**OHIO Honors Program**  
Contacts: Cary Frith (HTC) and Elizabeth Sayrs (UC)

The proposed OHIO Honors program is not a degree program.

The University College and Honors Tutorial College leadership are bringing this proposal to the UCC Programs Committee in order to request an OHIO Honors transcript designation upon successful completion of the program’s requirements and all undergraduate major requirements.

A working group that included leaders from UC, HTC, College of Arts & Sciences, College of Business, Enrollment Management, and Admissions have been meeting since winter 2015 to discuss the program. Athens campus deans have been consulted individually, as well as leadership from co-curricular partners such as the Career & Leadership Development Center and the Center for Campus & Community Engagement.

**I. Brief Summary of the Program**

OHIO Honors is a university-wide honors program that would allow high-achieving undergraduate students in all academic majors, except those offered by the Honors Tutorial College, as well as undecided students to participate in curricular and co-curricular enrichment activities to enhance their academic preparation and engagement. The program would help us recruit and retain a higher percentage of students who seek the additional challenge and rich living and learning environment of a university honors program.

No new courses are needed. The basic structure of the program starts with a foundational year that introduces the honors program, embeds honors advising, and helps students plan for the following years. This will include UC 1900 (1-cr. honors learning community seminar) and HC 2500 (3-cr. honors seminar). The foundational year is followed by two years of approved honors contract courses and co-curricular honors activities that build a coherent pathway (such as leadership, research and creativity, or community engagement) and an honors capstone experience. Honors contract courses allow students to conduct an additional project in any existing course with the faculty member’s approval. This model is similar to that used by the University of Cincinnati and the University of Minnesota.

We would like to begin the program with an initial pilot cohort of 50 to 75 students in fall 2016. If the pilot goes well, we would recruit a larger second cohort in fall 2017. The pilot would be run on the Athens campus and is open to full-time, degree-seeking students. With the support of campus partners, the Honors Tutorial College will administer and assess the pilot program without hiring additional staff.
II. Need for the Program

1. Support OHIO’s dual mission of academic quality and access

• Current honors and scholars programs, such as the Honors Tutorial College, departmental honors, college-specific honors/scholars programs, and other university-wide honors/scholars programs (e.g., Cutler Scholars, Margaret Boyd Scholars), provide instructional models for high-achieving students. An additional honors model that provides a broad umbrella to accommodate undecided students and students who change majors, serves a larger number of students interested in existing majors, and attracts those who are not a good fit for existing programs could expand quality and access.
• Individual colleges will determine to what extent their existing honors/scholars programs will integrate into the broader university-wide OHIO Honors program.
• Admission criteria would focus on engagement (e.g., AP/IB courses, extracurricular activities, independent interests) and not simply on absolute cut-off test scores, GPA, and class rank. A holistic review process would be employed.
• The flexible design would provide multiple entry points to attract incoming first-year students, existing students, transfer students, and relocating students. Qualified students would be able to apply to the program either before or during their first two years at Ohio University.
• Engagement pathways, which will include research and creative activity, leadership, and community engagement initially, would insure access to an enhanced level of co-curricular experiences. It is anticipated that additional pathways will be developed based on student interest and existing resources.

2. Provide high levels of academic engagement and rigor to students in all majors

• Interdisciplinary HC 2500 and 2900 seminars have been developed and taught by highly qualified and innovative faculty (see appendix 1 for an example syllabus of HC 2500 and HC 2900).
• Existing honors/scholars seminars, such as those for the Margaret Boyd Scholars, Cutler Scholars, Templeton Scholars, and OHIO Fellows, as well as college and departmental honors/scholars and thesis courses, could be integrated into the honors curriculum.
• Students in existing courses could propose additional enrichment projects and develop honors learning contracts with faculty.
• Curated engagement pathways would leverage existing co-curricular activities and create compelling links between co-curricular activities and academics.
• A senior capstone honors experience, which would encompass existing capstone projects in specific majors and/or continue an engagement pathway, would allow students to apply what they have learned to a year-long project.

3. Attract high capability and highly engaged students who would otherwise not attend or are at risk for leaving OHIO
• Current honors and scholars programs serve about 2% of enrolled undergraduates on the Athens campus, which is well below the national average of 7% for honors program participation at public universities. See appendix 2 for information about honors programs at Ohio state universities and peer institutions to which we lose a significant number of admitted students.
• Honors and scholars residential housing and an honors learning community seminar would build affinity and community among first-year students.
• A dedicated honors advisor would curate the engagement pathways and approve course contracts. This staff member is already in place. She would meet with students to help them select an honors pathway and get the most out of it by identifying high impact co-curricular opportunities. The advisor would also track the completion of honors program requirements.
• In addition to an honors advisor and honors/scholars housing, additional academic services, such as priority registration, would support the program.
• The Ruffalo Noel Levitz 2015 Student Retention and College Completion Practices Benchmark Report rated honors programs as the most effective retention and completion strategy for public four-year universities.

4. Raise visibility of academic engagement for all students across campus

• Increase the number of highly engaged students on campus to 7%
• Not all honors and scholars housing would be exclusive (cf. Boyd scholars).
• Public sharing of results of honors work at multiple levels would be emphasized.

III. Curriculum

Integrated classroom and co-curricular experiences would provide deep engagement in the pathway. Initial pathways would include research/creative activity, leadership, and community engagement. Pathways would incorporate honors seminars, honors contract courses, and co-curricular opportunities (e.g., service learning, leadership coaching from the CLDC, a research apprenticeship). Pathways should have options to accommodate all majors but be coherent enough to provide a deep experience. Interdisciplinary work should be encouraged, but deep disciplinarity is also valued.

To complete the program requirements and receive OHIO Honors designation upon graduation, students would have to complete a minimum number of honors experiences each year. This method enables a blending of credit-bearing coursework and non-credit-bearing co-curricular opportunities. Other honors programs reviewed in the Top 50 Public University Honors Programs employ this method.

Students who join the program after first semester of their freshman year do not have to make up previous honors experiences, but they must complete the minimum number of experiences in each subsequent year.

All pathways would have a similar overall structure.

Pathway by Year with Sample Experiences for Research/Creative Activity
<table>
<thead>
<tr>
<th>Year</th>
<th>Goals and Requirements</th>
<th>Honors Experiences</th>
</tr>
</thead>
</table>
| One  | Build community and affinity  
Introduce pathways  
2 required courses, 2 co-curricular opportunities = 4 experiences  
With help from OHIO Honors advisor, student will develop plan for his or her pathway by the end of spring semester. | UC 1900 Honor Learning Community Seminar fall  
HC 2500 or other existing honors/scholars seminar in fall or spring  
2 co-curricular experiences from any pathway |
| Two  | Begin pathway  
2 contract courses, 2 co-curricular opportunities = 4 experiences | General education or within major contract courses  
Research job, course, and/or apprenticeship  
Public presentation of research in progress |
| Three| Continue pathway and prepare for capstone  
1 contract course or research methods course, J course, 1 co-curricular opportunity = 3 experiences | Within major contract course or research methods course*  
HC 3000J, which emphasizes thesis writing, or other J or JE course(s) with an honors contract  
Public presentation of research in progress |
| Four | Complete capstone  
1 capstone course per term, 1 co-curricular opportunity = 3 experiences | Within major capstone course with an honors contract, H-suffix course, or HC 4930 Honors Independent Reading course each term  
Public presentation of completed project |

*With departmental approval, OHIO Honors students may enroll in a graduate course and count it as an honors experience.

In addition, students would be required to earn a 3.00 gpa or higher to graduate with OHIO Honors designation.

OHIO Honors students may participate in additional honors experiences, from any pathway, if they choose. They also should be involved in non-pathway honors activities such lecture series, events, interaction with stand-alone honors/scholars program students, etc. The OHIO Honors program does not replace any existing honors or scholars programs, including departmental honors and the GPA-based Latin “graduation with honors” such as *summa cum laude*. 
IV. Budget

The Honors Tutorial College will provide the funding from our base budget to administer the program during the first four-year cohort. Our director of honors enrichment programs will advise the students as part of her current position. Our current Group II faculty member will teach additional sections of HC 2500 and HC 3000J.

The Honors Tutorial College and University College will use carry forward money to assist Admissions in marketing the program and yielding the pilot cohort.

During the pilot year, we will apply for Konneker or 1804 grant funding for workshops to train faculty about criteria for contract honors courses, as well as for colleges and departments that are interested in supporting faculty development of honors sections of existing courses, innovative interdisciplinary honors seminars, courses that integrate curricular and co-curricular experiences, and other innovative honors experiences. We will also continue to work with campus partners, including the Career & Leadership Development Center, Center for Campus & Community Engagement, Voinovich School of Leadership & Public Affairs, Office of Global Opportunities, and existing honors/scholars programs, to identify existing rich co-curricular opportunities and support development of new ones.

Home departments will receive all revenue for teaching contract courses.
Appendix 1: Sample syllabi for HC 2500 and 2900
**HC 2500: First-Year Seminar**  
**“Unanswerable Questions”**  
**Fall 2015**  

Meetings: T, 4:35-7:35pm  
Professor: Nicholas Osborne  
E-mail: osbornen@ohio.edu  

Room: Bentley 136  
Office: 35 Park Place, Room 205  
Office Hours: W, 1-3pm & Th, 11am-1pm  

**Student Teaching Assistants:**  
Natalie Clark (nc111513@ohio.edu) | Joel Nadler (jn337414@ohio.edu)  
Sara Sand (ss097012@ohio.edu)  

**Course Description**  

Unlike courses that focus on mastery of a particular subject area or a discipline-specific methodology, the Honors Tutorial College First-Year Seminar is based on a spirit of inquiry. This spirit is captured by the official HTC motto, *Aenigma Colatur*: "Respect the Conundrum." A conundrum is a riddle, a puzzle, a problem, an enigmatic question. This phrase thus serves as a spur that encourages you to grapple with that which is confusing.

The motto is also a reminder that the most meaningful forms of scholarly and artistic pursuit are often those that embrace complexity, difficulty, and even apparent futility as the price of greater insight into the mysteries of the universe and our place within it. It inspires us to consider that the solution to an apparent problem or the answer to a pressing question may often lie in our ability to figure out what we don't (and sometimes can’t) know as much as it does in our ability to accumulate knowledge and apply it. To learn how to act in a meaningful way—by finishing a creative work, defending an argument, implementing a plan of action—despite and even because of uncertainty is one of the most important abilities you will leave HTC with at the end of your time here. This class is only the first of many attempts to let you practice that skill.

We will cultivate this spirit through a series of assignments and discussions that each take a particular kind of conundrum, an "unanswerable" question, as their inspiration. Rather than exalt one disciplinary approach over another, we will consider each question from a variety of intellectual angles representing the humanities, the social sciences, the natural sciences, the creative arts, and beyond. Sometimes you will find that choosing a particular disciplinary approach is in fact a way of making a statement about which one of a range of possible answers and beliefs you ultimately accept. Even still, you will see how similar the process of scholarly inquiry is regardless of any technical differences between the traditional disciplines. In discussions, thought experiments, and written assignments, you will inquire about the nature of scholarly inquiry itself. You will also learn how to use scholarly resources and begin to acquire practical skills that will help you develop your own specific set of research questions or creative problems.
SYLLABUS QUICK-REFERENCE GUIDE

<table>
<thead>
<tr>
<th>For information about . . .</th>
<th>. . . see page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Course Policies</td>
<td>2</td>
</tr>
<tr>
<td>Assignments &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Grading Guidelines/Key</td>
<td>4</td>
</tr>
<tr>
<td>Required Books</td>
<td>5</td>
</tr>
<tr>
<td>Weekly Readings &amp; Assignment Instructions</td>
<td>5-7</td>
</tr>
</tbody>
</table>

GENERAL COURSE POLICIES

Special Needs/Disabilities. Any student who suspects that she or he may need an accommodation based on the impact of a disability should contact the class instructor privately to discuss specific needs and provide written documentation from the Office of Student Accessibility Services (SAS). If you are not yet registered for accommodation but believe you should be, please contact SAS as soon as possible. Please see <http://www.ohio.edu/disabilities/> for more information.

