

**Crimes Against Humanity and Human Rights Investigations**  
**FRPG 188T**  
**Spring 2009**

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**Meeting Times:**

Plenary: T, Th 12:40-2:10; Valentine 117  
Seminar: Mon 12:00-1:30; Atwood 031

Genocide, slavery, political imprisonment, torture, rape, terrorism. Many of us take our recognition of humanity and the belief of inalienable human rights for granted, but the fact is that human rights have a long and checkered social, political, philosophical, and legal history. Human Rights is both an ideal and a political tool. As an ideal, human rights give equality and validity to all of humanity, but as a political tool, human rights have been exploited by those forces who try to use it to their own ends. Consequently, there is no society or nation that is guilt-free of crimes against humanity and human rights abuses. For these reasons, the study of human rights demands intellectual and moral courage. In this course, we will take an interdisciplinary approach to study the concept of human rights over the 20th and 21st centuries. The course is divided into three blocks. Block one focuses on the history of human rights and a survey of human rights laws, and block two discusses how forensic science has been used to investigate crimes against humanity. In block three, students will take the lead by researching and presenting their work on a topic relevant to the course.

**Note: Audio and/or video recording of class lectures is strictly prohibited unless I approve it ahead of time.**

**In this course you will be handling human and nonhuman skeletal material. You are required to treat all skeletal material with outmost respect. Mishandling of skeletal material will not be tolerated and may lead to serious consequences.**

**Method of Evaluation**

Students must fulfill all the requirements in order to pass the course. No exceptions.

1) Three Short Papers	50pts each	=	30%
2) Research Project	250pts	=	50%
3) Participation	100pts	=	20%
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TOTAL	500pts	=	100%

Each assignment will be given a percent grade, which will then be translated into a point system. There is a total of 500 possible points and the average of the short papers, the research project, and participation will constitute your grade for the course. **Pass/Fail credit is not an option for this course.**

Percent Grade	Grading Scale	Percent Grade	Grading Scale
100-97	4.00	75-73	2.25
96-93	3.75	72-70	2.00
92-88	3.50	69-67	1.75
87-85	3.25	66-64	1.50
84-82	3.00	63-62	1.25
81-79	2.75	61-60	1.00
78-76	2.50	59-below	0.00

### **Academic Honesty**

As a student at St. Lawrence University, you have committed to academic Honesty. Academic dishonesty is defined in the 2008-2009 student handbook as any dishonest conduct in connection with any academic (including research) course, program, project or work (pg. 148-153). Cheating, plagiarism, handing in or presenting false reports, handing in or presenting book/article reports on books/articles you have not read, submission of or presenting work that has received credit in previous courses, and other forms of academic dishonesty will not be tolerated and may lead to serious consequences (pg. 148-153).

The full Academic Honesty policy is found in your Student Handbook and at <http://www.stlawu.edu/acadaffairs/academicintegrity.htm>

### **Angel Registration**

All students must enroll in the Angel section of this course. All your readings, assignments, handouts, online discussions, updates, and important messages will be posted on Angel. It is your responsibility to check the Angel site frequently.

### **Attendance Policy**

Students are expected to attend all classes. A Student who does not come to class will lose participation points for every class missed. Exceptions will be made if the absence is beyond the student's control (e.g. death in the family). Student tardiness will also not be tolerated. **Students who arrive more than 10 minutes late to class will be marked as absent.**

**It is your responsibility to communicate with me regarding any problems or concerns you are having.** I am here to help you in every possible way I can. However, if you do not communicate with me, I cannot help you.

## **Student Athletes**

Students involved in sports who anticipate missing class due to events in their sport must inform me in advance so that alternate arrangements can be made and so that I can mark your absence as excused. It is the students' responsibility to get notes and assignments for the classes that they missed.

## **Class Participation**

Students are responsible for attending all the classes, for all the assigned readings, and for actively engaging in class activities such as online discussions and practice presentations. It is expected that students will have read the material prior to coming to class and be prepared to engage in informed and meaningful discussions of pertinent topics. Students are responsible for all the material that is covered in class and for the assigned reading material. If you are not able to attend class, it is your responsibility to get the lecture notes from a classmate. I will not post any lecture notes on the angel website.

Class participation is evaluated based on three levels:

- Active engagement: student attends class, is always on time, contributes to class discussions, frequently asks questions, and participates in all class activities.
- Partial Engagement: Student attends class, but seldom contributes to class discussions and/or class activities.
- No Engagement: A student attends class, but contributes nothing to the course or a student does not attend class and does not contribute to the course.

