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

Human Rights in Democratizing Countries
ANTHROPOLOGY 298
UNIVERSITY OF CONNECTICUT
Autumn 2004

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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 compromise 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


Session Two: Nuremberg and 'Crimes Against Humanity'


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


**Session Four: Is Amnesty International?**


South African Constitutional Court Judgment on Amnesty 1996

**Session Five: Truth Commissions: General**


**Session Six: Truth Commissions: Latin America**


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


**Session Eight: Reconciliation and Revenge in South Africa**


**Session Nine: Justice in Post-socialist Eastern Europe**


**Session Ten: The Pinochet Extradition Proceedings**


Wilson, Richard J. 1999. 'Prosecuting Pinochet: international crimes in Spanish domestic law.'
Session Eleven: UN Tribunals: The Balkans and Rwanda


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


Session Thirteen: The International Criminal Court


Session Fourteen: Course summary
General Discussion and discussion of proposed student readings and essays.

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2004-182 Syllabus for ANTH 3XXW. Cultural Rights

**COLLECTIVE RIGHTS AND CULTURAL POLITICS**
**ANTHROPOLOGY 305**
**UNIVERSITY OF CONNECTICUT**
Spring 2004

Professor Richard A Wilson
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U-1205, Dodd Research Center
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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**


**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**


**Session 3 Culture in C20 Anthropology**


**Session 4 Cultural Relativist Critiques of Human Rights**


**Session 5 Culture Revised, Contested and Deconstructed**


**Session 6 Intercultural Dialogues on Human Rights**


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


Session 7 Globalization, Culture and Human Rights


Session 8 Multiculturalism and Minority Rights: Redefining Liberalism


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.


Session 10 Theories of Gender, Difference and Human Rights


Session 11 Gender and Human Rights in Africa and Latin America


**Session 12 Indigenous Rights**

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!]


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


**Session 14 General Discussion: Where do you stand?**

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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:


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


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 websites 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
*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

“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.”
Winbush (entire)
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

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

Coyle, Campbell, and Neufeld (entire)
Close to Home, pp. 20-25


Goldberg, Goldberg, and Greenwald (entire)

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

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

Video: “Outriders: the Kensington Welfare Rights Union”

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2004-184
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
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
• Richard White, Organic Machine: The Remaking of the Columbia River
• Edward Bellamy, Looking Backward, 2000-1887
• 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:
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**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:

CLASS TOPICS AND READING ASSIGNMENTS:
Week 1
_____ : Introduction and Creation Narratives (in-class readings provided)
_____ : What is Environmental History?
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
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

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 ____.
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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: _______________
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

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2004-193

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

**Class topic**

week 1 Introduction Sankskrit 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

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**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: ___________________________

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End of Appendix for December 14, 2004