Cellphones/tablets/laptops. Cellphones, tablets, and laptops are a distraction for you, your fellow students, and the instructor. They must be turned off and put away prior to class. Using a cellphone to talk, send text messages, or surf the internet during class will result in confiscation of your phone for the rest of the class meeting and/or your expulsion from that day's meeting. Laptops and tablets may not be used except in cases where they provide a reasonable accommodation as outlined by the Office of Student Accessibility Services. Taking notes by hand is highly encouraged.

Electronic recording of class. Please be advised that teaching materials (including lectures) are protected by the instructor's copyright pursuant to the date on which they are created for the course. It is therefore prohibited to electronically record either the audio or visual proceedings of the course without the express written permission of the instructor. Students should be advised, however, that the instructor does have the right to record or authorize recording of the class without notice, so their comments may be recorded.

Plagiarism and cheating. Plagiarism is the misrepresentation of someone's work as your own. You should always ask the instructor if you have doubt about whether an action is considered plagiarism or is otherwise unethical. Please be advised that plagiarism, cheating, and other forms of academic dishonesty violate the university's standard of Academic Integrity: <http://www.ohio.edu/communitystandards/academic/students.cfm>. Violations of these standards could result in a variety of penalties, including (but not limited to): a failing grade for an assignment and/or the course, placement on disciplinary probation, or expulsion from the university.

Attendance. Attendance is mandatory. You will not successfully complete this course without attending the class meetings. Any absences—particularly numerous ones—will be reflected negatively in your participation grade for the course. The only exceptions to this rule will be emergencies (e.g., sudden severe illness) or conflicts with official university activities (e.g., participation in a varsity sport) in instances where at least one week's notice has been provided to the instructor. Please note that any acceptable absences will require you to complete a written make-up assignment.
ASSIGNMENTS/EVALUATION

Evaluation for this course will consist of:

1) Discussion. All scholars rely on debate and discussion to sharpen their interpretive skills and gain a deeper understanding of their field's material. Therefore, active participation in class discussions is a crucial component of the course and this will be reflected in your grade. Please note that perfect attendance by itself only earns you a "C+"—to do better than that, you need to demonstrate engagement in the course discussions by both listening attentively to others and regularly contributing your own thoughts. (20% of final grade)

Your discussion grade will be computed according to the following scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>C+</td>
</tr>
<tr>
<td>21-25</td>
<td>B-</td>
</tr>
<tr>
<td>26-30</td>
<td>B</td>
</tr>
<tr>
<td>31-35</td>
<td>B+</td>
</tr>
<tr>
<td>36-40</td>
<td>A-</td>
</tr>
<tr>
<td>&gt;40</td>
<td>A</td>
</tr>
</tbody>
</table>

You can earn discussion points the following ways:
- 1 point per class attended
- 5 points for attending mandatory meeting with library subject specialist
- 1-3 points per substantive contribution made to class discussions (max 3 pts per class)
- 1-5 points for contributions made during group presentations in Week 15
- Additional points may be available through extra credit assignments
- The instructor reserves the right to deduct discussion points for disruptive behavior (using a cell phone, failing to listen respectfully, etc.)

2) Reflection papers. There will be four short (one-page, single-spaced) written assignments that ask you to respond to a combination of the course reading assignments and discussion topics. The prompts for these papers will be posted to Blackboard one week before each is due (see the “Weekly Readings/Assignments” section below for dates). The purpose of these assignments is to encourage you to formally engage with and organize your thoughts about the complex concepts that are the subject of the weekly readings and discussions. Matters of style (organization, grammar, etc.) and argument (clarity of expression, logic, etc.) will be factors in evaluating these reflection papers, but the primary criterion will be whether or not your work reflects a serious attempt to engage the material and the specific prompt for each assignment. (10% of final grade each; 40% total)

3) Final project. The second half of the course will entail a final group project related to Rebecca Solnit’s *Infinite City* (to be discussed in class on 6 October) that will be divided into several preliminary assignments: 2 short papers (10% of final grade each), one group presentation (see discussion grade above), and one collaboratively written final group paper (20% of final grade). Further details about the nature and requirements for these assignments will be discussed in class and posted to Blackboard. (40% total)

The instructor reserves the right to offer periodic opportunities to earn EXTRA CREDIT over the course of the semester, but there is no guaranteed minimum number of points that will be available (and there may be no such opportunities).
The Plus/Minus system of grading applies in this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>67-69 D+</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>63-66 D</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>60-62 D-</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>0-59 F</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>67-69</td>
<td></td>
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<tr>
<td>D-</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>D-</td>
<td>59-62</td>
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PLEASE NOTE: After establishing numerical final grades for every student, the highest overall grade will be curved upward to 100 points, with every other student in the class receiving an equivalent number of bonus points. For example: if the top student earns a 92% “raw” score, every student’s final grade will be curved upward by 8% points.

We will discuss specific explanations of what constitutes each of these grades as the assignments draw near, but as a general guideline:

A = work at or near a professional level. "A" assignments demonstrate advanced familiarity with the assignment’s topic and a nuanced understanding of the assignment’s goal. They articulate a clear (but complex) and original thesis and defend that assertion. Beyond their intellectual merits, "A" assignments also demonstrate a grasp of both general and discipline-specific style and make few (if any) spelling, grammatical, or factual errors.

B = work that demonstrates a strong grasp of the assignment’s concepts and advances a clear argument but fails to demonstrate either the intellectual subtlety of "A"-level work (eg. by failing to anticipate and counter criticism of the advanced position, by lacking in specificity, by lacking in originality, etc.) and/or its clarity of presentation. Work that might otherwise be graded at an "A" level can also fall to a "B" due to the presence of more than a few spelling, grammatical, or factual errors or the failure to properly cite references when necessary.

C = work that demonstrates a basic grasp of the assignment’s concepts and advances a rudimentary argument but generally fails to provide sufficient evidence to support that argument and/or is presented in a manner that is illogical or otherwise difficult to comprehend. Frequent spelling, grammatical, or factual errors can also contribute to a "C" grade, as can numerous failures to properly cite references or other transgressions from scholarly standards of writing.

D = work that fails to understand or engage with the assignment’s basic premise, advances either no or an excessively general argument, fails to provide proper evidence to support that argument, or otherwise demonstrates a severe failure to understand basic spelling, grammatical, factual, or stylistic conventions.

F = work that comprises all of the components of "D" level work to the extent that it cannot be defended as a good faith effort to complete the assignment. Excessive brevity compared to the assignment’s requirements may also be a factor in the assignment of an "F." Plagiarism or other evidence of academic dishonesty will automatically result in an "F" grade, regardless of what other merit the work might demonstrate.
**BOOKS & OTHER READINGS**

The following books are required. If you are missing any of them, please see the instructor ASAP.

- Adrian Tomine, *Shortcomings* (Drawn & Quarterly, 2009)

Additional shorter readings will be available via Blackboard (http://blackboard.ohio.edu/) or through other channels as indicated in the weekly assignments outlined below.

**WEEKLY READINGS & ASSIGNMENTS**

**PLEASE NOTE:** The instructor reserves the right to make alterations to these assignments at any time throughout the course of the semester. However, notice of any changes will be provided to students prior to their taking effect. The syllabus that appears on Blackboard will always be considered the most up-to-date.

**PLEASE NOTE:** Be advised that some of the following assignments include discussion and depictions of issues or events that you might deem to be serious, explicit, disturbing, or controversial. Please approach both these assignments and our discussions of them with a spirit of critical seriousness and respect for your fellow classmates, their experiences, and their points of view.

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings, etc.</th>
<th>Special Instructions</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>What is this course? (Introductions)</td>
<td>Skloot, <em>Immortal Life</em> (summer reading)</td>
<td></td>
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</tr>
<tr>
<td>9/1</td>
<td>What is a person?</td>
<td>Skloot, <em>Immortal Life</em> (all)</td>
<td>Yes</td>
<td>Reflection Paper #1</td>
</tr>
<tr>
<td>9/8</td>
<td>What is it to know?</td>
<td>Nagel, <em>Knowledge</em></td>
<td></td>
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</tr>
<tr>
<td>9/15</td>
<td>What is a fact?</td>
<td>Poovey, &quot;Introduction&quot; &amp; &quot;The Modern Fact&quot; [Blackboard]</td>
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<tr>
<td></td>
<td></td>
<td>Schulz, &quot;Our Minds, Part Three: Evidence&quot; [Blackboard]</td>
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</tr>
<tr>
<td>9/22</td>
<td>What is it to not know?</td>
<td>Firestein, <em>Ignorance</em></td>
<td></td>
<td>Reflection Paper #2</td>
</tr>
<tr>
<td>Date</td>
<td>Theme</td>
<td>Readings, etc.</td>
<td>Special Instructions</td>
<td>Assignment Due</td>
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</tbody>
</table>
• Sacks, *The Man Who Mistook His Wife for a Hat*, selections [Blackboard]  
• Radiolab, "Colors" [Blackboard]  
• Kandinsky, "The Effect of Color" [Blackboard] | | |
| 10/6 | What is a city? | Solnit, *Infinite City* | | |
| 10/13 | What is an archive? | • Baker, "Discards" [Blackboard]  
• Conn, "Between Science and Art" [Blackboard] | Yes | |
| 10/20 | What is causation? | • Bloch, "Historical Causation" [Blackboard]  
• Latour, "A Collective of Humans and Nonhumans" [Blackboard]  
• Radiolab, "Emergence" [Blackboard] | Final Project Paper #1 | |
| 10/27 | What is a sufficient burden of proof? | • Kolbert, "The Lost World," *New Yorker*, 16 December 2013 (<http://www.newyorker.com/magazine/2013/12/16/the-lost-world-2>)  
• Mayor, "Introduction" & "Ancient Discoveries of Giant Bones" [Blackboard] | Yes | Reflection Paper #3 |
| 11/3 | What is art? | • Cohen, "Gold, Golden, Gilded, Glittering" [Blackboard]  
• Benjamin, "The Work of Art in the Age of Mechanical Reproduction" (1936) [Blackboard]  
• Greenberg, "Avant-Garde and Kitsch" (1939) [Blackboard] | | |

*HC 2500: First-Year Seminar (Fall 2015) | Professor: Osborne | osbornen@ohio.edu | p. 6 of 7*
### WEEKLY READINGS & ASSIGNMENTS (CONT.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Theme</th>
<th>Readings, etc.</th>
<th>Special Instructions</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/17</td>
<td>What is race?</td>
<td>• Fields, &quot;Ideology and Race in American History&quot; [Blackboard]</td>
<td></td>
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<td></td>
<td></td>
<td>• Mersha and Abebe, &quot;Self-Reported Race/Ethnicity in the Age of Genomic Research&quot; [Blackboard]</td>
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<tr>
<td></td>
<td></td>
<td>• Coates, &quot;The Case for Reparations,&quot; <em>Atlantic</em>, 21 May 2014 (<a href="http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/">http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/</a></td>
<td></td>
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</tr>
<tr>
<td>11/24</td>
<td>What does it all mean?</td>
<td>See &quot;Special Instructions&quot; for this week.</td>
<td>Yes</td>
<td>Reflection Paper #4</td>
</tr>
<tr>
<td>12/1</td>
<td>What is Athens?</td>
<td>None—prepare final group project presentations.</td>
<td></td>
<td>Final Project Presentation</td>
</tr>
<tr>
<td>12/8</td>
<td>No, really: what is Athens?!</td>
<td>None</td>
<td></td>
<td>Final Project (by 4:35PM)</td>
</tr>
</tbody>
</table>

1 September: The first half of class will be devoted to the HTC Alumni Skype Book Club. Please refer to Blackboard for your group/room assignments and remember that you need to be in your room by 4:45pm (you don’t need to stop by our regular classroom before that). After you complete your Book Club discussion at 6pm, please proceed to Bentley 136 by 6:15pm for the conclusion of this class.

