

JLC 496/696: The Problem of Torture in Counterterrorism

Summer 2016

Department of Justice, Law, and Criminology
American University
Online Learning Session I (May 9 - June 23)



1. INSTRUCTOR INFORMATION

Erin M. Kearns, MA
Email: Erin.Kearns@student.american.edu

Office Hours: by appointment
Skype: KearnsEM

2. COURSE DESCRIPTION

Throughout history, torture has been used for multiple purposes: as a mechanism within formal legal systems, as a tool to control the lower classes, and as a covert tactic that has survived even when its practice has been contested or outlawed. Today, most democratic countries have outlawed torture and outwardly condemn it. However, even “civilized” states that denounce torture widely practice it. In the past decade, torture has become part of the public discourse. Scholars are also increasingly studying the phenomena, particularly in the context of counterterrorism.

This course will discuss the history of torture and physical punishment, changes in the practice over time, and the problem of torture today. The course will focus on a range of issues relating to torture including: what constitutes torture, attitudes about torture, the efficacy of using torture, concerns about torture especially in the context of counterterrorism, and why torture persists despite arguments against it.

3. COURSE GOALS

The course will:

1. Improve understanding of torture and its relationship to other social phenomena
2. Examine the historical foundations of torture and physical punishment
3. Analyze changes in the use of torture over time
4. Discuss the evidence surrounding the efficacy of torture
5. Encourage students to think critically about the use of torture around the world

4. LEARNING OUTCOMES

Upon successful completion of this course students will:

1. Explain what constitutes torture
2. Critique the problem of torture today
3. Identify and examine concerns about the ongoing use of torture
4. Describe why torture persists
5. Apply empirical findings to analyze the controversial topic of torture

5. TEACHING METHOD

The course is structured to examine various approaches to the problem of torture. We will draw from research articles in criminology, psychology, political science, human rights, and related fields. We will also read narrative accounts of torture, op-eds, and news articles about torture.

Research has shown that students learn best when they actively participate in class discussion and projects. I believe that the role of an instructor is to facilitate an active learning environment through a combination of brief lectures, productive dialogue, teamwork, and creative thinking. As such, the course will engage in a variety of activities in addition to lectures, including writing exercises, group work, and online class discussions. I value student opinions about the course, and will solicit feedback periodically.

To be successful in the course, students are required to read all assignments, translate their thoughts on the readings into effective written communications, and engage fully in online discussions and course activities.

6. COURSE EXPECTATIONS, REQUIREMENTS, and GRADING POLICY

COURSE STRUCTURE

The course will be structured as weekly units comprised of the following components:

- Reading Assignments
- Short Reaction Papers
- Panopto and PowerPoint-Based Learning (“Lecture” notes)
- Discussion Boards via Piazza

ONLINE REQUIREMENTS AND TIME COMMITMENTS

This class is taught entirely online so you will have the opportunity to express your ideas to a much greater extent than in the traditional classroom setting, where numerous students are vying to speak in a limited time. The class never meets in the traditional sense of regularly scheduled weekly meetings. However, the class meets regularly in cyberspace on our class Blackboard site and the discussion board will run through Piazza. For those who are unfamiliar with Piazza, it is a free platform where students can post questions and collaborate to edit responses to these questions. Instructors can also answer questions, endorse student answers, and edit or delete any posted content. Piazza is designed to simulate real class discussion. It aims to get high quality answers to difficult questions, fast! You will find that at almost any time of day or night fellow students or I will be logged on or will have just posted something new or will respond to your postings or questions.

You will quickly become an active and involved participant in the class if you log on regularly. You will find that although you may not know what your fellow classmates look like, you will know them all far better than you know most classmates in face-to-face classes. In fact, you will quickly learn to recognize their “voices” as they speak to you on the Discussion Board. Therefore, to accomplish this, you must be prepared to:

Ensure technical access to the online classroom via an appropriate Browser. Technical requirements are posted immediately below, under the heading, “System Requirements and Online Help Availability.”

