources in International Treaties.' Pp. 24-38. Chapter 5, 'Special Problems of a Duty to Prosecute.', pp. 57-70
South African Constitutional Court Judgment on Amnesty 1996
<http://www.concourt.gov.za/date1996.html>

Session Five: Truth Commissions: General

Hayner, Priscilla B. 1994 'Fifteen Truth Commissions-1974 to 1994: A Comparative Study.' *Human Rights Quarterly* Volume 16:597-655.

*Hayner, Priscilla B. 2001. *Unspeakable Truths: Confronting State Terror and Atrocity*. London: Routledge. Chapters 1-3, pp. 1-31.

Minow, Martha. 1998. *Between Vengeance and Forgiveness*. Boston: Beacon Press. Chapter 4 'Truth Commissions'. Pp. 52-90.

Robertson, Geoffrey. 1999. *Crimes Against Humanity*. London: Penguin. Chapter 7, 'Slouching Towards Nemesis'. pp.243-284

Session Six: Truth Commissions: Latin America

Ensalaco, Mark. 1994. 'Truth Commissions for Chile and El Salvador: A Report and Assessment', *Human Rights Quarterly*. 16:656-675.

Panizza, Francisco. 1995. 'Human Rights in the Processes of Transition and Consolidation of Democracy in Latin America.' *Political Studies* 1995, 43:168-188.

Barahona de Brito, Alexandra et al, eds, 2001. *The Politics of Memory*. Oxford: Oxford University Press. Chapter 4 'Truth, Justice, Memory and Democratization in the Southern Cone, pp. 119-160 and chapter 5 'War, Peace and Memory Politics in Central America', pp. 161-189.

Session Seven: Public Hearings of the South African Truth and Reconciliation Commission

*Krog, Antjie. 1998. *Country of My Skull*. NY: Random House.

Bozzoli, Belinda. 1998. 'Public Ritual and Private Transition: the Truth Commission in Alexandra Township, South Africa 1996', *African Studies*. Vol. 57, No.2., pp. 167-195.

Session Eight: Reconciliation and Revenge in South Africa

*Wilson, Richard A. 2001. *The Politics of Truth and Reconciliation in South Africa*. Cambridge: Cambridge University Press.

Session Nine: Justice in Post-socialist Eastern Europe

*Borneman, John. 1997. *Settling Accounts: violence, justice and accountability in postsocialist Europe*. Princeton: Princeton University Press.

Session Ten: The Pinochet Extradition Proceedings

Robertson, Geoffrey. 1999. *Crimes Against Humanity*. London: Penguin. Chapter 7, 'The Case of General Pinochet'. pp.368-400

Woodhouse Diana. Ed. 2000. *The Pinochet Case: a legal and constitutional analysis*. Portland, Oregon: Hart Publishing. Chapter 1 'Introduction' pp. 1-14; Chapter 5 'Pinochet and Issues of Morality and Justice' pp. 81-92; Chapter 6 'Sovereign Immunity Under International Law.' 93-113.

Wilson, Richard J. 1999. 'Prosecuting Pinochet: international crimes in Spanish domestic law.'

Human Rights Quarterly. Vol. 21(4): 927-979.

Session Eleven: UN Tribunals: The Balkans and Rwanda

Forsythe, David. 2000. *Human Rights in International Relations*. Cambridge: Cambridge University Press. Chapter 4, 'International Criminal Courts'. Pp.84-109.

Robertson, Geoffrey. 1999. *Crimes Against Humanity*. London: Penguin. Chapter 8, 'The Balkan Trials'. pp.285-323.

Naomi Roht-Arriaza Chapter One, 'The Role of International Actors in National Accountability Processes', pp. 40-64. In Barahona de Brito, Alexandra et al, eds, 2001. *The Politics of Memory*. Oxford: Oxford University Press.

Mamdani, Mahmood. 2001. *When Victims Become Killers: colonialism, nativism and genocide in Rwanda*. Princeton: Princeton University Press. Chapter 7 'The Civil War and the Genocide', pp. 185-233, and Conclusion 'Political Reform after Genocide' pp. 264-282

Also have a look at the various tribunal web sites eg., War Crimes Tribunal Watch <http://www.igc.org/balkans/tribunal.html>

Session Twelve: A Critique of Global Justice

Silbey, Susan. 1997. "“Let Them Eat Cake”: Globalization, Postmodern Colonialism and the Possibilities of Justice.' *Law and Society Review*. 30(2):207-235.