## **Late Policy**

All assignment and requirements are due at the beginning of class unless otherwise specified. An assignment or class requirement is considered late if it is turned in after I have collected all the materials. Ten percent will be deducted from your grade on that assignment for each day the material is late.

## **Written Assignments**

Students are required to write three short papers. Each paper will focus on the major topics discussed on the assigned books: 1) Eugenics, 2) Slavery, and 3) Forensic Investigations. These written assignments should be no more and no less than 2 typed double spaced pages using Times New Roman 12 point font with 1" margins. These written assignments **must** follow the citation/publication format of the *American Association of Physical Anthropologists*, which you can find on the Angel course materials folder.

Students may choose to turn in a revised draft. In the event that you choose to turn in a revised paper, the final grade for the written assignment will consist of the average of your first and second drafts.

**\*I reserve the right to require a student to rewrite an assignment if the work is unsatisfactory.\***

### **Research Project**

This is a semester long project, on a topic relevant to crimes against humanity and human rights investigations during the 20<sup>th</sup> and 21<sup>st</sup> centuries. We will discuss a number of possible topics in class. The project is divided into steps as follows:

#### **Proposal**

Students must turn in a one page (double spaced) description of the intended research for the semester. The proposal must include the following:

Topic: e.g. genocide, slavery, rape

Geopolitical Region/Country/Political or Religious Movements: Taliban, Apartheid.

Goals: What do you intend to achieve/learn from this project.

#### **Annotated Bibliography**

Students must turn in an annotated bibliography of sources relevant to the research project. The annotated bibliographies should consist of a minimum of five primary and/or secondary references. Use the citation format of the American Association of Physical Anthropologists. Each citation must be followed by a 150-200 word description and evaluation of the reference. You should inform the reader of the relevance, accuracy, and quality of the reference. The annotated bibliography should demonstrate that you read and understood the material discussed in the reference.

#### **Paper Outline**

Students must prepare a detailed outline of the research paper. Each outline must include notes, citations that you plan to use in the text of your paper, and a list of references cited.

#### **Research Paper**

Students are required to write a research paper relevant to the topic of crimes against humanity and human rights investigations. All papers **must** follow the citation/publication format of the *American Association of Physical Anthropologists*. Use the AAPA guidelines, including abstract and citation format, which you can find in the Angel course materials folder. All the papers should be 10-12 pages in length, excluding

title page, abstract, figures, tables, and references. All papers must be typed and double-spaced using Times New Roman 12 point font with 1” margins.

As in the written assignments, students may choose to turn in a revised draft of the research project. In the event that you choose to turn in a revised paper, the final grade for the research project will consist of the average of your first and second drafts.

**\*You will learn the AAPA citation/publication formant during seminar hours as the semester progresses.\***

### **Workshop**

In Block III students will take the lead by conducting a 30 minute workshop based on their research projects. Each presenter will be responsible for teaching and engaging the audience by presenting the results of the research investigation, assigning a short paper (about 5-10 pages) relevant to the workshop, and ensuring audience participation by asking questions, creating class activities, etc.

### **Portfolio**

All students must turn in a portfolio. Your portfolio must include three essential pieces: table of content, the narrative and the evidence.

- Table of Content
- Narrative: must write a 1-2 page explanation of how the course helped improve your academic skills and how these skills apply to the rest of your academic career.
- Evidence: is a collection of all your work done in this course over the semester. Present your evidence chronologically (e.g. Block I: notes, readings, assignments, etc.).

### **Special Needs**

St. Lawrence University seeks to provide equal educational opportunities to all students. If you need specific accommodations due to a medical condition or a learning disability please notify me privately after class or in my office. Reasonable efforts will be made to accommodate any such needs. To request specific academic accommodations, you will need to contact John Meagher 229-5104/[jmeagher@stlawu.edu](mailto:jmeagher@stlawu.edu) and/or Matt McCluskey 229-5678/[mmccluskey@stlawu.edu](mailto:mmccluskey@stlawu.edu).

### **The WORD Studio**

In addition to the help you can receive from me and the course mentor, the Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place

to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently "fix" your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators. You may use The WORD Studio for consultations on assignments for any of your courses, although for FYP assignments you should first seek out Kristina during her office hours. \*The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

### **Required Readings**

Course readings are available on Angel in the course materials folder.

Black E. 2007. *War Against the Weak*. New York: Dialog Press.

Koff C. 2005. *The Bone Woman*. New York: Random House.