Invest a minimum of 15 hours each week in the course (for the 7-weeks of class meetings). Note: The “rule-of-thumb” for full participation in a 3-hour course is 37.5 hours in class and a minimum of 3 additional hours outside of class for every hour in class, totaling at least 112.5 hours. By spending 16 hours each week in the course, you are meeting this “rule of thumb.” You spend this much time in a regular semester course; it’s just spread out over 15 weeks.

SYSTEM REQUIREMENTS AND ONLINE AND BLACKBOARD HELP AVAILABILITY

This class will use Blackboard (including Piazza). Please be sure that you have access to the Blackboard site for this course and reliable internet access.

For Online Help: Email helpdesk@american.edu, call 202-885-2550 or consult online at <http://help.american.edu/>.

For Blackboard Issues: Call Blackboard Support 202-885- 3904, go to the Blackboard (Bb) drop in Center at x3904 Hurst Building Main Campus, or mail helpdesk@american.edu

WEEKLY TIMELINE

Monday – short reaction papers are due at 11:59 p.m. on Monday for the coming week’s material.

Tuesday – the week’s short lecture will be posted on Tuesday morning. This, along with the readings for that week, will serve as the basis for the student led discussion.

Friday - student led discussion questions and responses are due at 11:59 p.m. on Friday for that week’s material.

- All due dates will be clearly listed on the course schedule as well.
- **Time due is based on Eastern Standard Time and date, regardless of where you may be located.**

ASSESSMENT**Short Reaction Papers (30%)**

Student will write a total of 6 short reaction papers, one for each week starting in the first week of the course. The first reaction paper should focus on your knowledge, perceptions, and interest in torture at the start of the course, and does not require that you do the readings for that week first. The next 5 papers should be written after reading the assigned material but before participating in the discussion board. These papers should relate directly to the material assigned for that week, provide a commentary or critique (not a summary) of the readings and should be supported by references to the readings.

Undergraduate papers should be 1 to 2 pages in length.

Masters papers should be 2 to 3 pages in length.

All papers should be double-spaced and in 12 pt Times New Roman with 1 inch margins (these are strict guidelines). Papers should be uploaded to the appropriate link in the Assignments section of Blackboard. The grading rubrics are on Blackboard.

You get one (1) late pass for a Reaction Paper, meaning that you can turn it in with the next week’s Reaction Paper (or Final Project if used in Week 6). Use it if you want. There’s no penalty or reward either way.

Student Led Discussions (40%)

- Given the distance learning nature of this course, online discussions will be a large portion of the assessment. Each week after completing the reading and watching the short lecture, students will post 1 discussion question, respond to 2 questions posted by other students, and address 1 response to their original post (if there are no responses to your original post, then respond to a 3rd question posed by another student). Posts and responses should be thoughtful, detailed, and connected with the readings, lecture, and other materials for that week. These must be written in a way that would be acceptable in a formal paper. The grading rubric is on Blackboard.

- Additionally, you are expected to post at least one news article relating to the topics covered in this class each week and add your thoughts on it in Tweet format (under 140 characters).
- **Be sure that you post to the correct folder, always post as a “Note”, and utilize tags throughout your discussion posts and responses. For your required posts, DO NOT POST ANONYMOUSLY, I can see who posts and will deduct points for this. If you have a question that you would like to ask anonymously, please do so but it won’t count toward your weekly posts. Also, you may want to change your settings to “Daily Digest” for post notifications so you do not get numerous email alerts each day.**

Final Project (20%)

Each student will choose an issue within the course material to examine, make an argument, and present a 10 to 15 minute portfolio-style project in a multimedia format (i.e. PowerPoint, podcast, video) for the rest of the class to watch online. You must have your topic approved by the fourth week of class (June 4th). The grading rubric is on Blackboard.

Commentary on Final Projects (10%)

Each student will submit a 1 page max commentary on 5 of the other final projects. The commentaries should speak to the presentation and incorporate materials we covered in the course. Commentaries should be uploaded to the appropriate link in the Assignments section of Blackboard. The grading rubric is on Blackboard.

COMMUNICATION

Email

I will send emails on a regular basis to remind students about upcoming events, due dates, important news, et cetera. These messages will come to their official American University email. Students are responsible for the contents of these messages. I will respond to email within 24 hours during the week and within 48 hours on the weekend unless otherwise specified in advance.