Hardt, Michael and A. Negri. *Empire*. 2000. Harvard: Harvard University Press. Chapter 1 'World Order' pp.3-21.

A. Pollis 1996 'Cultural relativism revisited' *Human Rights Quarterly* 18:316-344

Peter Jones. 1994. *Rights*. London: Macmillan. Chapter 9, 'Some Doubts and Difficulties.' Pp. 190-220.

Session Thirteen: The International Criminal Court

Robertson, Geoffrey. 1999. *Crimes Against Humanity*. London: Penguin. Chapter 7, 'The International Criminal Court'. pp.324-367

Schabas, William. 2001. *An Introduction to the International Criminal Court*. Cambridge: Cambridge University Press. Chapters 1-2 'Creation of the Court.' And 'Crimes Prosecuted by the Court' pp. 1-53, and 'Appendix: Rome Statute of the International Criminal Court', pp. 167-247.

Sharf, Michael. 1999. 'The Amnesty Exception to the Jurisdiction of the International Criminal Court.' *Cornell International Law Journal*. 32(3): 507-527.

Session Fourteen: Course summary

General Discussion and discussion of proposed student readings and essays.

2004-182 Syllabus for ANTH 3XXW. Cultural Rights

COLLECTIVE RIGHTS AND CULTURAL POLITICS

ANTHROPOLOGY 305

UNIVERSITY OF CONNECTICUT

Spring 2004

Professor Richard A Wilson
Human Rights Institute,
U-1205, Dodd Research Center
Email: Richard.Wilson@uconn.edu
Office Hours: email for appointment

This course will introduce you to debates in 'the politics of difference' as they relate to human rights. We begin by examining the genealogy of the concept of culture in the twentieth century and look at some of the diverse political uses to which it has been put, from enforcing apartheid segregation to granting greater rights for politically marginalized minorities. We deal with the cultural relativist challenge to universal human rights which asserts the distinctiveness of each culture and the inapplicability of international rights instruments. Then we assess the view that the globalization of law and rights talk means that relativist views of societal distinctiveness no longer hold in a more interconnected world. Subsequent weeks are concerned with specific instances of rights and difference, including multiculturalism, indigenous rights, and women's human rights. We conclude by returning to the liberal tradition to ask whether or not revised forms of liberalism can provide the answer to the question of difference in modern societies. Is constitutionalism and non-racialism the way forward, as a number of commentators have asserted since the fall of communism, or will collective formulations of culture continue to thrive in the political and public space?

Course requirements: Each student will write one term paper of 15-20 pages which will compromise 70% of your term grade. The final deadline for papers is the Friday 12Am noon on April 30th. Class participation will constitute 30% of the grade.

Key texts are available from the bookstore and articles/chapters will be on reserve in the Library.

Key Texts

Adam Kuper. 1999. *Culture: the anthropologists' account*. Cambridge: Harvard University Press.

Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press.

Wilson, Richard, ed., 1997. *Human Rights, Culture and Context*. London: Pluto Press.

Taylor, Charles. 1994. *Multiculturalism*. Princeton: Princeton University Press.

Kymlicka, Will. 1995. *Multicultural Citizenship*. Oxford: Clarendon Press.

Session 1 Introductory Discussion

Human rights have historically been associated with individual rights, but what pressures are there to reconfigure them so that groups also have rights? How do we assess the relative weight of claims of individuals and collectives, when the two come into conflict? What are the consequences of granting collective rights to racial, ethnic or minority groups?

Session 2 Romanticism and the Political History of Culture

Adam Kuper. 1999. *Culture: the anthropologists' account*. Cambridge: Harvard University Press. Chapter 1 'Culture and Civilization' pp.23-46

Isaiah Berlin. 2000. *The Roots of Romanticism* London: Pimlico, Random House. Chapter 1, 'In Search of a Definition', pp. 1-20: Chapter 2 'The First Attack on Enlightenment' pp. 21-46: Chapter 5 'Unbridled Romanticism' pp. 93-117: Chapter 6 'The Lasting Effects' pp. 118-147.

Session 3 Culture in C20 Anthropology

Adam Kuper. 1999. *Culture: the anthropologists' account*. Cambridge: Harvard University Press. Chapter 3 'Clifford Geertz.' Pp. 75-121. Chapter 6 'Brave New World.' Pp. 201-225.

