

PLSC 256: Human Rights

Tuesdays & Thursdays 2:15-4:05, MUDD 209

Spring 2019

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Office Hours:

Mondays, 12:00-2:00

Tuesdays, 4:15-5:30

Also available by appointment

Course Description:

What are human rights? Why should I care about them? Where do they come from? Are they universal or culturally specific? How are they enforced? How does human rights change happen?

This class explores the origins, content and political implications of the international human rights regime and its relevance to the United States. It examines the institutional, legal, and political framework that has been created to prevent and punish human rights violations and the strategies and tactics used by human rights advocates to foster human rights change. This semester the course will explore current debates in the human rights field, focus on learning and applying some of the methods of advocacy used by the international human rights movement, and focus on human rights challenges at home as well as abroad.

This is an elective political science class. It also meets major and minor requirements for secondary education and international studies. This course fulfills the global category requirement.

Student Learning Outcomes

In this course, students will:

- Understand the human rights framework and apply it to a contemporary human rights problem of their choosing.
- Examine the contemporary political and ethical debates about human rights and assess the merits of competing viewpoints.
- Identify the core elements of an effective human rights advocacy campaign and create research and advocacy materials that advance understanding and contribute to human rights change.

Required Texts:

- Jack Donnelly and Daniel Whelan, *International Human Rights*, 5th edition (Westview Press, 2017).
- Alison Brysk, *Speaking Rights to Power: Constructing Political Will* (Oxford University Press, 2013).
- Human Rights Advocacy and the History of International Human Rights Standards Website, www.humanrightshistory.umich.edu, a free online textbook developed by Carrie Booth Walling and Susan Waltz.

- We will be using 2 cases published by the Georgetown University School of Foreign Service Institute for the Study of Diplomacy. These cases can be purchased online at <https://isd-georgetown-university.myshopify.com/> Cases cost \$3.50 each. Please purchase the following:
 - Case 327: Unveiling the Veil Ban Dilemma: The Case of Leyla Sahin.
 - Case 311: Torture for Profit? The Role of Mercedes-Benz in Argentina's Dirty War and the Struggle for Accountability and Reconciliation.

A copy of the required text books is on reserve at the Albion College library. Additional readings will be available on the course web/Moodle site.

Hardcopies of Readings

Because we often will be referring to the readings throughout the course, I have found that the quality of discussion is much higher when students annotate readings and bring hard copies to class.

Useful Resources on Human Rights

Students may wish to consult the following scholarly human rights journals as part of their research project or to keep up to date on what is happening in the field of human rights.

- Human Rights Quarterly
- Human Rights Review
- Journal of Human Rights
- International Journal of Human Rights
- Journal of Human Rights Practice
- Human Rights Law Review
- International Journal of Transitional Justice

Some of the most well-known organizations of the international human rights movement include:

- Amnesty International, www.amnesty.org or www.amnestyusa.org
- Human Rights Watch, www.hrw.org
- Human Rights First, www.humanrightsfirst.org
- Physicians for Human Rights, www.physiciansforhumanrights.org

American human rights organizations include:

- American Civil Liberties Union, <https://www.aclu.org/>
- Southern Poverty Law Center, <https://www.splcenter.org/>
- Advocates for Human Rights, <https://www.theadvocatesforhumanrights.org/>
- Human Rights Campaign, <https://www.hrc.org/>
- NAACP, <https://www.naacp.org/>

Open Office Hours

I enjoy interacting with students during office hours to discuss issues related to class, readings, assignments, or other topics of interest. During open hours (listed above) feel free to drop in without an appointment but note that I will divide my time among students in attendance. Please politely let me know you have arrived if I am speaking with another student (a simple quiet wave will do) so that I share the time fairly. I do also meet with students by appointment if open hours don't work for your schedule. *If you make an appointment, please keep it.*

Classroom Electronics Policy

There is now a considerable academic literature demonstrating that using laptops in the classroom is not only distracting and detracts from learning¹ but – even when used solely for notetaking – results in a shallower understanding of the material.² In my experience, personal electronic devices in the classroom greatly diminish the learning environment for everyone. Balancing this reality with the fact that each of you is responsible for your own learning, you may use laptops, iPad and the like but only for class related purposes. The distracting use of electronics during class time will result in a significant penalty to the attendance and participation grade. Students may not digitally record class sessions without the express permission of the instructor and other students in the course.

Course Schedule

Part I: What are Human Rights?

Tuesday, January 15- Icebreaker, Introductions, Why Human Rights?