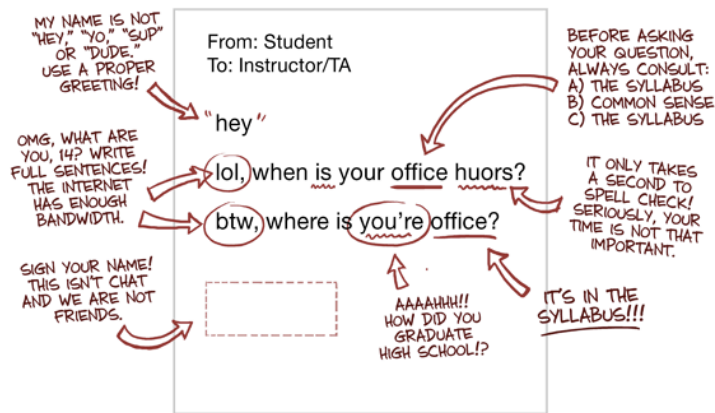
Skype

I will hold office hours once a week online at a mutually agreed upon time. If you cannot make this time, I can also be on Skype by appointment. If multiple students would like to speak with me simultaneously, we can use Google Hangout. If students have questions about class, they will be encouraged to ask them via the class discussion board on Piazza, as other students may have the same question and would benefit from the answers.

Professionalism

Recently, my colleagues and I have noticed that some (by no means all) students email us using language and format more appropriate for friendly emails, not professional ones. I will only respond to emails that include: a subject, a salutation (Dear, Hello, etc.), a closing (at least your name), and proper grammar (no text speak). Additionally, if your question is about a due date, what the reading is for next week, or something else that is found in the syllabus or grading rubrics, I will not respond to your email. This is not to be harsh, but I want to make sure that all students are in the habit of corresponding professionally, which is what will be required of you in your future careers or in graduate school.

HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



**footnote: No offense to those actually called "Hey," "Yo," "Sup" or "Dude."

WWW.PHDCOMICS.COM

JORGE CHAN © 2015

COURSE POLICIES

Academic Integrity

Students are expected to uphold the highest academic integrity standards published in American University's Academic Integrity Code (Section .02, Article A) (<http://www1.american.edu/academics/integrity/code.htm#1>). Plagiarism is the most serious academic offense. Violations of this code can lead to failure of the course and a hearing with the university's judicial board to suspend you from the university.

In addition to the Integrity Code: 1) You may not accept outside assistance from a third party for any graded assignments without specific permission from me (does not apply to getting assistance from library staff in finding research materials). 2) You may not submit work for this class that is the product of work for another class, or vice versa, without prior permission for me and the other instructor(s) involved.

Academic dishonesty will not be tolerated. Examples of academic dishonesty include, but are not limited to: submitting work done by another student but with your name on it, plagiarism, cheating, fabrication, and/or facilitating academic dishonesty. Students are expected to be fully aware of accepted practices for using and

citing another person's work (both published and electronic). All instances of actual or suspected cheating or plagiarism will be investigated and may lead to suspension or dismissal from the university.

Student Copyright Authorization

For the benefit of future students, work in this course may be used for educational critique, demonstration, samples, presentations, and verification. Outside of these uses, work shall not be sold, copied, broadcast, or distributed for profit without student consent. Items submitted for this course also may be submitted to Safe Assign for analysis.

Make-up Exams, Assignments, and Notes

All due dates are stated explicitly and are hard deadlines. You will receive a 0 if an assignment is not submitted at the time it is due. I WILL NOT accept late papers or projects. Papers MUST be submitted to Blackboard. Make duplicate copies of your papers and projects as you go! No excuses will be accepted.

Grading

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 or below
A- = 90-92	B = 83-86	C = 73-76	D = 63-66	
	B- = 80-82	C- = 70-72	D- = 60-62	

If you have questions or concerns about a grade(s) and believe I should review them, you should submit a written request over email to me describing your concern in detail. You must take 24 hours to reflect on the grade before contacting me, but you must submit the request within one week of the date that grades for that assignment are disseminated. The exception is an addition error, which should be pointed out immediately.