Clifford Geertz. 1983. *Local Knowledge*. New York: Basic Books. Chapter 3 'From the Native's Point of View.', pp. 55-72; Chapter 8 'Local Knowledge: Fact and Law in Comparative Perspective.' pp. 167-234.

Session 4 Cultural Relativist Critiques of Human Rights

A. Pollis and P. Schwab 'Human Rights: a western construct with limited applicability' in A. Pollis and P. Schwab, eds, *Human Rights: Cultural and Ideological Perspectives* 1979. New York: Praeger.

A. Pollis 1996 'Cultural relativism revisited' *Human Rights Quarterly* 18:316-344

Colin Samson. 'Rights as the reward for simulated sameness.' in Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press. Pp. 26-248

Talal Asad. Chapter 5 'On Torture, or Cruel, Inhuman and Degrading Treatment.' Pp. 111-133, in Wilson, Richard, ed., 1997. *Human Rights, Culture and Context*. London: Pluto Press.

Session 5 Culture Revised, Contested and Deconstructed

Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press. Introduction. Pp. 1-26.

Fox, Richard and B. King. 2002. 'Introduction: Anthropology Beyond Culture.' Pp. 1-36. In

Fox, Richard and B. King, eds. *Anthropology Beyond Culture*. Oxford: Berg.

Clifford, James 1988. 'Identity in Mashpee' in J Clifford *The Predicament of Culture*. Cambridge: Harvard University Press.

Rhoda Howard 'Cultural Absolutism and the Nostalgia for Community.' in *Human Rights Quarterly* (1993) 15:315-338.

Session 6 Intercultural Dialogues on Human Rights

Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press. Chapter 3 by Marie Dembour, 'Following the movement of a pendulum' pp. 56-79, and Chapter 7 by Jane Cowan 'Ambiguities of an emancipatory discourse' pp. 152-176.

R. Pannikar 1982. 'Is the Notion of Human Rights a Western Concept?' *Diogenes* Volume 120, pp.75-102.

An-Na'im, Abdullahi, ed., 1992. *Human Rights in Cross Cultural Perspectives*. Philadelphia: University of Pennsylvania Press. Chapter 1 'Towards a Cross-Cultural Approach..' pp. 19-43

Renteln, Alison. 1988. 'Relativism and the Search for Human Rights.' *American Anthropologist*. 90.

Session 7 Globalization, Culture and Human Rights

Sally Engle Merry Chapter 2 'Legal Pluralism and Transnational Culture.' in Wilson, Richard, ed., 1997. *Human Rights, Culture and Context*. London: Pluto Press. pp.28-48.

Wilson, Richard, ed., 1997. *Human Rights, Culture and Context*. London: Pluto Press. Chapter 1, pp. 1-27.

Thomas Hylland Eriksen Chapter 6 'Between universalism and relativism' pp.127-148. in Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press.

Forsythe, David. 2001. *Human Rights in International Relations*. Cambridge: Cambridge University Press. Chapter 3 'Global Application of Human Rights Norms.'pp.55-83. and 'International Criminal Courts.' Pp. 84-109.

Session 8 Multiculturalism and Minority Rights: Redefining Liberalism

Taylor, Charles. 1994. *Multiculturalism*. Princeton: Princeton University Press. Chapters by Amy Gutmann 'Introduction', pp.1-24, and Charles Taylor 'The Politics of Recognition.' pp. 25-74.

Kymlicka, Will. 1995. *Multicultural Citizenship*. Oxford: Clarendon Press. Chapters 1-3, pp. 1-48.

Romero, Francine 'The Supreme Court and the Protection of Minority Rights.' *Law and Society Review*, 2000, Vol. 34, No 2, pp. 291-314.

Session 9 Multiculturalism: Reactions and Anthropological Responses

Turner, Terence. 1993. 'Anthropology and Multiculturalism: what is anthropology that

multiculturalists should be mindful of it?' *Cultural Anthropology*. 8(4):411-429.

Anthony Appiah. 1994. 'Identity, Authenticity, Survival' pp. 149-163. in Taylor, Charles. 1994. *Multiculturalism*. Princeton: Princeton University Press.

Ong, Aihwa 'Cultural Citizenship as Subject-Making' *Current Anthropology*., 1996. 37:5:737-62.

Thomas Hylland Eriksen Chapter 3 'Multiculturalism, Individualism and Human Rights' pp.

49-69. in Wilson, Richard, ed., 1997. *Human Rights, Culture and Context*. London: Pluto Press.