13 October: This is the absolute latest that you are allowed to arrange your meeting with the relevant librarian subject specialist for your program of study.

27 October: You will attend one of four scheduled sessions this week with Beth Clodfelter, Director of the Office of Nationally Competitive Awards, to learn about potential fellowship, research, and similar opportunities that you can apply for during your time at OU. Available meeting times and sign-up sheets will be distributed in class. Our regular class meeting will have limited hours (from 4:35-6:30) to reflect the time you'll spend outside of class this week.

24 November: This week's homework involves watching one feature film from a pre-arranged list of titles and considering the way it engages or helps to provide insight into one or more of the themes/questions that we've discussed all semester long. Possible titles include *Memento* (2000), *A Beautiful Mind* (2001), *Thank You for Smoking* (2005), and *F for Fake* (1973). More details—including the arrangement of select screenings—will be discussed in class.
IMAGINING INTERNATIONAL JUSTICE
Honors Seminar HC 2900
Fall 2013
Tuesdays, 3:05 – 6:05
RTec 223

Instructor: Haley Duschinski
Department: Sociology & Anthropology
Office: Bentley Annex 131
Phone: 593-0823
Email: duschins@ohio.edu
Office Hours: Monday and Wednesday, 4:30-6:00

COURSE DESCRIPTION

This seminar examines how various communities of people imagine the meanings, possibilities, and complications of international law and human rights in particular cultural contexts, with special attention to the politics of truth, justice, and reconciliation in democratizing countries. Starting with the Nuremberg trials and then moving to particular cases from different world regions -- Latin America, Africa, Europe, and Asia -- to consider some of the questions facing countries that are emerging from periods of significant human rights violations, including how to attribute responsibility and guilt, how to deal with perpetrators, and how to provide proper redress to victims.

We will adopt an interdisciplinary liberal arts perspective, examining literature, memoirs, films, ethnographies, and oral histories as various modes of representing international justice in context - including international courts and tribunals, as well as truth commissions, memorialization projects, reparations programs, and other transitional mechanisms. We will consider how such forms of global legal consciousness and imagination are produced, how they are claimed and contested, and how they are put into action, as they inform collective movements and mobilizations. The seminar is grounded in a "law and society" liberal arts perspective that considers the social and cultural production of law in particular contexts, focusing specifically on international justice interventions.

COURSE LEARNING OUTCOMES

Through the course, students will learn: (1) to understand international law and justice holistically, including their relation to other institutions such as society, culture, law, politics, and family in complex modern societies; (2) To think in an interdisciplinary way about international justice as it is located in historical and contemporary contexts; (3) to understand international law and justice frameworks and processes comparatively, including their many variations across different local contexts; and (4) to think critically about how understandings of international justice at the local level are impacted by transnational processes associated with globalization.

REQUIRED BOOKS

The books are listed in the order in which they will be read. Please note that the total cost of these required books is less than $100, based on used book prices posted on Amazon.com. You may wish to request copies of these books from Ohio Link. Regardless of your choice – please plan ahead! You are expected to have completed
each reading assignment by the date posted, in order to complete assignments and participate fully in our class discussion.


Additional required readings – chapters, articles, and weblinks – are posted onto the Blackboard site.

**COURSE STRUCTURE AND REQUIREMENTS**

The course will be run through a mixture of lecture and class discussion of the topic under review. Students must come to class prepared for group discussion of the readings. Generally readings will be limited to 200-300 pages per week. If the reading assignments become too intensive, then please let me know so that we can make adjustments accordingly. **You must bring the course texts to class so that we can talk about specific passages in our group discussion!**

Your final course grade will be based on the following assignments:

1. **Short Responses**: Each week, students will submit written two short responses (300-500 words each) to questions on the assigned texts. These are prompted assignments, and students will submit two each week. The response papers will serve as the basis of class discussion. Through these short responses, students will build and refine their arguments for the two longer papers required in the course. There are 28 prompts across 14 modules. Each one is worth 5 points. The lowest 4 grades will be dropped. These short responses count for 120 points. These assignments count for 50% of the total grade.

2. **Exam Papers**: Students will write two 8-10 page papers that build upon the themes discussed in class and in the short responses. The midterm paper is due in class on **Tuesday, October 15**. The final exam is due by the end of the day on **Thursday, December 12**. The papers must articulate a strong thesis statement that is supported by a cogent argument. Arguments cannot be solely polemical, but must derive from a clear, well-supported evaluation of the articles, books, powerpoint presentations, and films. The papers will be evaluated in terms of: (1) the depth and thoughtfulness of your arguments, (2) the specificity and appropriateness of your examples, (3) the precision of your critical thought, and (4) the clarity and effectiveness of your presentation. The final paper will be due at the scheduled time of the final exam. These two papers are weighted equally. Each paper counts for 60 points. They will contribute 50% of the total grade.

**COMMUNICATION WITH INSTRUCTOR**

My office hours are Monday and Wednesday from 4:30-6:00 in Bentley Annex 131. Please do not hesitate to visit me during my office hours to discuss any aspect of the course. You are encouraged to ask questions during
or after class lectures, or to come to my office hours for more focused conversations about course material. If you have a problem or special situation that needs to be addressed, please talk to me in person after class, during my office hours, or by appointment. You can also reach me through email, although this may not be the most effective or efficient way to handle a problem. When sending email through the blackboard system, please be sure to sign your name onto your message so that I know who you are. Please note that it typically takes me 24 hours to respond to email queries.

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**IMPORTANT INTERNET RESOURCES**

These sites provide interesting critical analyses of international justice issues, with daily updates. Please review them prior to the start of class, and check them weekly as we progress throughout the class. You will find that they will significantly enhance your understanding of contemporary international justice issues – and also help with your writing assignments and discussion entries.

Oninio Juris: [http://opiniojuris.org/](http://opiniojuris.org/)
IJCentral: [http://ijcentral.org](http://ijcentral.org)
This module focuses on the Nuremberg Trials, which dramatically transformed the field of international law, giving rise to a new hope for a system of international criminal justice to address crimes carried out by heads of state during periods of war.

1. Website featuring substantial resources on the Nuremberg Trial: Review this page first to learn basic background about the Nuremberg Trial. You may wish to review “A Trial Account” first, then look at the Chronology and the Assorted Images:  
   [http://law2.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm](http://law2.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm)

2. Jackson, Robert. “Opening Statement at the Nuremberg Trials.” 21 November 1945: Chief Prosecutor Robert Jackson (U.S. Supreme Court Justice) delivered this historic two-hour address at the start of the Major War Criminals Trial. Read the whole thing, but pay special attention to the first third of it, and the conclusion:  
   [http://avalon.law.yale.edu/imt/chap_05.asp](http://avalon.law.yale.edu/imt/chap_05.asp)

3. David Scheffer. “Evolution of an International Criminal Justice System”: This interview (transcript available at the link) provides some useful context and interpretation.  

4. Max Frankl, “The War and the Law.” New York Times Magazine, May 7, 1995. In 1995, the international criminal tribunals for Rwanda (ICTR) and the former Yugoslavia (ICTY) were getting under way. Frankel thought about those tribunals as he reflected on his own childhood in Germany, his terrifying flight from the Nazis, and the unease that the Nuremberg trials created in him. Frankel wrote that as an adolescent he “could never endorse the pretense that by starting a war, like men in every generation, and murdering civilians, as even the ancient Greeks had done, the Nazis had violated some kind of ‘law’ and were now subject to trial and sentenced by a hurriedly conjured ‘court.’” As you read this, contrast it with the vision presented in Jackson’s opening statement:  

5. Rosen, Tove. “The Influence of the Nuremberg Trial on International Criminal Law”: This essay addresses the historical context in which the Nuremberg trial took place, as well as its legacies in the field of international justice. We will revisit these themes throughout the semester. For now, review the essay:  

6. Goldstone, Richard. “Historical Evolution: From Nuremberg to the International Criminal Court.” Goldstone, the chief prosecutor of both the International Criminal Tribunals for the former Yugoslavia and also for Rwanda, writes about the international tribunals that have followed Nuremberg. We will focus on these later in the semester. For now, note his argument that “politics is the engine of international criminal courts.” Does he see this as problematic? Why or why not? (On Blackboard)

**Discussion #1**

The Nuremberg Trials raised questions of “victor’s justice.” In this module’s reading, Max Frankel expresses pessimism regarding the effectiveness of international tribunals. He writes, “The ugly truth is that international
crime pays. Aggressors walk free if they win the wars they start. Atrocities are customarily cited only against losers. The civilized world cannot prosecute the most heinous crimes without first defeating the perpetrators. It can’t defeat them without an army...” In the aftermath of genocide or mass violence, why might it be problematic for the process of justice to be determined only by the victorious parties? Is it fair when only certain people or nations are held accountable in an international court of law, and not others? Is it possible for international judicial efforts to be untainted by the politics of individual nations? How would Goldstone answer this question?

Discussion #2

The process of ex-post facto prosecution of “crimes against peace” was a new concept. The prosecutor Jackson wanted to establish precedent at Nuremberg. Explain what ex-post facto prosecution of crimes against peace means in this context. Do you feel that this is a fair application of law, or a dangerous precedent, in this context? Reflect on E.B. White’s quote, as presented in Frankl’s essay: “When a man hangs from a tree it doesn’t spell justice unless he helped write the law that hanged him.” Do you agree? What are the implications for the Nuremberg trials?

WEEK TWO: JUDGMENT AND THE MEMORY OF JUDGMENT: THE EICHMANN TRIAL
September 3

This module focuses on the trial of Adolf Eichmann in Jerusalem, and the way in which the judgment and the memory of the judgment have impacted international justice approaches in the post-Holocaust era.

1. Arendt, Hannah. Eichmann in Jerusalem. As you read this, pay special attention to Arendt’s characterization of Eichmann and her usage of the concept “banality of evil.” (Required text)

2. Segev, Tom. “Israel and the memory of the Holocaust,” Le Monde Diplomatique, April 2001: http://mondediplo.com/2001/04/13eichmann. This piece provides some context to help you understand the why and how memories of the Holocaust -- and memories of the Eichmann trial -- matter in Jerusalem today. As you read this article, think about the controversies surrounding Arendt’s work and Syvan’s film. (On Blackboard)

3. Raz, Gal. “Actuality of Banality: Eyal Sivan’s The Specialist in Context.” Read this article prior to watching the film in class so that you can appreciate the video more fully. (On Blackboard)

Discussion #1

What does Hannah Arendt mean by the phrase “the banality of evil,” and how does this apply to Eichmann? Arendt writes that the case of Eichmann in Jerusalem demonstrates “the inadequacy of the prevailing legal system and of current juridical concepts to deal with the facts of administrative massacres organized by the state apparatus” (p107). What does she mean? Why is the prevailing legal system inadequate in such cases? Having watched portions of the trial itself on video, do you agree with her argument? Do you think that this sort of trial is adequate? Why or why not?

Discussion #2

Why was Eyal Syvan’s film controversial? What was the nature of resistance against it? In interviews, Syvan claims that memory has replaced history. What does this mean? Relate this to the short essay on “Israel and the
memory of the Holocaust.” How does Syvan’s claim relate to his take on the judgment, how does it help us understand the critical response to his film?

**WEEK THREE: BUILDING AN AD-HOC TRIBUNAL: THE ICTY**  
*September 10*

This module focuses on the International Criminal Tribunal for Yugoslavia (1994) as an example of an “ad hoc tribunal” defining the new phase of international criminal law in the 1990s.