Skinner B. 2008. *A Crime So Monstrous*. New York: Free Press.

## **FIRST-YEAR SEMINAR RESEARCH PROJECT LEARNING GOALS**

With respect to research skills specifically, our learning goals for the spring are that students should:

- Be introduced to ways of conducting productive and imaginative inquiry and research in order to become a part of the various conversations surrounding issues.
- Learn to differentiate among the various ways that information is produced and presented, between popular and scholarly journals and books, between mainstream and alternative publications, between primary and secondary sources.
- Learn how to evaluate and synthesize information, whether gathered from traditional sources, such as books and journals, or from websites or electronic media.
- Begin to develop the skills of critical analysis in the interpretation and use of information gathered from any source.
- Be introduced to the ethical obligations that scholars have to both responsibly represent their sources and inform their readers of the sources of their information, as well as learning, and being held responsible for the proper use of, the conventions of scholarly citation and attribution.
- Present the results of your research through writing, speaking, visual elements, or other multimedia forms in such a way that you demonstrate the ability to communicate effectively using the rhetorical conventions of the chosen form.

## **First-Year Program Philosophy and Goals 2008-09**

The First-Year Program (FYP) and First-Year Seminar (FYS) are the first steps in a four-year process of helping you meet the University's Aims and Objectives and the broader goals of a liberal education. The faculty of the FYP and FYS see themselves as partners and mentors in the process of working with you to acquire the intellectual habits of mind, the writing, speaking, and research skills, and the ethical self-reflexiveness that are at the core of a liberal education. The FYP and FYS will ask you to consider new perspectives on the world and your place in it and will challenge you to confront many of the hidden assumptions you bring to college with you. We hope to open you to new ideas, help you to see the complexity of the way in which knowledge gets produced and used in society, and encourage you to see yourself as an active contributor in making the world a better place. The course topics, the texts you will read, listen to, and watch, the in-class and out-of-class activities you will engage in, and the writing, speaking, and research assignments you will work on are all designed to introduce you to the depth of critical thinking and the quality and complexity of the communication skills that will be expected of you at SLU and as a citizen of an increasingly diverse society.

First and foremost among our goals are those related to your abilities as a communicator. The work of the FYP and FYS asks you to design and deliver written, spoken, performed and/or visual texts that demonstrate basic skills in the relevant modes of communication and with an increasing degree of rhetorical sensitivity. Our focus on "rhetorical sensitivity" means that we expect you to cultivate the awareness that all of your communication, whether formal or informal, involves having to make choices about your messages, whether written, spoken, aural or visual. To become a good communicator, you need to recognize that the creation of meaningful and powerful written, spoken, performed, or visual texts involves both a creator and an audience, and that therefore the voice you adopt in your communication, the audience you imagine yourself communicating to, and the social and ethical context of the content, matter a great deal in creating such texts. One important way to become a better communicator is to become a better critical reader, viewer, and listener, which is why we will ask you to engage challenging materials in a variety of forms and work with you to learn how to interpret them.

Learning to read, listen, write, speak, do research and/or perform well also requires feedback. As faculty, we submit our work for feedback from colleagues all the time, and giving and receiving constructive feedback from both friends and strangers is central to collaborative work in any field and is itself a form of critical thinking and learning. We further recognize that this feedback process is not linear and that good communication requires that you continually rethink, restructure, and revise your work in order for it to be your best. This is why we require that your writing, speaking, and performance assignments be "projects" that include preparatory exercises and multiple drafts or rehearsals, all of which ask you to continue to reflect critically on the choices you have made in the texts that you produce. Furthermore, we see all of these forms of communication as complementary and intertwined, which is why many of your

assignments will ask you to integrate elements of the written, spoken, performed, and visual. Finally, developing good habits of critical inquiry and communication also means reflecting on the ethical dimensions of how your work represents that of others, thus one of our goals is to help you to understand both the nature of academic integrity and the social processes by which knowledge is produced and represented.

To ensure that the program is meeting its stated goals, all FYP and FYS syllabi are read by other faculty in the program to determine if they include a variety of assignments that foster the writing, speaking, research, and critical thinking goals of the program. All FYP and FYS courses have to be approved by faculty in the program before they are offered.