- Watch video, “What are Human Rights?” at <https://www.youthforhumanrights.org/what-are-human-rights/>
- Read this webpage from the United Nations Office of the High Commissioner on Human Rights, <https://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>
- Read copy of the Universal Declaration of Human Rights (UDHR), <https://www.refworld.org/docid/3ae6b3712c.html>

Consider the following questions as you prepare for class discussion.

Q: Which right in the UDHR is most meaningful to you? Why?

Q: What right in the UDHR do you find most surprising? Why?

Q: Do you believe that all the rights listed in the UDHR should be classified as rights or do you think some are nice ideas but not really entitlements? If so, which rights seem more / less necessary?

Q: Think back to your answer to Q1 and Q2 – what might the relationship be between these two rights, if any?

¹ For a summary of this literature, see Nate Kornell, “Close That Laptop in Class!” *Psychology Today* May 15, 2013. Also: Meyer, Robinson, “To Remember a Lecture Better, Take Notes by Hand,” *The Atlantic*, May 1, 2014.

² Mueller, Pam A. and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* (June 2014).

Thursday, January 17- Human Rights Defenders: Profiles in Courage

- Read profiles of human rights defenders in the US and around the world.
 - Lucas Benitez
 - Malala Yousafzi
 - Van Jones
 - Jamie Nabozany
 - Shirin Ebadi

Write a brief 2-page Essay which answers ONE of the TWO questions below. Your essay should have a clear thesis which you persuasively support throughout and a strong conclusion.

Q1: What are the essential qualities of a human rights defender?

Q2: Select a human rights defender from the assigned reading, what are your observations about this person's life and work. Why should this person be considered a human rights defender? How is his or her work connected to the values espoused in the UDHR?

Tuesday, January 22 – Duties and Obligations

- Excerpt of Donnelly and Whelan Ch. 2 “Theories of Human Rights,” 21-29
- Human Rights History website, www.humanrightshistory.umich.edu
 - Establishing accountability page
 - Government Obligations page
 - Armed groups page
 - Pdf by Wilder Tayler, “International Human Rights, Rebel Forces and Non-Government Entities.”
 - Due Diligence
 - PDF by Stephanie Farrow, “The Due Diligence Standard, Private Actors and Domestic Violence.”

How do we know a human rights violation when we see one? If human beings are rights-holders who are the duty-bearers? Who is Responsible for Human Rights Protection?

Thursday, January 24 - International Human Rights Law & the Development of New Human Rights

- Donnelly and Whelan, Ch. 1, “Human Rights as an Issue in World Politics,” 3-18.
- Human Rights History website, “Recognizing new human rights problems”
www.humanrightshistory.umich.edu
 - Torture page
 - pdf by Nigel Rodley, “Torture.”
 - Enforced disappearances page
 - pdf by Jose Zalaquett, “The Emergence of “Disappearances” as a Normative Issue.”
 - International humanitarian law page
 - pdf by Ken Roth, “The Human Rights Movement and International Humanitarian Law.”

- Indivisibility of rights page
 - pdf, David Petrasek, “The Indivisibility of Rights and the Affirmation of ESC Rights.”

Human Rights and the Cultural Relativism Debate

Key questions: Are human rights a “western” concept? Are human rights universal or culturally relative?

Tuesday, January 29

- Thomas Franck, “Are Human Rights Universal?”
- Makau W. Mutua, “Savages, Victims, and Saviors: The Metaphor of Human Rights,” *Harvard International Law Journal*, 42 (2001).
- Amartya Sen, “Human Rights and Asian Values,” *The New Republic*, 1997.

Thursday, January 31

- Jack Donnelly and Daniel Whelan, “The Relative Universality of Human Rights” in *International Human Rights* 2017.
- Susan Waltz, “Reclaiming and Rebuilding the history of the Universal Declaration of Human Rights,” *Third World Quarterly*, 23:3, 437-448.

The Interdependence of Rights?

Key questions: Are some rights more important than others? Are all rights equally valid and interdependent? Do economic, social and cultural rights exist? What happens when the rights of individuals and the rights of groups conflict?

Tuesday, February 5

- International Covenant on Civil and Political Rights
- International Covenant on Economic, Social and Cultural Rights
- Jack Donnelly and Daniel Whelan, Ch. 4 “The Unity of Human Rights,” in *International Human Rights*, 57-70.
- Amartya Sen, “Freedom and Needs,” *The New Republic* 120: 2/3, 31-38.
- Kenneth Roth, “Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization,” *Human Rights Quarterly*, 26 (2004), 63-73.