1. ICTY Website: [http://www.un.org/icty/index.html](http://www.un.org/icty/index.html). Spend some time reviewing the official website of the ICTY. Click on the link “About the Trial” to read a basic overview. Then click through the links on the right-hand side of the page to “Read More” about Key Figures, Establishment, Achievements, Mandate, etc.


3. Hazan, Pierre. *Justice in a Time of War.* Hazan is a highly respected French journalist who specializes in humanitarian action and human rights issues. He has covered many conflicts, notably in the former Yugoslavia, as a reporter for *Libération* (Paris) and *Le Temps* (Geneva). He has spent time at Harvard Law School and the United States Institute of Peace in Washington DC. He currently teaches in Geneva. *Justice in a Time of War* is a behind-the-scenes account of the establishment and proceedings of the ICTY. As you read the book, think about the challenges facing the court at different stages across time, and the conflicting intersections of law and politics in the search for peace and justice. (Note that this edition of the book was published in 2004, so the ICTY has developed since that time.) *(Required text)*


5. Goldstone, “Bringing War Criminals to Justice During an Ongoing War.” Goldstone, the chief prosecutor of the International Criminal Tribunals for the former Yugoslavia and Rwanda, discusses the debate on the relationship between peace and justice, with reference to the ICTY’s role as a mechanism for the restoration of peace while conflict still continued in the former Yugoslavia. *(On Blackboard)*

**Discussion #1**

Hazan charts the conflicting intersections of law and politics in the search for peace and justice. What are some of the moments when law comes into conflict with politics in the story that he tells? For Hazan, justice is continually “sacrificed on the altar of peace” (p68) - ending in the belated and incomplete triumph of law. Do you feel that justice has been sacrificed in this way, in the ICTY? Do you consider the ICTY to be inadequate, or incomplete? Why or why not?

**Discussion #2**

What is Goldstone’s position on the relationship between peace and justice – on the role of international trials such as the ICTY in contexts of ongoing war and conflict? Recall Goldstone’s argument presented in module 1 of the course that “politics is the engine of international criminal courts.” In this module’s article, Goldstone
quotes Juan Mendez: “Redressing the wrongs committed through human rights violations… makes good political sense” (p208). What does he mean, in terms of the relationship between peace and justice? What is Hazan’s position on the relationship between peace and justice, as expressed in his chapter “A Court Standing Above It All”? How do you respond to Hazan’s assessment of the court?

**WEEK FOUR: MOBILIZING THE INTERNATIONAL COMMUNITY FOR THE DISAPPEARED OF SREBRENICA**

*September 17*

*Today is Constitution Day! Our class will attend the Constitution Day lecture of Bert Lockwood, Director of the Urban Morgan Institute for Human Rights at the University of Cincinnati Law School (http://www.law.uc.edu/institutes-centers/urban-morgan-institute). Lockwood is the editor-in-chief of the prominent journal Human Rights Quarterly and editor of the Studies in Human Rights Series through University of Pennsylvania Press. He will talk about the relationship between the US Constitution and international human rights law.*

This module focuses on searches for justice in response to the Srebrenica massacre in the former Yugoslavia, with special attention to the relationships among tribunal proceedings, forensic science analysis, and memorialization.

1. ICTY case information sheet for Karadzic: Please review this in conjunction with the actual texts of ICTY Prosecutor Richard Goldstone’s indictments against Karadzic, issued in 1995 (below):

   http://www.icty.org/x/cases/karadzic/ind/en/kar-ii951116e.pdf

3. Karadzic Initial Indictment regarding Srebrenica, November 14, 1995:
   http://www.icty.org/x/cases/mladic/ind/en/kar-ii950724e.pdf

4. CNN video “Karadzic Boycotts Trial” and article “Expert: Yugoslav War Crimes Victims Need Truth Commission”: These news reports were issued when Karadzic’s trial finally began in October 2009, fourteen years after his initial indictment. The short video shows the way in which the mothers of the Srebrenica disappeared are responding to the slow progress of the case, while the article comments on the successes and failures of the tribunal and the lingering challenges of reconciliation:

5. NPR Program “Forensics of Genocide”: NPR has produced an eight-part documentary series of audio programs on war crimes in the 20th century, with special attention to how governments and victims deal with issues of truth, justice, and revenge. Some of the episodes might be interesting for you in relation to other course modules. For this week, please listen to Part Seven: Forensics of Genocide (13 minutes), which looks at the plight of the families of the disappeared ten years after the Srebrenica massacre. It focuses the international team of forensic scientists, Physicians for Human Rights, who are creating a system for identifying bodies from mass graves and counseling the survivors. According to the program description, “it has become perhaps the world’s most comprehensive forensic project designed for the survivors of war crimes, rather than for those seeking to prosecute the perpetrators.”
   http://www.npr.org/programs/specials/warcrimes/
6. International Commission on Missing Persons: This ten-minute video describes the work of the ICMP, an international nongovernmental organization based in Sarajevo that works on issues relating to missing persons in contexts of armed conflict, warfare, and natural disasters. ICMP assists governments in the exhumation of mass graves and DNA identification of missing persons, provides support to family associations of missing persons, and assists in creating strategies and institutions to search for missing persons. [http://www.youtube.com/watch?v=w-Ykrhu8K78](http://www.youtube.com/watch?v=w-Ykrhu8K78)

7. Sarah Wagner, “Tabulating Loss, Entombing Memory: The Srebrenica-Potocari Memorial Centre.” Wagner, a cultural anthropologist, analyzes the memorial site and the politics that surround it. She pays special attention to the intersections of space, memory, and loss. ([On Blackboard](#))

8. Genocide Memorial: This Wikipedia page presents a brief account of the Srebrenica Genocide Memorial, a memorial-cemetery complex established in 2003 in memory of those killed in the 1995 massacre. Please review the page and look at the photos at the bottom of the page. You may wish to explore the reference links if you would like to learn more about the memorial. [http://en.wikipedia.org/wiki/Srebrenica_Genocide_Memorial](http://en.wikipedia.org/wiki/Srebrenica_Genocide_Memorial)

9. Bosnia: The Men Who Got Away: Produced in 2006, this PBS Frontline special tells the story of why Bosnian Serb president Radovan Karadzic and his top general Ratko Mladic were fugitives for so long, more than 10 years after the Srebrenica massacre took place. It is approximately 20 minutes long. You may also wish to read the interview with ICTY prosecutor Carla Del Ponte, featured on the same webpage. [http://www.pbs.org/frontlineworld/stories/bosnia502/](http://www.pbs.org/frontlineworld/stories/bosnia502/) (21:45 minutes)

10. “Murdered, Buried, Denied”: This website focuses on a new film called Body Complete about mass graves in the Bosnian war. It presents an interview with the film director and the lead actress, as well as the spokesperson of the Mothers of Srebrenica. The interview topics include resurgent nationalism, political neglect, and the challenges of filming such emotional material. This will give you a little more insight into the perspectives of the mothers of the disappeared. [http://www.wieninternational.at/en/aktuell/murdered-buried-denied-en](http://www.wieninternational.at/en/aktuell/murdered-buried-denied-en)

**Discussion #1**

What roles have victims’ groups (such as the mothers of the disappeared) played in the search for justice in this case? How have the Mothers of the Disappeared organized? What has motivated them? What strategies have they employed? How and why have these mothers been well positioned to play a role in the search for justice? What challenges have they faced? What alternatives are available to them?

**Discussion #2**

What roles have new technologies (such as forensic anthropology and satellite photography) played in the search for justice in this case? How have they impacted the criminal court proceedings? How have they shaped the ways in which victims’ families search for truth and justice? How have they shaped the emergence of community memorialization projects?

**WEEK FIVE: TRANSITIONAL JUSTICE**

*September 24*

This module introduces the concept of transitional justice, defined as: “the full range of processes and mechanisms associated with a society’s attempts to come to terms with a legacy of large-scale past abuses, in order to ensure accountability, serve justice and achieve reconciliation. These may include both judicial and
non-judicial mechanisms, with differing levels of international involvement (or none at all) and individual 
prosecutions, reparations, truth-seeking, institutional reform, vetting and dismissals, or a combination thereof” 
(from United Nations Secretary-General’s Report on The rule of law and transitional justice in conflict and 
post-conflict societies, 2004)

1. Review ICTJ website and read ICTJ multimedia presentation In Search of Truth: 
   http://ictj.org/in-search-of-truth/

2. Ruti Teitel, “Transitional Justice Genealogy.” Ruti Teitel is the leading scholar on transitional justice today. 
   In this article, she provides a clear and comprehensive account of the history of the concept of “transitional 
   justice” as it has progressed through three distinct phases. The article will give you a sense of how the 
   concept has developed across time, and how international trials and tribunals fit within it. (On Blackboard)

3. Priscilla Hayner, Unspeakable Truths, Hayner presents a powerful account of the expansion of transitional 
   justice in the past 2 decades, focusing specifically on the need for and utility of truth commissions as a 
   means of reckoning with past crimes. She provides a number of case studies, and a deep look at restorative 
   justice. This book immediately became a classic after it was first published in 2001. The 2011 second edition 
   updates and expands her original argument. Focus on Chapters 1-3, 6-14, and Appendix 2. Chapters 4 and 5 
   (and Appendix 1) provide information on specific truth commissions from around the world. These sections 
   will be useful to you at different points in the course. (Required text)

Discussion #1

Societies going through transitions from conflict to post-conflict conditions must address several needs: 
Acknowledgement (establishing the truth of past violence), Accountability (giving punishment for those guilty 
of crimes), Institution Building (establishing new systems of governance and rule of law), and Responding to 
Victims (addressing victims’ concerns). Consider the ways in which (1) trials, on the one hand, and (2) truth 
commissions, on the other hand, might enable societies to address these issues. Provide examples from Hayner’s 
book.

Discussion #2

Our readings for the first few modules of class focused on international trials as a form of retributive justice. 
Recall Justice Jackson’s vision of the power of law, as well as Arendt’s critical commentary on the inadequacy of 
the existing legal system to address “administrative massacres,” and Hazan’s critiques of the politics and 
limitations of the ICTY. Recall also, the powerful demands of the Mothers of the Disappeared in Srebrenica for 
truth and justice. Revisit these arguments in light of Hayner’s discussion of truth commissions. How would you 
characterize the possibilities and limitations of international trials? Truth commissions? If you worked in the 
field of international justice, how would you make decisions about what kinds of institutions/mechanisms to 
install in the aftermath of violence in a particular context?

WEEK SIX: TRUTH, RECONCILIATION, AND THE PROJECT OF DEMOCRATIC NATION-BUILDING 
THROUGH SOUTH AFRICA’S TRC

October 1

This module examines the South African Truth and Reconciliation Commission, implemented in 1996 as a 
threational justice mechanism in response to the long history of apartheid in that country.
1. TRC Website: This is the official website of the South African Truth and Reconciliation Commission. Please take a moment to browse the website in order to get a feel for how the TRC was organized and what kinds of documents it produced. Note that you can read transcripts of the hearings if you go to the link for “Amnesty Hearings” and then click on a year for “Amnesty Hearing Transcripts.” http://www.justice.gov.za/trc/index.html

2. TRC Report, vol. 1. This is the introductory volume of the TRC report, containing important discussion of key concepts and debates within the Commission itself and in society at large. It provides the basis and rationale for the work of the Commission, as described in the chapters that appear in the following volumes. It also describes the way the Commission worked and the methods it used in order to fulfill its mandate. Please review (skim) the first sections of this first volume of the report, paying special attention to Chapters 1-6 (without the appendices): http://www.justice.gov.za/trc/report/

3. Short segment from South African TV series, Truth Commission Special Report. This is the television series that broadcast the South African TRC hearings to the nation. Please watch Episode 1, Parts 1 and 2, both available on YouTube. The first episode covers the very first hearings of the TRC’s Human Rights Violation (HRV) Committee, held in East London Town Hall from April 15-19. Part 2 features testimony from the victims’ widows as well as the policeman who killed them. This will give you a sense of what the proceedings were actually like, in practice: http://www.youtube.com/watch?v=yTnY5SQYArO

4. Krog, Mpolweni, and Ratele, There Was This Goat: Investigating the Truth Commission Testimony of Notrose Nobomvu Konile. This book provides a close investigation, contextualization, and interpretation of one particular woman’s testimony before the South African Truth and Reconciliation in 1996. Mrs. Notrose Konile is the mother of one of the “Gugulethu Seven” men who were murdered by apartheid operatives in 1986. Her testimony forms part of a cluster of testimonies regarding this case, which was featured prominently in the initial months of the TRC proceedings, but she herself is marginalized in the process. (Required text)

The following three essays offer reflections on various aspects of the South African TRC, and truth commissions more generally. Consider each author’s argument concerning the justifications for truth commissions, the relationship between truth commissions and transitions to democracy, and the relationship between truth and justice.