Unless otherwise stated in class, there are **no** extra credit assignment.. Assignments will be graded on accuracy, depth of expression, grammar, neatness, punctuation, quality, spelling, and thoroughness. Grades will be posted regularly to the “grade book” on Blackboard so students can track progress. Please note that Blackboard shows unweighted grades. Upon request, I will provide a blank grade book to track progress using grade weights.

As per the Family Educational Rights & Privacy Act (FERPA), grades will not be posted, given out over the phone or email, or released to anyone other than the student.

Online Classroom Code of Conduct

I expect all members of the online classroom community to be active participants who learn from others and contribute, in turn, to the learning of others. Therefore, all members of the community agree to work together in every academic activity to create an educational environment of responsibility, cooperation, respect and civility.

Classroom courtesy is essential for learning. The classroom — even the virtual one— is a professional setting where appropriate behavior is expected. Every participant should focus on the educational activity and contribute to it. Electronic communication among participants should be conducted professionally. Most importantly, please remember that class discussion must be respectful and scholarly at all times.

Scholarly Comments: 1) are respectful of diverse opinions and open to follow up questions and/or disagreement, 2) are related to class and/or the course material, 3) are focused on advancing the discussion about issues related to the course and/or course material rather than personal beliefs and, 4) are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments: 1) are personal in nature (this includes attacks on a person’s demeanor, or political beliefs), 2) often use the discussion to argue for political positions and/or beliefs. If political discussions arise in the context of the research discussed, they must be discussed in a scholarly way (see above), 3) may include using yelling fonts or engaging in arguments with other students and being threatening in any manner and, 5) include ignoring the instructors authority to maintain the integrity of the classroom environment.

7. SUPPORT FOR STUDENTS AT AU

If you experience difficulty in this course for any reason, please do not hesitate to consult with me. In addition to the resources within your department, a wide range of services is available to support you in your efforts to meet course requirements.

Academic Support and Access Center (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center.

Students with Disabilities: If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is requested.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Writing Center in 228 Battelle-Tompkins offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the hour from 11 a.m. to 9 p.m. Monday through Thursday; 11 a.m. to 4 p.m. Friday, and 3 to 6 p.m. on Sundays. Call 202-885- 2991 to arrange a session. www.american.edu/cas/writing.

Center for Diversity & Inclusion is dedicated to enhancing LGBTQ, Multicultural, First Generation, and Women's experiences on campus and to advance AU's commitment to respecting & valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center: 202-885-3651, email is cdi@american.edu.

8. REQUIRED TEXTS

REQUIRED BOOKS

Kurnaz, Murat. (2009). *Five years of my life: An innocent man in Guantanamo*. Macmillan.

ADDITIONAL READINGS

Mandatory supplemental readings will be posted to Blackboard. Students are required to do all of this reading.

As an important note: I am more interested that you understand the main points of each assigned piece of reading than that you know the minutia. Keep this in mind, and the reading will not be cumbersome. Recommended readings may be posted as well. The weekly assignments are at the end of this syllabus.

HELPFUL RESOURCES

You are not required to buy the APA Publication Manual. Purdue University has an excellent online guide that should be consulted for all written materials that are submitted for this course.

<https://owl.english.purdue.edu/owl/resource/560/01/>

9. COURSE SCHEDULE

This syllabus is a guide for the course. It is subject to change with advanced notice. Changes may come in class or may come via e-mail. You are responsible for all such communications.

TENTATIVE COURSE SCHEDULE

Week	Topic	Date	Assignments
1	The History of Torture	Monday 5/9	Reaction Paper on Your Thoughts about Torture at the Start of the Course Due
		Tuesday 5/10	Lecture material & discussions posted
		Friday 5/13	Discussion Questions and Responses Due