Session 10 Theories of Gender, Difference and Human Rights

Gayle Binion 1995. 'Human Rights: a feminist perspective.' *Human Rights Quarterly* 17(1995):509-526

Brems, Eva 1997 'Enemies or Allies? Feminism and Cultural Relativism as Dissident Voices in

Human Rights Discourse.' *Human Rights Quarterly* 19: 136-164.

Phillips, Anne 'Democracy and Difference' Kymlicka, Will (ed) *The Rights of Minority*

Cultures. Pp. 288-299

Bunting, Annie 1993 'Theorizing Women's Cultural Diversity in Feminist International Human

Rights Strategies.' *Journal of Law and Society* 6:6-22.

Session 11 Gender and Human Rights in Africa and Latin America

UN Convention on the Elimination of All Forms of Discrimination Against Women [CEDAW]

www.hrweb.org/legal/cdw.html

Anne Griffiths 'Gendering Culture' pp. 102-126. in Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press.

E. Jelin. 1996. 'Women, Gender and Human Rights' E. Jelin and E. Hershberg, eds., *Constructing Democracy*. Boulder: Westview Press. Chapter 10, pp. 177-196.

Celestine Nyamu. 2000. 'How should human rights and development respond to cultural legitimisation of gender hierarchy in developing countries?' *Harvard International Law Journal*. Spring 2000. 41(2): 381-418.

Bronstein, Victoria 1998. 'Reconceptualizing the Customary Law Debate in South Africa.'

South African Journal on Human Rights. Vol. 14: 388-410.

Session 12 Indigenous Rights

C. Tennant. 1994. 'Indigenous Peoples, International Institutions and the International Legal

Literature.' *Human Rights Quarterly*, vol 16., 1994. pp. 1-57

John Bowen. 2000. 'Should we have a universal concept of indigenous peoples' rights?' *Anthropology Today*. August 16(4):12-16.

Thomas Biolsi 'Bringing the Law Back in: legal rights and the regulation of Indian-White relations on Rosebud Reservation' *Current Anthropology* 36(4):543-571. [And Comments!]

Stavenhagen, R. 1996. 'Indigenous Rights' in E. Jelin and E. Herschberg, eds., *Constructing Democracy*. Boulder: Westview Press. Chapter 8, pp.141-160.

Rachel Sieder and Jessica Witchell Chapter 9 'Advancing indigenous claims through the law.' Pp. 201-225 in Cowan, J., M. Dembour and R. Wilson, eds., 2001. *Culture and Rights*. Cambridge: Cambridge University Press.

Session 13 Cosmopolitanism, Or Should we Give Liberalism Another Chance?

Kuper, Adam. 1994. 'Culture, identity and the project of a cosmopolitan anthropology.'

Journal of the Royal Anthropological Institute (Man). 29: 537-54. 1994.

Gilroy, Paul. 2000. *Against Race*. Cambridge: Belknap Press. 'The Crisis of Race and Raciology' Chapter 1. pp. 9-53.

Habermas, Jürgen. 1994. 'Struggles for Recognition in the Democratic Constitutional State.' 107-148. In Taylor, Charles. 1994. *Multiculturalism*. Princeton: Princeton University Press.

Forsythe, David. 2001. *Human Rights in International Relations*. Cambridge: Cambridge University Press. Chapter 9 'The Politics of Liberalism in a Realist World.' Pp. 217-237.

Session 14 General Discussion: Where do you stand?

2004-183

**SOC 215: Human Rights in the U.S.
SYLLABUS**

Requirements: 2 exams (one mid-term and a final), each worth 30% of the course grade; attendance at two campus activities devoted to Human Rights such as speakers, films, forums, panels, etc. (to be assigned in class), with a three-page reaction paper summarizing information learned at the event and an analysis incorporating that information with the course material and to be presented in class (each worth 15% of the course grade); regular attendance and participation in classroom discussions and panel presentations (worth 10% of the course grade).

Required Books:

Close to Home: Case Studies of Human Rights Work in the United States, published by the Ford Foundation.

Taking Suffering Seriously: The Importance of Collective Human Rights, by William F. Felice (State University of New York Press).

Lost Ground: Welfare Reform, Poverty and Beyond, edited by Randy Albelda and Ann Withorn (South End Press).

Should America Pay? Slavery and the Raging Debate on Reparations, edited by Raymond A. Winbush (Amistad Press).