5. Cherry, “Historical Truth: Something to Fight For.” (On Blackboard)


Discussion #1

Regarding Cherry, Gutman & Thompson, and Brody: Comment on each author’s argument concerning the justifications for truth commissions, the relationship between truth commissions and transitions to democracy, and the relationship between truth and justice. Given your own interpretation of the proceedings, formulated through watching the videos and reading There Was This Goat, which author(s) do you most agree with, and why?

Discussion #2
The authors of *There Was This Goat* argue that it is “important to try to understand” Mrs. Konile and her testimony (4). As the book progresses, the authors link this work of listening and understanding to the “restoration” of the “personal dignity” of victims -- not within a Western conception of the individual (a framework that the authors claim has rendered Mrs. Konile “incoherent”) but rather within a framework that might recognize the significance of “the notion of African individuality within community” (62–63).

“Restoration could only begin when the testimonies were ‘heard’ and ‘understood,’ particularly those that fell outside the ‘norm’ ” of a framework that derives, at Mrs. Konile’s expense, from a Western model of subjectivity and citizenship” (62). Throughout the book, the authors interrogate the ways in which Mrs. Konile has been received. In the process, they imagine a new responsible, just, and humane South Africa, one built on possibilities of existence and self-understanding – in their words, “a nuanced South Africaness that speaks of tolerance and diversity” (102). Given this argument, what do you think about the potential role of truth and reconciliation processes in relation to building new democracies in the aftermath of violence?

**WEEK SEVEN: SEARCHING FOR LIFE: DISAPPEARANCE, IDENTIFICATION, AND JUSTICE IN ARGENTINA**

*October 8*

This module focuses on community responses to state violence carried across decades of military dictatorship in Argentina, with special attention to the role of the Grandmothers of the Disappeared.


2. Nunca Más (Never Again), Report of CONADEP (National Commission on the Disappearance of Persons), 1984. Please read at least the first four sections of Part I (“The Repression”), B. "Abduction." You do not need to absorb all of this information now, but you should develop a sense of the initiative, and then return to it later as necessary for paper assignments. [http://www.desaparecidos.org/nuncamas/web/english/library/nevagain/nevagain_001.htm](http://www.desaparecidos.org/nuncamas/web/english/library/nevagain/nevagain_001.htm)

3. Rita Arditti, *Searching for Life: The Grandmothers of the Plaza de Mayo and the Disappeared Children of Argentina*. This book traces the courageous plight of the Grandmothers of the Plaza de Mayo, a group of women who challenged the dictatorship that ruled Argentina from 1976 to 1983. Acting as both detectives and human rights advocates in an effort to find and recover their grandchildren, the Grandmothers identified fifty-seven of an estimated 500 children who had been kidnapped or born in detention centers. The Grandmothers' work also led to the creation of the National Genetic Data Bank, the only bank of its kind in the world, and to Article 8 of the United Nations Convention on the Rights of the Child, the "right to identity," that is now incorporated in the new adoption legislation in Argentina. In her research for this book, Rita Arditti conducted extensive interviews with twenty Grandmothers and twenty-five others connected with their work. Her book is a testament to the courage, persistence, and strength of these "traditional" older women. *(Required text)*

4. *Justice in Conflict*: This is a commentary on the court proceedings against Dirty War officials that began in March 2011: [http://justiceinconflict.org/2011/03/03/lost-in-the-shuffle-argentina-puts-dirty-war-leaders-on-trial/](http://justiceinconflict.org/2011/03/03/lost-in-the-shuffle-argentina-puts-dirty-war-leaders-on-trial/)

5. “Pope Francis: Questions Remain over His Role during Argentina’s Dictatorship”: Please read this article in The Guardian on the role of new Pope Francis in the Argentinean Dirty War:
Discussion #1

As Arditti points out, some Argentines promote a “hands-off” policy of leaving the children where they are “so that they don’t suffer” through a second trauma of being removed from their adoptive families. The grandmothers counter this through a focus on the idea of “restitution” – healing at the individual, family, and social levels through restoring relationships – and through an emphasis on “memory work.” How do you feel about this? Do you think that the past is better left alone in this case? Or do you think that the truth about the kidnappings must come out? The Grandmothers are working to “keep memory alive.” Critics claim that it is time to forget and move forward. How do you feel? Consider this also with reference to the Mothers of Srebrenica. How are these situations similar and different?

Discussion #2

Since the fall of the dictatorship in 1983, President Alfonsin’s amnesty laws and Menem’s presidential pardons have allowed those guilty of atrocities to go free. It is now 30 years after the fall of the regime. Do you feel that legal sanctions are necessary to achieve justice?

WEEK EIGHT: MIDTERM WEEK
October 15

This week we will take a break to write the midterm paper, catch up on readings, and watch a film.

WEEK NINE: STATE COMMISSIONS OF INQUIRY: BLOODY SUNDAY IN NORTHERN IRELAND
October 22

This module focuses on public inquiries and other investigative mechanisms into specific events, within the context of transitional justice, with special attention to the processes and problems of the Bloody Sunday Tribunal in Northern Ireland.

1. Patricia Lundy and Mark McGovern, “Politics of Memory in Post-Conflict Northern Ireland.” This article provides a brief overview of various transitional justice mechanisms that have been instituted in post-conflict Northern Ireland, with discussion of the challenges facing justice projects in this context. (On Blackboard)

2. Colm Campbell and Catherine Turner, “Utopia and the Doubters: Truth, Transition and the Law.” This article examines possibilities for a truth commission in Northern Ireland, and considers the role of law in transitional justice initiatives. (On Blackboard)

3. Angela Hegarty, “Truth, Law and Official Denial: The Case of Bloody Sunday.” This article focuses on the intersections of law, truth, and justice in the case of Bloody Sunday. Hegarty asks larger questions about whether or not it is possible to expect justice from the state that is responsible for carrying out abuses in the first place. (On Blackboard)

5. Bloody Sunday Trust: This is the website maintained by the organization of victims’ families who struggled for years to establish a new inquiry regarding the events of Bloody Sunday.
   [http://www.bloodysundaytrust.org/index-02.html](http://www.bloodysundaytrust.org/index-02.html)

Discussion #1

Hegarty asks a question in her article: “For example, how can the official discourse of law, which may have been used to deny the existence of abuses, be the means whereby justice and truth are achieved?” Consider this question through reference to the case of Bloody Sunday. How has law operated in this case as a tool of oppression? How has law also operated as a weapon of resistance and protest? Consider the role of victims’ family activist groups in using law to push for social and political change.

Discussion #2

Some of the victims’ family members have publicly stated that they are satisfied with the results of the Saville Inquiry and that they have no further demands. Other victims’ family members have publicly stated that the Saville Inquiry is only the first step towards justice, and that they will not be satisfied until the guilty soldiers have been prosecuted. If you were a transitional justice expert advising the British government, how would you recommend that they handle this situation?

WEEK TEN: LOCAL JUSTICE AS TRANSITIONAL JUSTICE? THE GACACA OF RWANDA

October 29

This module focuses on various legal responses to the Rwandan genocide of the 1990s, with special attention to the achievements, problems and future prospects of Rwanda’s traditional gacaca courts, as well as the ad-hoc International Criminal Tribunal for Rwanda.

1. Alison Des Forges and Timothy Longman, “Legal Responses to Genocide in Rwanda”: This introductory chapter to the authors’ edited volume (My Neighbor, My Enemy: Justice and Community in the Aftermath of Mass Atrocity) provides an overview of the various justice projects put into place in the aftermath of the 1994 Rwandan genocide – specifically, the ICTR, third party national prosecutions, national prosecutions in the Rwandan courts, and gacaca. The authors question whether these approaches to prosecution will end impunity, build rule of law, unify society, and avoid future violence. (But note that this article was published in 2004, so it is a bit out of date.) [http://faculty.vassar.edu/tilongma/justice.html](http://faculty.vassar.edu/tilongma/justice.html)

2. J Burnett. “The Injustice of Local Justice: Truth, Reconciliation, and Revenge in Rwanda,” Journal of Genocide Studies and Prevention 3(2): 173-193. 2008. This article explores local conceptions of gacaca and asks whether it is fulfilling its primary goals of ending impunity, promoting reconciliation, and establishing the truth of the past. As you read the article, consider the strengths and limitations of this form of transitional justice. (On Blackboard)

3. Waldorf, Lars, “Mass Justice for Mass Atrocity: Rethinking Local Justice as Transitional Justice,” Temple Law Review Vol. 79, No. 1. This article examines the gacaca courts in order to raise larger questions about what is meant by “local justice” in transitional justice projects. As you read the article, think about what “local justice” means, how & why local justice might be meaningfully incorporated into larger transitional justice packages that also include mechanisms such as trials and truth commissions, and the potential dangers of looking for seemingly “local” solutions to problems of mass violence and genocide. (On Blackboard)
4. ICTR Website: This is the official website for the International Criminal Tribunal for Rwanda. You may find it useful to learn about the ICTR in order to contextualize our discussions of the gacaca mechanism this week. Please explore the ICTR site. You may wish to review the general information and fact sheets on the “About ICTR” page, as well as the details of specific cases on the “Cases” page. The Statute of the Tribunal is uploaded on the “Legal” page. http://www.unictr.org/

5. International Committee of the Red Cross Article, “ICTR: Bringing the Killers to Book” (1997): Here, the ICRC provides overview and commentary regarding the ICTR. The ICRC, with its firm commitment to legalistic frames of post-conflict transition, highlights the importance of the ICTR in sending a message and strengthening rule of law. http://www.icrc.org/eng/resources/documents/misc/57jnz8.htm


For more, see the Human Rights Watch report “Justice Compromised” from May 13, 2011 highlighting the “multiple shortcomings and failures” of the gacaca process: http://www.hrw.org/print/reports/2011/05/31/justice-compromised

Discussion #1

This module’s readings present an array of legal approaches that have been pursued in post-genocide Rwanda. Identify and describe some of the legal approaches to prosecution have been (and are being) pursued. Describe the gacaca process. Do you feel that these legal approaches will end impunity, build rule of law, unify society, and avoid future violence? Why or why not? Do you feel that gacaca is fulfilling its primary goals to end impunity, promote reconciliation, and establish the truth of what happened during the genocide? Why or why not?

Discussion #2

Waldorf describes the tensions between local justice and international justice in the context of post-genocide Rwanda. What are these tensions? How do you think they can or should be resolved in the complicated settings of post-conflict transitions? In your view, should post-conflict states pursue local justice mechanisms? Why or why not? And if so, how?

WEEK ELEVEN: LOCATING CULTURE IN INTERNATIONAL CRIMINAL JUSTICE: THE HYBRID COURT IN SIERRA LEONE
November 5

This module focuses on “hybrid domestic-international courts,” specifically the Special Court of Sierra Leone, established in 2002 to try those who bear the greatest responsibility for human rights abuses committed during the decade-long civil conflict in the country.