Thursday, February 7

- Henry J. Richardson III, “Dr. Martin Luther King Jr. as an International Human Rights Leader,” *52 Villanova Law Review* 471 (2007).
- William T. Armaline, “Caging Kids of Color: Juvenile Justice and Human Rights in the United States,” in *Human Rights in Our Own Backyard: Injustice and Resistance in the United States* (University of Pennsylvania Press, 2011), 189-198.

- Richard Pérez-Peña, “St. Louis County Biased against Black Juveniles, Justice Department Finds, *The New York Times*, 31 July 2015, http://www.nytimes.com/2015/08/01/us/st-louis-county-biased-against-black-juveniles-justice-department-finds.html?ref=todayspaper&_r=0

Tuesday, February 12

- Debra DeLaet, excerpt on “Collective Rights,” and “Gender Equality and Human Rights,” in *The Global Struggle for Human Rights: Universal Principles in World Politics*
- Amartya Sen, “More than 100 Million Women are Missing,” *New York Review of Books*, 20 December 1990.
- Convention on the Elimination of Discrimination against Women
- Convention on the Elimination of All Forms of Racial Discrimination,

In-class case studies on contested rights

Directions for Veiling Case study handed out in class

Thursday, February 14 – Case Study: Veiling in Europe

- Case 304: Unveiling the Veil Ban Dilemma: The Case of Leyla Şahin.

Submit Case Assignment

Causes of Human Rights Violations

Key Questions: Why do people and governments violate human rights? How/why do we allow human rights violations to happen? How do we end them? How do enablers, perpetrators, victims, upstanders and bystanders contribute to or become a barrier to human rights violations?

Tuesday, February 19

- Janice T. Gibson and Mika Haritos-Fatouros, “The Education of a Torturer”
- Philip Zimbardo, “When Good People Do Evil”
- Kristina Thalhammer et. Al., “Ordinary Persons Doing Extraordinary Evil” in *Courageous Resistance*.

Thursday, February 21

- Daniel Goldhagen, “Why They Begin,” in *Worse than war*
- Stanley Cohen, “Government Claims and Counter-claims,”

Tuesday, February 26 – Case Challenge – Can/Should Corporations be held accountable for human rights abuses? When domestic law and international human rights law conflicts, which law should international actors follow?

- Read the Torture Convention, <http://www.hrweb.org/legal/cat.html>
- Human Rights History Website, www.humanrightshistory.umich.edu
 - Read Corporate Accountability
 - Reread Government Obligations

- Case 286: Torture for Profit? The Role of Mercedes-Benz in Argentina’s Dirty War and the Struggle for Accountability and Reconciliation

Case assignment **REQUIRED**

- Students will be assigned to one of three roles: either as a lawyer for DaimlerChrysler, the lawyer for the disappeared of González Catán, or a judge hearing the case.

Tomorrow marks the first day of arguments in *Bauman v DaimlerChrysler*. If you are a lawyer: From your client’s point of view, present an argument (referencing what you have learned about human rights and government and corporate responsibility for human rights and using the facts of the case) for why or why not DaimlerChrysler is responsible for the treatment of Héctor Rátto and the rest of the MBA *desaparecidos*. If you are a judge, prepare a paper outlining the type of arguments you would expect to hear from each party in the case and the types of evidence / arguments / interpretations of human rights treaties that would cause you to rule in favor of the plaintiff or defendant.

- Bring your approximately 2-page argument (or set of notes) with you to class to submit for grading but also be prepared to work in a small group to prepare an oral argument.

Thursday, February 28 – Midterm Exam

****Spring Break – no classes March 5 & 7****

Part II: Human Rights Change

Tuesday, March 12

- Debra DeLaet, Top-Down Approaches to Human Rights
- Human Rights History Website, www.humanrightshistory.umich.edu
 - “What is international human rights policy?”
<http://humanrightshistory.umich.edu/home/about-the-project/what-is-international-human-rights-policy/>
 - “Making International Human Rights Policy Decisions,”
<http://humanrightshistory.umich.edu/policy-decisions/>
 - UN and Human Rights Policy,
<http://humanrightshistory.umich.edu/policy-decisions/un/>
 - Pdf by Margo Picken, “Dynamics Between Human Rights Organizations and UN Bodies.”
<http://humanrightshistory.umich.edu/files/2013/03/Pickens.pdf>

Thursday, March 14

- Excerpt from Kristina E. Thalhammer, Paula L. O’Loughlin et. al. *Courageous Resistance: The Power of Ordinary People* 1-18, 63-89.