Capitalist Punishment: Prison Privatization and Human Rights, edited by Andrew Coyle, Allison Campbell, and Rodney Neufeld (Zed Books).

Be Very Afraid: Personal Freedom in America After September 11, edited by Danny Goldberg, Victor Goldberg, and Robert Greenwald (RDV Books).

Gay Rights and American Law, by Daniel R. Pinello (Cambridge University Press).

Women's Rights in the U.S.A.: Policy Debates and Gender Roles (2nd Edition), by Dorothy McBride Stetson (Garland Publishing).

In addition, there will be articles placed on reserve at the library and online (marked by an asterisk [*] in the syllabus) and readings available on the web (identified in the syllabus). You are required to read these as well.

There are also several good web sites concerning human rights issues, particularly in the U.S.. I will set up links to these on the course WebCT site. You may wish to check these for further information and insights.

Human Rights Watch at www.hrw.org

U.S. Human Rights Network at www.ushrnetwork.org

WEEK 1: INTRODUCTION

Felice, pp. 17-34; 99 (bottom)-106

*Steve Russell, Audrey Zamora, and Christopher Boeck, "The Two Faces in the U.S. Human Rights Mirror." Pages 537-44 in *Peace Review*, 13(4)(Dec., 2001).

*Dorothy Q. Thomas, "We Are Not the World: U.S. Activism and Human Rights in the Twenty-First Century." Pages 1121-24 in *Signs*, 25(4)(summer, 2000).

*Universal Declaration of Human Rights

**"China Views US Human Rights Record in 2002."

WEEKS 2-3: ECONOMIC JUSTICE AND HUMAN RIGHTS

Albelda and Whithorn (entire)

Close to Home, pp. 26-31; 50-57

*Henry J. Frundt, "Trade and Cross-Border Labor Strategies in the Americas." Pages 387-417 in *Economic and Industrial Democracy*, 17(3)(Aug., 1996).

"Economic Human Rights and the Universal Declaration of Human Rights" available at

www.universityofthepoor.org/schools/labor/economic_human_rights.html7

Video: "America Needs Human Rights"

WEEKS 4-5: ETHNIC AND RACIAL RIGHTS

Felice, pp. 35-40 (top)

*U.S. Congress: Senate, "Racial Profiling Within Law Enforcement Agencies." Hearing before the Committee of the Judiciary, One Hundred Sixth Congress, Second Session (March 30, 2000). Washington, DC: Government Printing Office.

Winbush (entire)

[Www.arc.org/trji](http://www.arc.org/trji) and click on U.S. State Department's report on racism in the U.S. and on the critical shadow report entitled "The Persistence of White Privilege and Institutional Racism in US Policy."

WEEKS 6-7: WOMEN'S RIGHTS

Felice, pp. 35 (bottom)-45 (top)

Close to Home, pp. 58-63

Stetson, entire

Video: "Rape is. . . "

WEEKS 8-9: GAY, LESBIAN, BISEXUAL, AND TRANSGENDER RIGHTS

Felice, pp. 45-55

Pinello, entire

*John Bonelli and Louise Simmons, "Coalition Building and Electoral Organizing in the Passage of Anti-Discrimination Laws: The Case of Connecticut." Pages 35-53 in *Journal of Gay and Lesbian Social Services*, 16(3-4)(2004).

WEEKS 10-11: PRISONERS' RIGHTS AND THE DEATH PENALTY

Coyle, Campbell, and Neufeld (entire)

Close to Home, pp. 20-25

*J.M. Schone, "The Short Life and Painful Death of Prisoners' Rights." Pages 70-82 in *Howard Journal of Criminal Justice*, 40(1)(Feb., 2001).

WEEKS 12-13: POST-9/11, THE PATRIOT ACT, AND CIVIL RIGHTS

Goldberg, Goldberg, and Greenwald (entire)

"Unpatriotic Acts: The FBI's Power to Rifle Through Your Records Without Telling You" and "Freedom Under Fire: Dissent in a Post-9/11 America." Both available at www.aclu.org/SafeandFree

WEEKS 14-15: SOCIAL CHANGE AND HUMAN RIGHTS IN THE U.S.

Close to Home, pp. 44-49; 72-91

*Fernando Gapasin and Michael Yates, "Organizing the Unorganized: Will Promises Become Practices?" Pages 46-62 in *Monthly Review*, 49(3)(July-Aug., 1997).