1. Please review the website for the Special Court on Sierra Leone. Review the “About” page (with the mandate), as well as the “Cases” – some of which are explored in more depth in this week’s readings. You can also watch some of the live coverage of the Charles Taylor case, to get a feel for the proceedings: http://www.sc-sl.org/.
2. Tim Kelsall, *Culture Under Cross-Examination*. Kelsall’s anthropological analysis of the Special Court in Sierra Leone sheds important light on the clash of legal and cultural regimes in these forms of international criminal justice, with implications for the court’s legacy in Sierra Leone and, more broadly, for global projects of bringing accountability under rule of law to post-conflict societies. We are reading three chapters from this book, although you may wish to skim additional chapters if you are interested. The book is available as an e-book through Alden library. *(On Blackboard)*

Discussion #1

Kelsall’s analysis highlights the complications presented by the Special Court’s hybrid approach – specifically, the problems that arose as the global legal regime of the Court found itself surrounded by a local culture with very different ways of thinking about human rights, human agency, and appropriate social conduct (17). In his introduction, Kelsall situates his analysis within a body of literature that considers “the problem of culture” in international criminal justice. What is this “problem of culture,” and how does it play out in the Special Court? In your responses, make reference to the book as well as the film.

Discussion #2

Kelsall opens his book with questions of broad relevance – “Is the new judicial intervention also a form of cultural imperialism?” and “What are the prospects for the rule of law gaining legitimacy if international interventions are imposed on local cultural beliefs and practices?” (8). Given your understandings based on the book as well as the film, how would you answer these questions?

WEEK TWELVE: THE INTERNATIONAL CRIMINAL COURT: THE PROSECUTOR VS THOMAS LUBANGA

November 12

This module focuses on the International Criminal Court (ICC), specifically the trial of Thomas Lubanga, who was tried and convicted of conscripting, enlisting, and using child soldiers in the conflict in the Democratic Republic of Congo.

1. The ICC website: Please review the ICC website, paying special attention to the material regarding current situations and ongoing cases. [http://www.iccnow.org/?mod=casessituations](http://www.iccnow.org/?mod=casessituations)


3. Schabas, *Introduction to the ICC*. You should already be familiar with much of the background material on international justice initiatives in Chapter 1. Skim this chapter, and read Chapter 2 on the establishment of the ICC. Note the sections on the Lubanga trial. *(On Blackboard)*


5. ICC Forum Debates: The ICC Forum webpage presents many insightful perspectives. Please review the page carefully. You should consider the various “issues” presented on the page, along with the commentary on these issues by leading lawyers and legal scholars. Also note the video interview with Fatou Bensouda,
the Gambian lawyer who became ICC Chief Prosecutor in June 2012 after Moreno-Ocampo left the position. http://iccforum.com/

6. Hocshild, Adam. “The Trials of Thomas Lubanga,” Atlantic Monthly (December 1, 2009). This short essay provides commentary on the Lubanga trial, focusing on Congolese perceptions of the proceedings and questions of deterrence. (On Blackboard)

7. The Trial of Thomas Lubanga Dyilo at the International Criminal Court: “This short film, produced by the Open Society Justice Initiative and WITNESS, highlights both the discussion between the Prosecution and the Lubanga Defense Counsel in the court room, and more widely with the victims (child soldiers) and the Public Counsel for Victims' views about the proceedings and the expectations of the DRC communities. The video also highlights the issue of fair trial and balances the opening arguments both from the prosecution and the defense in the trial.” (12 min) http://www.youtube.com/watch?v=lo_jyvytipU

Discussion #1

What are some of the ways in which the ICC seems to be successful? What are some of its challenges and limitations? Given your knowledge of various international justice approaches and transitional justice mechanisms, do you agree with Moreno-Ocampo’s claim that the International Criminal Court will lead to “impunity no more”? Why or why not?

Discussion #2

In his discussion of the Lubanga trial, Hochshild asks a series of questions: “What do Congolese people think about the Lubanga trial? Will it deter other warlords? Can it bring a sense of justice to a place where there has been none?” Given your knowledge of the possibilities and challenges of international justice, and your knowledge of the ICC - how would you answer these questions?

WEEK THIRTEEN: PARTICIPATORY JUSTICE

November 19

This module focuses on the potential role and impact of “unofficial truth projects” -- NGO initiatives that share the same goals as official truth commissions but are not sanctioned by the state.

1. Bickford, “Unofficial Truth Projects” (2007). Bickford discusses what he calls “unofficial truth projects” – NGO initiatives that share the same goals as official truth commissions but are not sanctioned by the state. As you read the article, think about the potential role that these UTPs might play in transitional justice processes, and their advantages and limitations in comparison to official truth projects. (On Blackboard)

2. Lundy, Patricia, "Whose Justice? Rethinking Transitional Justice from the Bottom Up" (2008). Lundy argues that transitional justice practices need to find ways of more meaningfully incorporating “voices from below” in order to become more participatory in their approach. The second half of the article presents the case study of the Ardoyne Commemoration Project in Northern Ireland – the focus of the next two learning activities as well. Skim the first half of the article in order to understand her basic argument, and read the second half closely. (On Blackboard)

3. CAIN website for the Ardoyne Commemoration Project: Excerpts from the book can be found here (and the introduction is posted separately as a PDF file). On the website, scroll down to see the list of those killed in Ardoyne from 1969-1998: http://cain.ulst.ac.uk/issues/victims/ardoyne/ardoyne02a.htm
4. Ardoyne Commemoration Project, *Ardoyne: The Untold Truth*. This book is the product of a participatory justice effort carried out by the people of Ardoyne. We will read the introduction. (*On Blackboard*)

**Discussion #1**

Participatory justice approaches and unofficial truth projects can take many forms, including oral history, film making, memorials, civil society mock tribunals, commission-like efforts, and NGO documentation projects. What are some of the potential ways in which unofficial truth projects might be beneficial in contrast to official projects? What are some of the limitations? Discuss through reference to specific examples from the texts.

**Discussion #2**

In our module on transitional justice, we discussed the various issues that official transitional justice mechanisms are meant to address: acknowledgement, accountability, institution building, and meeting victims’ needs. How might the participatory justice and unofficial truth projects contribute to the transitional justice process? Discuss through reference to specific examples from the texts.

**WEEK FOURTEEN: DOING LAW DIFFERENTLY THROUGH GLOBAL CIVIL SOCIETY AND PEOPLE’S TRIBUNALS**

*November 26*

This module focuses on global civil society forums and international “people’s tribunals” as examples of unofficial truth projects operating without the sanction of states.

1. Review of *Against the Crime of Silence: Proceedings of the Russell International War Crimes Tribunal* and Sartre’s *On Genocide*: This 1969 book review provides commentary on the Russell Tribunal I and its popular reception, with larger reference to the possibilities of such people’s tribunals as responses to genocide in the modern era. (*On Blackboard*)

2. Craig Borowiak, “The World Tribunal on Iraq: Citizen Tribunals and the Struggle for Accountability”: Here, Borowiak reviews as long history of citizens’ tribunals and then focuses on the World Tribunal on Iraq to explore the broader issue of the legitimacy of citizens’ tribunals as extra-institutional practices for democratic accountability. (*On Blackboard*)

3. Interview with Ayça Çubukçu: This short interview with Ayca Cubukcu addresses her participation in the World Tribunal on Iraq from 2003–2005. She highlights these questions: “In the transnational triangle formed by law, politics, and action, I ask: on the threshold between the legal and the legitimate, the law and the exception, what is the foundation, if any, of cosmopolitan politics? By virtue of what ethical ground, and with what perverse effects, have international law and human rights come to monopolize the field of global peace and justice?” [http://www.jadaliyya.com/pages/index/3107/new-texts-out-now_ayca-cubukcu-on-cosmopolitan-occ](http://www.jadaliyya.com/pages/index/3107/new-texts-out-now_ayca-cubukcu-on-cosmopolitan-occ)

4. World Tribunal on Iraq (2003–2005): There is a five-part video documentary on the World Tribunal on Iraq available on YouTube. Please watch Part 1 to get a feel for the project: [http://www.youtube.com/watch?v=Sn2v0ZAuhB4](http://www.youtube.com/watch?v=Sn2v0ZAuhB4)

5. Russell Tribunal on Palestine (2009–2012): This is the official page of the Russell Tribunal on Palestine. Review the “About” page (with several sections). If you wish to explore further, you can link to the YouTube
Discussion #1

One of the challenges of global civil society forums and people’s tribunals is their problem of legitimacy: as non-state-sanctioned transitional justice mechanisms, they struggle to establish their authority, credibility, and legitimacy in reference to the states that they are addressing, as well as the global community. Do you feel that the Russell Tribunals and/or the World Tribunal on Iraq have legitimacy? If so, then what is the nature of this legitimacy – what are its sources? If not, then do you feel that they are useful, or harmful, and in what ways?

Discussion #2

These people’s tribunals have also been criticized for drawing on legal (or quasi-legal) frameworks, mechanisms, and procedures to advance what are essentially political agendas. Do you feel that this is the case for the tribunals under consideration here? Why or why not? Do you feel that this compromises the work of the tribunals? Why or why not?

WEEK FIFTEEN: REMEMBERING PAST ATROCITY: MEMORY, MEMORIALIZATION, AND THE PROJECT OF JUSTICE

December 3

Over the past 25 years, there has been an extraordinary rise in memorialization projects: museums, memorials, and commemoration events designed to research, represent, and teach on violent episodes in history. This module examines these new institutions and cultural spaces that attempt to promote peace, tolerance, and the avoidance of violent futures.

1. Williams, Paul. *Memorial Museums: The Global Rush to Commemorate Atrocities*. This book is the first scholarly attempt to “map” the new memorial museums. It surveys a series of museum and heritage sites, including those relating to genocide in Armenia, Cambodia, Rwanda, and the Balkans, state repression in Eastern Europe, apartheid in South Africa, terrorism in the US, political “disappearances” in Chile and Argentina, massacres in China and Taiwan, and more. We will read Chapter 1. (*On Blackboard*)

2. Ksenija Bilbija, Jo Ellen Fair, Cynthia E. Milton and Leigh A. Payne. *The Art of Truth Telling about Authoritarian Rule*. This book examines the art of truth-telling by looking at many different and often innovative ways that local communities have remembered violence through stories, accounts, images, songs, street theater, paintings, urban designs, and ideas that pay witness to authoritarian pasts.

Discussion #1

What are some of the common characteristics of memorial museums? Why have they proliferated worldwide at this particular moment in history (over the past 25 years)?