2	Why Torture?	Monday 5/16 Tuesday 5/17 Friday 5/20	Reaction Paper on Reading Packet 2 Due Lecture material & discussions posted Discussion Questions and Responses Due
3	Torture, Democracy, and Counterterrorism	Monday 5/23 Tuesday 5/24 Friday 5/27	Reaction Paper on Reading Packet 3 Due Lecture material & discussions posted Discussion Questions and Responses Due
4	The Ethics, Efficacy, and Legality of Torture	Monday 5/30 Tuesday 5/31 Friday 6/3	Reaction Paper on Reading Packet 4 Due Lecture material & discussions posted Discussion Questions and Responses Due
5	Attitudes toward Torture and the Role of the Media	Monday 6/6 Tuesday 6/7 Friday 6/10	Reaction Paper on Reading Packet 5 Due Lecture material & discussions posted Discussion Questions and Responses Due
6	The Impact of Torture: Locally and Globally	Monday 6/13 Tuesday 6/14 Friday 6/17	Reaction Paper on Reading Packet 6 Due Lecture material & discussions posted Discussion Questions and Responses Due
7	Wrapping up the Course	Monday 6/20 Thursday 6/23	Final Projects Due Commentary on Final Projects Due

10. READING ASSIGNMENTS

WEEK 1: HISTORY OF TORTURE

Beccaria, C. (2009). *On crimes and punishments and other writings*. University of Toronto Press. Chapter on Torture, p. 24-27.

Hathaway, O. (2008). The promise and limits of the international law of torture. Excerpts posted on BlackBoard.

Hill, G. (2008). Understanding the UN Treaty Against Torture. *Corrections Compendium*, 33(2), 28-29.

Horne, A. (2009). Torture—A Short History of its Prohibition and Re-emergence. *Judicial Review*, 14(2), 155-169.

Johnson, R. (1990). *Death work: A study of the modern execution process*. Thomson Brooks/Cole Publishing Co. – Chapter 8, A Modern Instance of Torture

- MacMaster, N. (2004). Torture: From Algiers to Abu Ghraib. *Race & Class*, 46(2), 1-21.
- Sontag, S. (2004). Regarding the torture of others. *New York Times*, 23(05), 04.

Mandatory Reaction Paper Prompt: *Discuss your knowledge, perceptions, and interest in torture coming into the class. For this paper, you do not need to do the readings prior to answering.*

WEEK 2: WHY TORTURE?

- Arrigo, J. M., & Bennett, R. (2007). Organizational Supports for Abusive Interrogations in the “War on Terror.” *Peace and Conflict: Journal of Peace Psychology*, 13(4), 411-421.
- Blakeley, R. (2007). Why torture?. *Review of International Studies*, 33(3), 373.
- Crelinsten, R. D. (2003). The world of torture: A constructed reality. *Theoretical Criminology*, 7(3), 293-318.
- Fiske et al. (2004). Piece in *Social Psychology Policy Forum*, 1482-1483.
- Levinson, S. (2003). The debate on torture. *Dissent*, 79, 79-94.
- Loftus, E. F. (2011). Intelligence gathering post-9/11. *American Psychologist*, 66(6), 532.
- Milgram, S. (1963). Behavioral study of obedience. *The Journal of Abnormal and Social Psychology*, 67(4), 371.
- Morgan, R. (2000). The Utilitarian Justification of Torture Denial, Desert and Disinformation. *Punishment & Society*, 2(2), 181-196.
- Shue, H. (1978). Torture. *Philosophy & Public Affairs*, 124-143.
- Wantchekon, L., & Healy, A. (1999). The “game” of torture. *Journal of Conflict Resolution*, 43(5), 596-609

Optional Reaction Paper Prompt: *Based on this week’s readings, what explanation for “why torture” is most compelling to you, and which is least compelling?*