Video: "Outriders: the Kensington Welfare Rights Union"

Draft syllabus for **Public Policy 298. Program Evaluation**

Federal, state and local governments spend billions of dollar every year on efforts to address social problems. Determining the impacts of these efforts is crucial to ensuring that tax dollars are used well and to learn how best to solve vexing social problems.

Estimating the impact of public policies is a difficult challenge that requires a sophisticated understanding of research design. In this class you will learn how to:

- use a program theory to formulate hypotheses about program impacts;
- measure outcomes that a program is hypothesized to affect; and
- design data collection and analysis to test hypotheses in a way that allows one to make valid causal inferences.

Students will select a program or policy that interests them during the first week of class, and will incrementally develop a research design to determine the programs impact through the course of the semester. Examples of programs that students might select include, but are by no means limited to: job training for low-income individuals, reducing class-sizes, giving tax breaks to companies to locate in impoverished areas, reorganizing a child welfare office, raising the drinking age from 18 to 21, and using instant replay in NFL games. Students will also learn to assess program evaluations presented in journal articles and other publications.

Topics:

Week 1: Definition of a program; student selection of programs to evaluate

Week 2: Using a program theory to understand your program

Week 3: The Evaluation Problem (estimating the counterfactual)

Week 4: Measurement & Construct Validity

Week 5: Internal Validity

Week 6: Randomized Assignment & Matched Control Group Design

Week 7: Interrupted-Time Series Design & Difference-in-Differences

Week 8: Discontinuity Design

Week 9: External Validity

Week 10: Evaluating Published Evaluations

Week 11: Evaluating Program Outcomes

Week 12: Research Ethics

Week 13: Student presentations of research designs

Week 14: Student presentations of research designs

2004-188/189

Draft Syllabus for HIST 298/2XX. North American Environmental History

HIST 2XX. AMERICAN ENVIRONMENTAL HISTORY

PURPOSE: This course analyzes the transformation of the North American environment from the sixteenth through the twentieth centuries, paying special attention to the effects of human practices and attitudes, including different notions of nature (e.g. Native American and Euro-American, male and female); the romantic response to wilderness in an industrializing society; the rise of the conservation/preservation movements; the development of environmental science; the growth of the environmental movement; and the implications of recent environmental policy.

READINGS:

- Carolyn Merchant, ed., Major Problems in American Environmental History
- William Cronon, Changes in the Land: Indians, Colonists, and the Ecology of New England
- Richard White, Organic Machine: The Remaking of the Columbia River
- Edward Bellamy, Looking Backward, 2000-1887
- Kirkpatrick Sales, The Green Revolution: The American Environmental Movement, 1962-1992
- Rachel Carson, Silent Spring
- Robert Bullard, Dumping in Dixie

Other reading materials will be put on reserve or distributed in class as needed.

REQUIREMENTS:

Class Participation (25% of your grade)

Students are expected to attend class regularly and to read each assignment carefully, before the class meeting indicated. Although part of class will be devoted to lecture, this is not strictly or solely a lecture class. Students are encouraged to participate actively in class discussions and to raise questions about the material or point of view presented in the readings or in lectures. Everyone, instructor and students alike, benefits from an energetic and informed exchange of ideas. Feel free to speak up.

In addition to general class participation, your grade for this requirement will also be based on one oral presentation. Each student, working with a partner, will once during the term make a 5-10 minute class presentation describing the main ideas/arguments of the readings for that day.

Finally, it is very likely that there will be a few short, in-class writing assignments, based on the readings, to get our juices going.

Essays (25% of your grade)

Three times during the term you will write an essay (topics will be distributed in class) on assigned readings for class. You must do all three, but I will count only the two best papers toward this part of your grade. These are clustered early in the term to give you maximum time to focus on the other assignments later.

Deadlines for these are:

-
-
-

Research Exercise (20% of your grade)

This exercise will expose you to primary sources from the pre-World War II era and will give you an opportunity to explore the turn-of-the-century debates over conservation versus preservation. First you will pick an event or controversy (such as over the damming of a river, formation of a national park, taking of land of Native Americans, use of land or a natural resource like forests or fish, etc.). You must find a specific instance, in time and place, because you will be looking for newspaper articles to use as primary source documents. Using microfilm indexes you will locate 3-6 articles about your subject, then write a short account (3-5 pages) of the event, placing it in historical perspective using (mostly) sources from class. We'll talk more about this assignment when the time comes, including exactly how to find the primary sources!