Discussion #2

How might museums, memorials, and commemorations relate to other international justice approaches and transitional justice mechanisms such as trials, legal reforms, truth commissions, documentation projects, and people’s tribunals? Are such memorialization projects necessary to the project of international justice? Does international justice need memorializing projects? Why or why not?
### Appendix 2. A. Honors Program Overviews

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Overviews</th>
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<tbody>
<tr>
<td><strong>OSU: Honors</strong></td>
<td>Maintain minimum GPA of 3.4 or 3.5, and completion of specific College Honors requirements (Honors contract); housed within individual college or program; primarily curricular</td>
</tr>
<tr>
<td><strong>OSU Eminence Fellows</strong></td>
<td>Subset of honors program. Participate in all Eminence Program activities and events. Gain admission to the University Honors Program and maintain Honors status every semester. Participate in an overnight retreat early in the academic year. Become a major contributor to a group service project.</td>
</tr>
<tr>
<td><strong>OSU: Scholars</strong></td>
<td>The Scholars program is based on themes of study rather than major. Each theme has at least one professional staff person who coordinates the activities and events: primarily about experiential learning outside the classroom. Maintain minimum GPA of 3.0 and be an active participant in individual Scholars Program by meeting the requirements outlined by your individual Scholars Coordinator. You must also enroll in a 1 credit hour Scholars Seminar during the fall semester of your first year.</td>
</tr>
<tr>
<td><strong>UC: Honors</strong></td>
<td>Maintain a cumulative University GPA of 3.4 or above and to complete the following requirements: Gateway to University Honors (HNRS1010); 5 honors experiences (designated honors seminars or honors experiential leaning projects); Honors Learning Portfolio. The basic structure is freshman seminar, honors English, honors &quot;experiences,&quot; advising, and creation of a learning portfolio. Honors seminars and experiential learning projects focus on community engagement, global studies, leadership, and research &amp; creative arts. A University Honors Council oversees the program. See chart of requirements at <a href="http://www.uc.edu/content/dam/uc/honors/docs/Requirements/14-15%20UHP%20Requirements.pdf">http://www.uc.edu/content/dam/uc/honors/docs/Requirements/14-15%20UHP%20Requirements.pdf</a></td>
</tr>
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| **Miami: Honors** | UNIVERSITY HONORS: All honors students complete these requirements during their first and second years.  
First-Year Cluster Course #1  
First-Year Cluster Course #2  
Choose one from Honors Experience List  
Choose one from Honors Experience List  
*First-Year Cluster - Take two courses with a cohort of 25 honors students during your first semester  
ADVANCED UNIVERSITY HONORS: Students may elect to pursue Advanced University Honors during their third and fourth years.  
Interdisciplinary Workshop Course #1 (Fall)  
Interdisciplinary Workshop Course #2, thesis-project (Spring)  
Choose one from Honors Experience List  
Choose one from Honors Experience List  
*Advanced Interdisciplinary Workshop - Take two interdisciplinary seminars with a cohort of 20-30 honors students during your third year. |
<p>| <strong>Miami: Scholars</strong> | Each of the distinct programs (e.g., computing scholars, premedical scholars, sustainability scholars, global studies scholars) offers an array of academic and co-curricular opportunities guaranteed only to these select students. While Scholars are encouraged to take full advantage of the many experiences designed to enhance their time at Miami, students can determine their level of involvement in the Academic Scholars Program. |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Details</th>
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</table>
| Kent State | All Honors College students are required to successfully complete a minimum of 24 Honors credits, with the exception of students who are admitted to the Honors College as juniors for the purposes of completing a Senior Honors Thesis/Project. Honors students are expected to enroll in the Honors section of a course when available. Students are required to meet satisfactory progress toward their Honors credit requirements by completing a minimum of 6 Honors credits each academic year. In some cases, students may accumulate additional credit hours beyond the minimum requirements each academic year. Despite these instances, students are required to complete Honors credits each academic year. The Honors College encourages students to complete their 24 Honors credit hours upon completion of the junior year and pursue a Senior Honors Thesis/Project in the senior year so they may Graduate with Honors.  
  
  Freshman Honors Colloquium: All Honors College students are required to successfully complete HONR 10197/10297 Freshman Honors Colloquium I & II in the first year (with a few exceptions). Honors College students are required to maintain a minimum 3.25 cumulative GPA to retain their membership in the Honors College.  
  
  Graduation with Honors: Graduation with Honors is the highest distinction awarded to students who graduate from the Kent State University Honors College. In order to be eligible for this distinction, students must successfully complete and defend a Senior Honors Thesis/Project.  
  
  There are three levels of distinction for Graduation with Honors, as follows:  
  
  UNIVERSITY Honors: 30 honors credits; 3.8 Cumulative GPA; Six hours of independent study, at least four hours of which MUST be thesis but all six of which can be; Senior Honors Thesis/Project of outstanding quality  
  
  GENERAL Honors: 30 honors credits; 3.2 Cumulative GPA; 3.4 Major GPA; 3.4 Honors GPA; Six hours of independent study, at least four hours of which MUST be thesis but all six of which can be; Senior Honors Thesis/Project of A or B quality  
  
  DEPARTMENTAL Honors: 6 honors credits; 3.2 Cumulative GPA; 3.4 Major GPA; Six hours of independent study, at least four hours of which MUST be thesis but all six of which can be Senior Honors Thesis/Project of A or B quality  
  
  Honors College students who do not complete a Senior Honors Thesis/Project but who successfully fulfill all other Honors College academic requirements receive an Honors College Scholar notation on the final academic transcript. |
| BGSU | Honors students typically do 20% of their curriculum with the Honors College, which allows for all majors to participate in the program. Receiving University Honors upon graduation is the highest award that BGSU grants. You must complete a minimum of 15 graded semester hours of Honors coursework by the end of your fourth semester in the program. You must also maintain a minimum 3.0 grade point average. Graduation with University Honors requires 20 Honors course credits, a cumulative GPA of 3.5 or higher, and successful completion of an Honors project. More details:  
  
  Earn a minimum cumulative University G.P.A. of 3.5 or higher and a minimum 3.4 or higher G.P.A. in all Honors courses presented for graduation with Honors requirement. Enroll in and successfully complete at least 23 graded credit hours of Honors coursework; these 23 hours will include HNRS 2010: Introduction to Critical Thinking, HNRS 2020: Critical Thinking about Great Ideas, HNRS 4980: Honors Project Development, and HNRS 4990: Honors Project. Additionally, students must:  
  
  Earn a grade of “A” or “B” in each course. Count as part of their 23 graded hours no more than 10 hours from the same general education category. Count as part of their 23 graded hours no more than 10 hours from the Colleges of Education, Business, or Musical Arts. Count as part of their 23 graded hours no more than 6 hours of Honors Independent Study and/or Honors Tutorial. Complete an Honors Project and earn a grade of “A” or “B” in both HNRS 4980: Honors Project Development and HNRS 4990: Honors Project. |

Appendix 2.A.2
| University of Dayton | Maintain a minimum cumulative GPA of 3.5. Earn 3 Honors credits by the completion of 30 credit hours. Earn 6 Honors credits by the completion of 60 credit hours. Earn 9 Honors credits by the completion of 75 credit hours for the Honors diploma (Thesis Option). Earn 12 Honors credits by the completion of 90 credit hours for the Honors diploma (Courses-Only Option) the Honors with Distinction diploma. Exhibit responsible and respectful behavior, including academic honesty and a record free of disciplinary issues that cause concern to the University community.  
**CRITERIA FOR EARNING THE HONORS DIPLOMA**  
Option 1 (Courses-Only Option): Earn at least 21 Honors credits and attain and maintain a minimum cumulative GPA of 3.5, holding such GPA level at the time of graduation.  
Option 2 (Thesis Option): Earn at least 15 Honors credits and attain and maintain a minimum cumulative GPA of 3.5, holding such GPA level at the time of graduation, and complete an Honors thesis project, earning 6 Honors thesis credit hours at a grade level of “B” or above (a grade of B- or below fails to meet this requirement.)  
**CRITERIA FOR EARNING AN HONORS WITH DISTINCTION DIPLOMA**  
Earn at least 21 Honors credits and attain and maintain a minimum cumulative GPA of 3.5, holding such GPA level at the time of graduation, and complete an Honors thesis project, earning 6 Honors thesis credit hours at a grade level of “B” or above (a grade of B- or below fails to meet this requirement.) |
| University of Akron | To complete your studies and graduate as a University Honors Scholar, you will:  
1) Select a major;  
2) Follow the Honors College Colloquium;  
3) Complete the Honors Distribution;  
4) Create an Honors Research Project  
To graduate as a University Honors Scholar, you should: Earn the credit hours required for the baccalaureate degree with a cumulative gpa of at least 3.40. In lieu of the General Studies requirements (except for Physical Education), you complete the Honors Distribution requirement pertaining to four groups of disciplines and physical education. In addition to satisfying the regular honors distribution requirement above, you complete the three Honors Colloquia courses (honors seminars). You complete your departmental, divisional, or interdisciplinary major requirements. Although each Honors student will be encouraged to become proficient in a language other than English, the foreign language is mandatory only if required of all students in the student's major department or division. You complete an Honors Research Project, i.e., an Honors Thesis or an original or creative work appropriate to your area of interest and meeting high standards of scholarship. Study abroad or field experience may be recognized as part of that project. Departmental and Collegiate requirements may include a qualifying examination or research skills course before you proceed to an Honors Research Project. |
| Wright State University | Open to students of all majors and provides a varied curriculum consisting of honors sections of Wright State Core courses, service-learning courses, interdisciplinary core courses in the humanities and social sciences, and broadly interdisciplinary upper-level topical seminars. Departments are also free to propose Honors sections of regular courses both at the introductory and advanced level. First-year students are able to participate in learning communities of linked courses in which the same 20 students enroll. Most majors offer students the opportunity for intense Honors work in the major during the senior year. Students may choose to graduate with one of three Honors designations, which are noted on the transcript and in the commencement program: University Honors Scholar, Departmental Honors Scholar (departmental honors project only), General Studies Honors Scholar  
University Honors Scholar: Complete six lower-level Honors courses with a grade of A or B. Two of the six must count for the Wright State Core, and one must be a UH 2010 or 2020. Complete one UH 4000 seminar with a grade of A or B. Complete an Honors project and/or the course requirements in the major. (Honors project requirements vary by major: see Appendix 2.A.3  
General Studies Honors Scholar: Complete six lower-level Honors courses with a grade of A or B. Two of the six must count for the Wright State Core, and one must be a UH 2010 or 2020. Complete one UH 4000 seminar with a grade of A or B. Have a cumulative grade point average of 3.5 or higher at the time of graduation.  
To be eligible for continued participation in the University Honors Program, students must maintain a cumulative 3.0 GPA and work toward earning an Honors degree designation. |
Schreyer Honors College. Scholars must maintain a 3.4 GPA while at Penn State. Scholars are also required to have 35 honors credits by the time they graduate. Those credits are spread out over your four years and can equate to two honors classes per semester. Scholars are also required to submit a thesis approximately one month prior to graduation. The program includes Academic enrichment including honors courses, exclusive study abroad programs, and research placements. A few programs are excluded from participation (e.g., accelerated premed). The honors college offers more than 200 honors courses, with enrollments capped at twenty-five students (or less) and taught by select faculty. Scholars can satisfy honors credit requirements through independent research, upper-level or graduate courses (depending on their standing), and “honors options” for regular courses. And in any given year dozens of Schreyer Scholars graduate with both bachelor and master degrees through the Integrated Undergraduate-Graduate Program.