WEEK 3: TORTURE, DEMOCRACY, AND COUNTERTERRORISM

- Bueno De Mesquita, B. B., Cherif, F. M., Downs, G. W., & Smith, A. (2005). Thinking inside the box: A closer look at democracy and human rights. *International Studies Quarterly*, 49(3), 439-458.
- Conrad, C. R., & Moore, W. H. (2010). What Stops the Torture?. *American Journal of Political Science*, 54(2), 459-476.
- Davenport, C., & Armstrong, D. A. (2004). Democracy and the violation of human rights: A statistical analysis from 1976 to 1996. *American Journal of Political Science*, 48(3), 538-554.
- Dreher, A., Gassebner, M., & Siemers, L. H. (2010). Does terrorism threaten human rights? Evidence from panel data. *Journal of Law and Economics*, 53(1), 65-93.
- Goodliffe, J., & Hawkins, D. G. (2006). Explaining commitment: States and the convention against torture. *Journal of Politics*, 68(2), 358-371.
- Gordon, A. F. (2006). Abu Ghraib: imprisonment and the war on terror. *Race & Class*, 48(1), 42-59.
- Hafner-Burton, E. M., & Shapiro, J. N. (2010). Tortured Relations: Human Rights Abuses and Counterterrorism Cooperation. *PS: Political Science & Politics*, 43(03), 415-419.
- Hoffman, P. (2004). Human rights and terrorism. *Human Rights Quarterly*, 26(4), 932-955.
- Mialon, H. M., Mialon, S. H., & Stinchcombe, M. B. (2012). Torture in counterterrorism: Agency incentives and slippery slopes. *Journal of Public Economics*, 96(1), 33-41.
- Piazza, J. A., & Walsh, J. I. (2010). Physical integrity rights and terrorism. *PS: Political Science & Politics*, 43(03), 411-414.
- Rejali, D. (2009). *Torture and democracy*. Princeton University Press. Excerpts posted on BlackBoard.

Recommended Readings:

- Conrad, C. R., & Ritter, E. H. (2013). Treaties, Tenure, and Torture: The Conflicting Domestic Effects of International Law. *The Journal of Politics*, 75(02), 397-409.
- Walsh, J. I., & Piazza, J. A. (2010). Why respecting physical integrity rights reduces terrorism. *Comparative Political Studies*, 43(5), 551-577.

Optional Reaction Paper Prompt: *How does democracy related to torture and counterterrorism in your eyes? Is it a constraining force?*

WEEK 4: THE ETHICS, EFFICACY, AND LEGALITY OF TORTURE

- Allhoff, F. (2009). The war on terror and the ethics of exceptionalism. *Journal of Military Ethics*, 8(4), 265-288.
- Arrigo, J. M., & Wagner, R. V. (2007). Psychologists and Military Interrogators Rethink the Psychology of Torture. *Peace and Conflict: Journal of Peace Psychology*, 13(4), 393-398.
- Bellamy, A. J. (2006). No pain, no gain? Torture and ethics in the war on terror. *International Affairs*, 82(1), 121-148.
- Blakeley, R. (2011). Dirty hands, clean conscience? The CIA inspector general's investigation of “enhanced interrogation techniques” in the war on terror and the torture debate. *Journal of Human Rights*, 10(4), 544-561.
- Fallon, M. (2014). Collaboration Between Practice and Science Will Enhance Interrogations. *Applied Cognitive Psychology*, 28(6), 949-950.
- Khader, M. (2014). Information Gathering: Practical Concerns. *Applied Cognitive Psychology*, 28(6), 947-948.
- Ramsay, M. (2006). Can the torture of terrorist suspects be justified?. *The International Journal of Human Rights*, 10(02), 103-119.
- Skoll, G. R. (2008). Torture and the Fifth Amendment Torture, the Global War on Terror, and Constitutional Values. *Criminal Justice Review*, 33(1), 29-47.
- Suedfeld, P. (2007). Torture, interrogation, security, and psychology: Absolutistic versus complex thinking. *Analyses of Social Issues and Public Policy*, 7(1), 55-63.
- Sullivan, C. M. (2014). The (in) effectiveness of torture for combating insurgency. *Journal of Peace Research*.

Optional Reaction Paper Prompt: *Based on the readings for this week, do you think that major concern for torture is based on legality, ethics, or efficacy? Which is the least concerning?*

WEEK 5: ATTITUDES TOWARD TORTURE AND THE ROLE OF THE MEDIA

- Carlsmith, K. M. (2008). On justifying punishment: The discrepancy between words and actions. *Social Justice Research*, 21(2), 119-137.
- Carlsmith, K. M., & Sood, A. M. (2009). The fine line between interrogation and retribution. *Journal of Experimental Social Psychology*, 45(1), 191-196.
- Crandall, C. S., Eidelman, S., Skitka, L. J., & Morgan, G. S. (2009). Status quo framing increases support for torture. *Social Influence*, 4(1), 1-10.
- Gray, K., & Wegner, D. M. (2010). Torture and judgments of guilt. *Journal of Experimental Social Psychology*, 46(1), 233-235.
- Gronke, P., Rejali, D., Drenguis, D., Hicks, J., Miller, P., & Nakayama, B. (2010). US public opinion on torture, 2001–2009. *PS: Political Science and Politics*, 43(3), 437-444.