Deadlines:

- _____, list of three possible topics, including a two or three sentence description of each, based on secondary sources (classroom readings, old American history textbook, etc.)
- _____, short paper due

Final Research Exercise and Paper (30% of your grade)

As before, you will pick a specific instance -- lawsuit, controversy -- which forms part

of the modern environmental movement (1960s forward). This time, in addition to seeking sources in the traditional ways (one of which you will have learned earlier), you will also be unleashed on the internet with the task of distinguishing between appropriate and inappropriate sources. Before you do this research, we will invite Bruce Henson from the Library to come over and talk to the class. When you turn in your topic, I want a paragraph briefly describing the event or controversy, plus another paragraph or two outlining sources that seem like good bets, plus a short bibliography. You can see how this gets you part of the way there... The final paper will be more substantive than the short paper from the first research exercise. In addition to writing about the event/controversy, you will analyze the historical context of the environmental issues at stake, going as far back in time as is relevant for your topic. The fact that this paper is due at the time when your final is scheduled should give you a hint that I expect it to draw synthetically from the entire term. FEEL FREE to give me a draft of your paper in the last week or two of classes. I will not require this, but I can assure you that you will benefit immeasurably from my comments before you turn in your final paper.

Deadlines:

- ____, topic due (see above)
- ____, Final paper due

Academic Integrity

Appropriate academic and social behavior are expected. Plagiarism or cheating will result in failing grade for the specific assignment or for the course. Students are responsible for reading and understanding the code available on-line at:
<http://vm.uconn.edu/~dosa8/code2/html>.

CLASS TOPICS AND READING ASSIGNMENTS:

Week 1

_____: Introduction and Creation Narratives (in-class readings provided)

_____: What is Environmental History?

(Merchant, 1-31. Cronon, vii-15)

Come prepared to summarize each author in the Merchant reader and compare/contrast.

Week 2

_____: European Approaches to the New World

(Merchant, 68-73, 78-83; Cronon, 19-53)

_____: Native American and Euro-American Land Use

(Merchant, 40-44, 74-75; Cronon, 54-106)

Week 3

*Essay 1 due

_____: Wood and Waste
(Cronon, 107-170)

_____: Natural history and environmental history

Week 4

_____: Economy and Environment: The North
(Merchant, 89-93, 137-142, 157-163; discussion includes Cronon)

_____: Economy and Environment: The South
(Merchant, 101-103, 106-117, 121-131, 212-224, 234-245)

Week 5

_____: Industrialization
(Merchant, 181-190, 198-207. Bellamy, 1-70 - through ch VIII)

*Essay 2 due

_____: The Romanticization of the Landscape
(Merchant, 175-180, 191-198. Bellamy, 70-136 - chs. IX-XVII)

Week 6

_____: Alternative Visions
(Bellamy, 136-222 - chs XVIII-end)

_____: City and Country: Chicago
(Merchant, 299-301; and Cronon, Nature's Metropolis, chapter 5, "Meat," 207-259 - on reserve)

Week 7

_____: Westward Expansion(ism)
(Merchant, 250-251, 255-262, 286-295, 345-347)

_____: Tourism and nature
(Merchant, 403-409; other TBA)

Week 8

_____: Resource Conservation
(Merchant, 356-382, 486-491)
*Research Exercise list of topics due

_____: Wilderness Reserved
(Merchant, 384-395; reading by Muir TBA)

Week 9

_____: Hetch-Hetchy controversy
(White, Organic Machine, to 58)

Week 10

_____: Whose Rivers?
(White, Organic Machine, 59 to end)

*Research Exercise short paper due

_____: Environmental Disaster: Dust Bowl

(Merchant, 323-337)

Week 11

_____: Aldo Leopold and the Land Ethic

(Merchant, 445-458, 461-464; Leopold essay TBA)

_____: Ecology, Environmental Science, and Rachel Carson

(Carson, pages TBA)

Week 12

_____: Urban Ecology

(Merchant, 415-420, 427-443; Carson, pages TBA)

*Essay 3 due

_____: Human Ecology -- Discussion of reception of Silent Spring

(Merchant, 420-426, 465-482)

*Final Research Exercise topic due

Week 14

_____: 1960s, The Environmental Decade

(Sales, to 45)

_____: Environmental Movement

(Sales, 48 to end; Merchant, 496-503)

Final Paper due ____.