In order to graduate with the Honors College diploma and medallion, a student must:
- Complete all requirements for an approved degree program within the college of his or her major.
- Complete a minimum of 33 semester hours of Honors courses. Honors courses are of two kinds – those offered by the Honors College and those offered by various departments and colleges. Of the 33 hours required, six semester hours of Honors Readings Conference (HON 1010 and HON 1020) must be completed by all Honors College students. Depending upon the student’s college and major, the remaining Honors hours may include:
  b. One or more of the Honors upper-division interdisciplinary seminars offered through the Honors College (HON 4950 and 4960).
  c. General education courses offered as Honors.
  d. Honors courses offered in the student’s major.
  e. Non-Honors courses contracted with the course instructor for Honors credit.
- Earn a minimum overall GPA of 3.3.
- Complete an Honors thesis or project.
- Complete any additional requirements for Honors set by the major department or college of the major.
To remain in good standing in the Jesup Scott Honors College, Honors student must maintain the overall GPA established by the college of their major and make satisfactory progress toward fulfillment of the requirements for a degree with Honors.
## Appendix 2.B. Honors Program Academic Resources

<table>
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<tr>
<th>Institution</th>
<th>Academic Resources</th>
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<tbody>
<tr>
<td>OSU: Honors (1)</td>
<td>University-Level <em>Priority Scheduling</em>, <em>honors advisor</em>, Collegium, optional <em>honors living learning community</em> (in honors res hall; not guaranteed)</td>
</tr>
<tr>
<td>OSU: Scholars</td>
<td>same as honors, but required to live in the residence hall that is specific to the Scholars Program during the first year</td>
</tr>
<tr>
<td>UC: Honors (2)</td>
<td><em>Honors advising</em>: individual and flexible plan; grant funding, experiential learning projects, presentations at academic or professional conferences; honors seminars with international and domestic travel; small, interdisciplinary honors seminars that satisfy general education requirements; Peer leaders for Gateway to University Honors; Honors ambassadors; social/study space in the honors suite including a lounge, computer lab, and conference room; Learning portfolio; <em>Honors housing</em> in Morgens, Turner and Daniels Halls and the Stratford Heights Complex; <em>Priority registration</em> (starting second semester); Honors medal which is worn to University Commencement; UHP designation included on transcript and diploma; Works closely with the dual admissions BS/MD program</td>
</tr>
<tr>
<td>Miami: Honors (3)</td>
<td>Monetary support for research and creative projects; <em>Honors residence halls</em>; community service and leadership opportunities; <em>priority class registration</em> for all Miami courses; <em>transcript notation</em> to let future schools and employers know that students graduated with Honors; LLC optional first and second year</td>
</tr>
<tr>
<td>Kent State (4)</td>
<td><em>Priority Registration</em>; Smaller teacher-to-student ratios; Special <em>Honors advising</em>; Official university recognition on transcript; optional LLC in two dorms</td>
</tr>
<tr>
<td>BGSU (5)</td>
<td><em>Priority scheduling</em> for both their Honors and non-Honors classes. <em>Honors advising</em>: Student Org for Honors students; optional <em>Honors Learning Community</em>, located in Founders Hall, is designated as <em>Honors housing</em></td>
</tr>
<tr>
<td>University of Dayton (6)</td>
<td>Specially notated <em>Honors diploma</em> and key. <em>Fellowships to assist with international study, research or service projects</em> through the University's Cordell W. Hull International Fellows Fund; <em>fellowships to assist with Honors Thesis projects</em> and for scholarly or professional conferences; priority registration (as determined by the Registrar's Office each semester). Honors students receive special library benefits, including the use of an Honors Study Room, book loaning privileges, and access to reserved library study rooms. Honors students are eligible to apply for three University Library Honors internships each year. Honors Student Center; Honors Art Competition and Exhibit. Honors program will subsidize tickets—half the cost of the ticket up to $10 each—for Dayton-area cultural events. Optional <em>honors housing</em>.</td>
</tr>
<tr>
<td>University of Akron (7)</td>
<td>Special honors sections of many introductory classes; honors seminars (Colloquia) for second- through fourth-year students; personal academic/career advisers; <em>honors residence</em> with private bathrooms; Honors students with extensive leadership experiences may wish to apply for the Honors Complex Emerging Leaders Community.</td>
</tr>
<tr>
<td>Wright State University (8)</td>
<td>Honors course work is noted on the transcript and in the commencement program. <em>Priority registration</em> status. <em>Honors advising</em>. Support for students who are preparing for professional and graduate school as well as advising for national and international scholarships and fellowships such as the Truman, Rhodes, Goldwater, etc. Optional <em>Honors Residence Hall</em>, a 384-bed facility that opened in Fall 2002. The entire building is arranged suite-style with two double rooms sharing a bathroom; optional <em>honors LLC</em>.</td>
</tr>
<tr>
<td>Penn State (9)</td>
<td>International travel as part of the curriculum; <em>funding for travel and research</em>; internship and leadership opportunities; optional LLC and <em>honors housing</em>. If you live in honors housing your first year, you are guaranteed honors housing all four years.</td>
</tr>
<tr>
<td>University of Toledo (10)</td>
<td>3-year degrees, preferred admission to some graduate programs, facilitated experiential learning, study abroad, internships, research, etc. Optional <em>honors housing: both on-campus and private honors options</em> available</td>
</tr>
<tr>
<td>Institution</td>
<td>Admission Requirements</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>OSU: Honors (1)</td>
<td>Typical: ACT score range (middle 50%) - <strong>32 to 34</strong> (1420 – 1510 SAT CR+M)</td>
</tr>
<tr>
<td></td>
<td>Average high school class rank- <strong>top 3%</strong></td>
</tr>
<tr>
<td>OSU Eminence Fellows</td>
<td>ACT composite score of <strong>34 and higher</strong> or an SAT Critical Reading and Math score of 1520 and higher. Eminence Fellows generally graduate in the <strong>top three percent</strong> of their high school classes. Essay. Interview.</td>
</tr>
<tr>
<td>OSU: Scholars</td>
<td>Typical: ACT score range (middle 50%) - <strong>28 to 30</strong> (1260-1340 SAT CR+M)</td>
</tr>
<tr>
<td></td>
<td>Average high school class rank- <strong>top 8%</strong></td>
</tr>
<tr>
<td>UC: Honors (2)</td>
<td>The <strong>top 7%</strong> of University of Cincinnati undergraduate students; no separate app for new first-year students (but December 1st deadline)</td>
</tr>
<tr>
<td>Miami: Honors (3)</td>
<td><strong>No minimum criteria</strong>, but typically have outstanding academic records and impressive accomplishments outside of the classroom. Admission into the University Honors Program is both competitive and comprehensive. Review of applicants to the Honors Program includes...</td>
</tr>
<tr>
<td>Miami: Scholars</td>
<td><strong>3.60 minimum</strong> cumulative high school GPA</td>
</tr>
<tr>
<td></td>
<td>**27 ACT Composite or 1210 SAT Critical Reading &amp; Math <strong>APPLICATION PROCESS</strong></td>
</tr>
<tr>
<td></td>
<td>Complete the Kent State University undergraduate admissions application. The application is available on August 1 and must be completed no later than January 15.</td>
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<tr>
<td></td>
<td>Look for an invitation to apply to the Honors College within 2-3 weeks of admission to Kent State University.</td>
</tr>
<tr>
<td></td>
<td>Complete the online application for Honors College admission.</td>
</tr>
<tr>
<td>BGSU (5)</td>
<td><strong>Holistic</strong>: considers the student's high school academic record (including grades and courses taken), standardized test scores, and writing ability (as demonstrated in a brief essay on one of several assigned topics). Normally,...</td>
</tr>
<tr>
<td></td>
<td><strong>of 3.50 or higher</strong> is required, as well as an <strong>ACT composite score of 27 or above</strong> or SAT composite of 1200 or above. However, there are no cut-offs and students can fall above or below these average scores. We encourage all interested students to apply. Acceptance into the Honors College is not automatic. You must submit an Honors application. The application deadline is May 1 of each year, but the Program offers rolling admission prior to this deadline. If you submit your application at an earlier date, you will be notified of your status within 4-6 weeks of receipt of your application.</td>
</tr>
<tr>
<td>University of Dayton (6)</td>
<td>An incoming first-year student is automatically designated an Honors student if he or she meets certain criteria: a <strong>3.7 GPA or top 10% of high school class, and a 29 ACT or 1300 SAT.</strong> Membership is voluntary and can be accepted or declined at the time of initial registration or at any time prior to the beginning of the fall semester.</td>
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<tr>
<td>University of Akron (7)</td>
<td>For first-time students to UA: automatically considered for admission to the Honors College. Applicants who meet the following criteria will be offered admission to the Honors College: High school cumulative <strong>GPA of at least 3.50</strong>, including participation in Honors, AP, or IB classes <strong>ACT composite score of at least 27</strong>, with some minimum subscores necessary, or SAT combined score of at least 1800, with some minimum subscores necessary. Excellent high school rank in class.</td>
</tr>
<tr>
<td>Wright State (8)</td>
<td>First-year students direct from high school should meet at least two of the following criteria: <strong>GPA of 3.25</strong> or better in high school <strong>Rank in top 10 percent</strong> of the graduating class Score at 90th percentile on the ACT (approximately <strong>27 Composite</strong>) or the SAT (approximately 1210 Critical Reading and Math) We are also interested in admitting students who may not meet the minimum admission criteria but who bring some special contribution or determination to the Honors Program. Incoming students who apply but who do not meet the minimum qualifications outlined above may be asked to submit additional documentation in support of their application. Or it may be recommended that students delay admission until they have attended Wright State for one term and earned at least a 3.0 cumulative GPA.</td>
</tr>
<tr>
<td>Penn State (9)</td>
<td>Holistic review of: honors faculty review the high school transcript, essays, short answer questions, and recommendations submitted by each applicant. Very competitive process (<strong>5% of students</strong>: ~300 per class) Application is through regular Penn state app, but recommended deadline of 11/30 and firm deadline of 1/15; mid 50% SAT = 2080–2180</td>
</tr>
<tr>
<td>University of Toledo (10)</td>
<td>High school GPA and ACT test score indicative of a well-prepared student, which <strong>MUST meet the required minimum of BOTH a 3.5 high school GPA and a 25 ACT test score</strong> Your academic credentials should be combined with a significant high school leadership and/or work experience that indicates a high level of motivation and performance that could translate into high academic performance at the university The student must apply to the Honors College when filling out the general UT application and then must complete the supplemental Honors College application form.</td>
</tr>
<tr>
<td>Institution</td>
<td>Scholarships</td>
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</tr>
<tr>
<td>OSU: Honors</td>
<td>directs students to merit scholarship page</td>
</tr>
<tr>
<td>OSU Eminence Fellows</td>
<td><strong>Full cost of attendance</strong> at Ohio State for four years. In addition, after the first year of successful study, students have access to a $3,000 enrichment grant.</td>
</tr>
<tr>
<td>OSU: Scholars</td>
<td>directs students to merit scholarship page</td>
</tr>
<tr>
<td>UC: Honors</td>
<td>Grants to support honors experiential learning programs and projects; also for students who are presenting at professional or academic conferences. No renewable tuition scholarships -- separate scholarship program (e.g., Cincinnatus)</td>
</tr>
<tr>
<td>Miami: Honors</td>
<td>no: says most will receive merit scholarships</td>
</tr>
<tr>
<td>Miami: Scholars</td>
<td><strong>$1,000–$2,000</strong> scholarship</td>
</tr>
<tr>
<td>Kent State</td>
<td>All new freshmen who are admitted to the Honors College will automatically be considered for an Honors College scholarship award ranging from <strong>$1,000 to $6,000</strong>. Honors College scholarships are renewable for a maximum term of eight semesters of undergraduate work, provided students remain in good standing with the Honors College. These scholarships are in addition to university awards. Also some special honors scholarships (for artists, etc.)</td>
</tr>
<tr>
<td>BGSU</td>
<td>no mention on honors page</td>
</tr>
<tr>
<td>University of Dayton</td>
<td>Incoming first-year Honors students are <strong>assured academic scholarships</strong> through the University's scholarship selection process, provided appropriate application materials are submitted on time.</td>
</tr>
<tr>
<td>University of Akron</td>
<td>Honors merit scholarships ranging from <strong>$500 for most students to $2,000</strong> for some, no additional application necessary</td>
</tr>
<tr>
<td></td>
<td>Exceptionally high-achieving applicants will be invited to complete a special Honors scholarship application and will receive an invitation to be interviewed for the endowed Honors Housing Scholarships (<strong>$2,000 for two years</strong>) and the Buckingham/Orr Honors Scholarships, as well as other endowed Honors scholarships. Interview dates will be provided for those students once the special Honors scholarship application is received.</td>
</tr>
<tr>
<td>Wright State University</td>
<td>Scholarships for both entering and continuing students. Awards for entering students range from <strong>$2,500 to full tuition, room/board, and books</strong>. Continuing student awards range from <strong>small research grants, to study abroad scholarships, to full-tuition awards</strong>. The majority of Honors students receive some type of scholarship funding from the university.</td>
</tr>
<tr>
<td>Penn State</td>
<td>Incoming freshman Scholars receive a <strong>$4,500 Academic Excellence Scholarship</strong>. Additional financial support includes grants for travel, research and internships.</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>not specific to honors program, but have merit scholarships; a few upper level scholarships</td>
</tr>
</tbody>
</table>