## Tentative Schedule

**\*The professor reserves the right to modify this schedule any time during the semester\***

### Block I

Week	Day	Topic	Readings	Assignments
1	Mon Jan. 19	Introduction to the course		<b>Assign War Against the Weak Assign Written Assignment I</b>
1	Tue Jan. 20	Define Humanity, Human Rights, Crimes Against Humanity		
1	Thur Jan. 22	Humanitarian Law	International Humanitarian Law	
2	Mon Jan. 26	Thesis Statement		
2	Tue Jan. 27	Genocide	Universal Declaration of Human Rights Convention on the Prevention and Punishment of the Crime of Genocide	
2	Thur Jan. 29	Laws of War	Laws of War	
3	Mon Feb. 2	AAPA Publication/Citation Format: List of References and In Text Citations		<b>Research Paper Proposals Due</b>
3	Tue Feb. 3	Film		
3	Thur Feb. 5	Discussion/Debate of Film		<b>Written Assignment I Due</b>
4	Mon Feb. 9	AAPA Publication/Citation Formant: Research Paper Format		<b>Assign A Crime So Monstrous Assign Written Assignment II</b>
4	Tue Feb. 10	<b>Discuss War Against the Weak</b>		
4	Thur Feb. 12	Discuss the State of the World's Mothers	State of the World's Mothers	<b>Assignment I Revision Due</b>
5	Mon Feb. 16	Research Paper: Idea Development, Outline, Research		
5	Tue Feb. 17	Discuss the State of the World's Children	State of the World's Children	
5	Thur Feb. 19	Film		<b>Written Assignment II Due</b>
6	Mon Feb. 23	<b>Student Conferences</b>		<b>Assign The Bone Woman Assign Written Assignment III</b>
6	Tue Feb. 24	Discuss A Crime So Monstrous		

### Block II

Week	Day	Topic	Readings	Assignments
6	Thur Feb. 26	Forensic Investigations: Identification of Site and Recovery of Human Remains	The Archaeology of Contemporary Mass Graves	<b>Assignment II Revision Due</b>
7	Mon Mar. 2	Research Paper: Organization		
7	Tue Mar. 3	Forensic Investigations: Identification of Site and Recovery of Human Remains	Turf Wars: Authority and Responsibility for the Recovery of	

			Human Remains	
7	Thur Mar. 5	Forensic Investigation: Postmortem Examination	Autopsy Report	<b>Written Assignment III Due</b>
8	Mon Mar. 9	<b>Student Conferences</b>		<b>Annotated Bibliography Due</b>
8	Tue Mar. 10	Forensic Investigation: Postmortem Examination	Investigative Report Pertaining to the Death of Issam Judeh Mustafa Hamed	
8	Thur Mar. 12	Discuss the Bone Woman		<b>Assignment III Revision Due</b>
<b>9</b>	<b>Mon Mar. 16</b>	<b>Spring Break</b>		
<b>9</b>	<b>Tue Mar. 17</b>	<b>Spring Break</b>		
<b>9</b>	<b>Thur Mar. 19</b>	<b>Spring Break</b>		
10	Mon Mar. 23	Public Speaking		
10	Tue Mar. 24	Forensic Investigations: Identification of Human Remains	Application of Osteology to Forensic Medicine	
10	Thur Mar. 26	Forensic Investigations: Identification of Human Remains	The Use of DNA in the Identification of Postmortem Remains	
11	Mon Mar. 30	Trial Prepared Presentation		<b>Paper Outline Due</b>
11	Tue Mar. 31	Forensic Investigations: Evidence	Crime Scene Investigation: A Guide for Law Enforcement	
11	Thur Apr. 2	Forensic Investigations: Evidence	Mass Graves and the Collection of Forensic Evidence	
12	Mon Apr. 6	Trial Impromptu Presentation		
12	Tue Apr. 7	Forensic Investigations: Families and Cultural Issues	Disclosing the Truth The Antemortem Interview	
12	Thur Apr. 9	Forensic Investigations: Families and Cultural Issues	Missing Persons in Post-Conflict Settings	

### Block III

Week	Day	Topic	Readings	Assignments
13	Mon Apr. 13	<b>Student Conferences</b>		<b>First Draft of Research Paper Due</b>
13	Tue Apr. 14	Student Presentations		
13	Thur Apr. 16	Student Presentations		
14	Mon Apr. 20	Student Presentations		
14	Tue Apr. 21	Student Presentations		
14	Thur Apr. 23	Student Presentations		
15	Mon Apr. 27	Student Presentations		
15	Tue Apr. 28	Student Presentations		
15	Thur Apr. 30	Student Presentations		
16	Final Exam Week	<b>Final Paper and Portfolios Due on Monday May 4th at 12:00pm</b>		