- Janoff-Bulman, R. (2007). Erroneous assumptions: Popular belief in the effectiveness of torture interrogation. *Peace and Conflict: Journal of Peace Psychology, 13*(4), 429-435.
- Kearns, Erin & Young, Joseph. (2016). If Torture is Wrong What about 24?: Torture and the Hollywood Effect. *Under review for publication – DO NOT SHARE!!!!!!*
- Mayer, J. (2005). Outsourcing torture: the secret history of America's "Extraordinary Rendition" Programme'. *The New Yorker, 14*.
- Moghaddam, F. M. (2007). Interrogation policy and American psychology in the global context. *Peace and Conflict: Journal of Peace Psychology, 13*(4), 437-443.
- Nordgren, L. F., McDonnell, M. H. M., & Loewenstein, G. (2011). What constitutes torture? Psychological impediments to an objective evaluation of enhanced interrogation tactics. *Psychological science, 22*(5), 689-694.
- Norris, J. I., Larsen, J. T., & Stastny, B. J. (2010). Social Perceptions of Torture: Genuine Disagreement, Subtle Malleability, and In-Group Bias. *Peace and Conflict, 16*(3), 275-294.
- O'Brien, E., & Ellsworth, P. C. (2012). More Than Skin Deep Visceral States Are Not Projected Onto Dissimilar Others. *Psychological science, 23*(4), 391-396.
- Opotow, S. (2007). Moral exclusion and torture: The ticking bomb scenario and the slippery ethical slope.
- Redlich, A. D. (2007). Military versus police interrogations: Similarities and differences. *Peace and Conflict: Journal of Peace Psychology, 13*(4), 423-428.
- Semel, M. D. (2008). 24 and the Efficacy of Torture.
- Tarrant, M., Branscombe, N. R., Warner, R. H., & Weston, D. (2012). Social identity and perceptions of torture: It's moral when we do it. *Journal of Experimental Social Psychology, 48*(2), 513-518.

Optional Reaction Paper Prompt: *Based on this week's readings about attitudes toward torture, what do you think are *realistic* ways to change public perception about torture? Use readings to justify your response, and be sure to address the likelihood that your suggestions would/could be implemented*

WEEK 6: THE IMPACT OF TORTURE, LOCALLY AND GLOBALLY

- Kurnaz, Murat. (2009). *Five years of my life: An innocent man in Guantanamo*. Macmillan.
- Mollica, R. F. (2004). Surviving torture. *New England Journal of Medicine, 351*(1), 5-7.
- Oosterhoff, P., Zwanikken, P., & Ketting, E. (2004). Sexual torture of men in Croatia and other conflict situations: an open secret. *Reproductive Health Matters, 12*(23), 68-77.
- Piwowarczyk, L., Moreno, A., & Grodin, M. (2000). Health care of torture survivors. *JAMA, 284*(5), 539-541.
- Sanders, J., Schuman, M. W., & Marbella, A. M. (2009). The epidemiology of torture: a case series of 58 survivors of torture. *Forensic science international, 189*(1), e1-e7.
- Vallacher, R. R. (2007). Local Acts, Global Consequences: A Dynamic Systems Perspective on Torture. *Peace and Conflict: Journal of Peace Psychology, 13*(4), 445-450.
- Watch: <http://www.pbs.org/wgbh/pages/frontline/torture/interviews/lagouranis.html>

Optional Reaction Paper Prompt: *How do individual or narrative accounts of torture and the long-term impact the practice? Would more first hand accounts and awareness of the symptoms that victims exhibit be beneficial for the public to know? Or would this information be discounted if these victims are still viewed as "others"?*