2004-192

University of Connecticut

Subject Area Processing Form

Requesters Information:

Name: Elizabeth C. Hanson

Title: Professor

Department, Institute, Program:

Political Science

School/College: Liberal Arts and Sciences

Phone: 486-2534

Requester Signature: _____ Date: _____

School/College Approvals:

Department Head Signature: _____ Date: _____

Dean Signature: _____ Date:

To establish a **new** subject area, please fill in:

Requested Name: India
Studies

(As many as 30 characters)

Requested Abbreviation: INDS

(4 characters)

Requested Activation Date: 2005 Fall

(Effective Year and Term)

To change the name of a Subject Area, please fill in:

Present Name: _____

Requested New Name:

(As many as 30 characters)

Requested Activation Date: _____

(Effective Year and Term)

To inactivate a Subject Area, please fill in:

Present Name: _____

Requested Deactivation Date: _____

(Effective Year and Term)

Approved: _____

Chancellor's Office Date

2004-193

Draft Syllabus for INDS 210 Ancient and Classical Indian Literature in Translation

Class topic

week 1 Introduction Sanskrit language

week 2 Context of the Vedas *Rg Veda*

week 3 *Rg Veda* Context of the Upanishads
week 4 Upanishads 1st midterm exam
week 5 Context of epic literature *Mahabharata*
week 6 *Mahabharata* Philosophical context of the *Bhagavad Gita*
week 7 *Bhagavad Gita* 2nd midterm exam
week 8 Context of Kalidasa Kalidasa: *The Gathering of the Seasons*
Kalidasa: *The Cloud Messenger*
week 9 Kalidasa: *The Recognition of Shakuntala* Kalidasa wrap-up
week 10 Context of didactic literature *Pancatantra*
week 12 *Hitopadesa* *Buddhist parables*
week 13 *The Ocean of Stories* *The Ocean of Stories*
week 14 *Twenty-Five Tales of the Vetala* Course wrap up and teaching evaluation

Texts:

The Rg Veda. Translator: Wendy Doniger. O'Flaherty Publisher: Penguin Classics
An Anthology of Indian Literature. Editor: John B. Alphonso-Karkala. Publisher: Penguin Books

Kalidasa: The Loom of Time, A Selection of His Plays and Poems. Translator: Chandra Rajan. Publisher: Penguin Classics

Grading:

10% Periodic quizzes
30% Midterm exams
30% 2500 - 5000 word paper on a topic related to ancient or classical Indian literature
30% Final exam

2004-197

INDIA STUDIES MINOR
College of Liberal Arts and Sciences
Plan of Study

A minimum of fifteen credits at the 200 level are required, including two courses from Group A, two courses from Group B, and one course from Group C. Also recommended are appropriate 100-level courses that provide an introduction to the advanced courses. These might include Philosophy 106 and Art History 140. Students are strongly encouraged (although not required) to take an Indian language course in the Critical Languages program.

NOTE: Completion of a minor requires that a student earn a C (2.0) or better in each of the required courses for that minor. A maximum of 3 credits towards the minor

may be transfer credits of courses equivalent to University of Connecticut courses. Substitutions are not possible for required courses in a minor.

Group A: Check the courses you have completed (at least two are required)

- HIST 277 (or AASI 277). Modern India
- POLS 279/279W. South Asia in World Politics
- SOCI 222/ (or AASI 222). Asian Indian Women: Activism and Social Change in India and the United States
- PHIL 263 - Oriental Philosophy and religion
- ENGL 218. Literature and Culture in the Third World (when regional focus is India)
- INDS 210. Ancient and Indian Classical literature in Translation

Group B: Check the courses you have completed (at least two are required)

- SOCI 258/258W. The Developing World
- POLS 203/203W. Women and Development
- ECON 247/247W. Economic Development
- ARE 255. Role of Agriculture in Development
- ENG 227/227W. World Literature in English
- AH 216 (or AASI 216). Asian Medical Systems
- INDS 295. Variable Topics. May count toward Group B with permission of Coordinator of India Studies

Group C: Check the course you have completed (one is required)

- Thesis: INDS 299
- Study Abroad: INDS 293

Credits: add the total credits you have completed from courses in Groups A, B, and C: _____ (must be at least 15)

Name of Student: _____

I approve the above program for the Minor in India Studies

(signed) _____ (print) _____
Coordinator of India Studies Coordinator of India Studies

Date: _____

End of Appendix for December 14, 2004