- Donnelly and Whelan, “Transnational human rights advocacy,” in *International Human Rights* (Westview Press, 2017).
- Kwame Anthony Appiah, “The Art of Social Change,” *The New York Times Magazine*, 22 October 2010. <http://www.nytimes.com/2010/10/24/magazine/24FOB-Footbinding-t.html>

Monday, March 18

- Issue Analysis Papers due by 5:00pm

Tuesday, March 19

- Alison Brysk, “Introduction: Rhetoric for Rights,” in *Speaking Rights to Power: Constructing Political Will*, 1-14.
- Brysk, Ch. 2 “Historical Repertoires: Attention must be paid,” 41-54.

Thursday March 21

- Brysk, Ch 3 “Voices: Heroes, Martyrs, Witnesses and Experts,” 55-77.
- Witness testimony sample to be provided

Tuesday, March 26

- Brysk, Ch 4 “The Message Matters: Framing the Claim,” 78-106.
- Brysk, Ch. 5 “Plotting Rights: The Power of Performance,” 107-131

Thursday, March 28 – The International Human Rights Movement

- Human Rights History website, www.humanrightshistory.umich.edu
 - “Making International Human Rights Policy Decisions”
 - Human Rights Movement
 - “Methods of Research and Advocacy”
 - Standard Approach
 - Forensic Evidence
 - Human Rights Research in Conflict Zones
- Human Rights Watch website, www.hrw.org
 - Spend some time on the website learning what this organization is and does and looking at some samples of its work and advocacy

In-class: Watch the Documentary, *The E-Team*

Write a film response of 1-2 pages in length in which you analyze the film by applying ideas from course readings to the film’s content.

Tuesday, April 2

- Brysk, Ch 6 “Mobilizing media: is there an app for that?” 132-162
- Visit and explore this list of the best human rights apps for iPhone and iPad, <http://www.appicker.com/applists/2115/The-best-human-rights-apps-for-iPhone-and-iPad>
 - https://play.google.com/store/apps/details?id=com.ezest.smart.unhr&hl=en_US
 - <https://www.ohchr.org/en/NewsEvents/Pages/MobileApp.aspx>

- Visit, Witness at <http://witness.org/>. Explore the website and review its products/trainings etc.....

**Thursday, April 4 –International Human Rights Law & US Foreign Policy – Harold Koh
Guest speaker**

- Brysk, Ch. 7 “Audiences: Constructing Cosmopolitans,” 163-196

Contemporary Controversies in Human Rights – Do Human Rights Matter?

Tuesday, April 9

- Brysk, Ch. 8 “Constructing Political Will: Another World is Possible,” 197-212.
- Eric Posner, “The case against Human Rights,” The Guardian, 4 December 2014, <https://www.theguardian.com/news/2014/dec/04/-sp-case-against-human-rights>
- Tom Malinowski, “What America Stood for,” The Atlantic, March 25, 2017, <https://www.theatlantic.com/international/archive/2017/03/trump-human-rights-freedom-state-department/520677/>

Thursday, April 11

- Excerpts from Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton University Press (2017))

Tuesday, April 16

- Excerpts from Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton University Press (2017))

Thursday, April 18 – Elkin Isaac

- No class today. Instead, attend at least 1 Elkin Isaac presentation and comment on it.

The State of Human Rights at Home and Abroad

Tuesday, April 23

- Hot topics
- Student Final Presentation of Semester Work

Thursday, April 25

- Hot topics
- Student Final Presentation of Semester Work

Final Projects Due no later than Saturday, April 29 at 9:00pm

Course Requirements/Assessment:

Attendance and Participation: 15%

Homework (includes short writing assignment, case studies, role plays and quizzes): 25%

Midterm Exam: 20%

Final Project (student choice from one of the options below): 40%

- Human rights problem analysis 10%
- Draft of project 10%
- Final Project 20%

Final Project Options

Every student must complete a final project in which they apply the human rights framework learned in class to the human rights issue of their choosing. (Topics must be approved by professor). Students may choose to work independently or in a group. Students will select the project that best matches their current interests or future career goals and the skill base they want to develop. Students must select 1 of the following 4 options and must complete all 3 steps of the assignment they have selected. The professor will provide the grading rubric that corresponds to each student's choice.

	Individual Project	Group Project
Government or Research	Policy Memo	Web Site Public Service Announcement
NGO or Advocacy	Informational/Advocacy Materials	Web Site Public Service Announcement Performance

Option 1: Policy Memo

Issue analysis paper 10%

Draft policy memo: 10% (April 19)

Final Policy memo: 20% (April 29)

Option 3: PSA video, play or skit

Issue analysis paper 10%

Draft version: 10% (April 15)

Final Performance/Viewing (April 23 or 25)

Option 2: Group Web Site

Issue analysis paper 10%

Draft web page: 10% (April 15)

Final web page: 20% (April 29)

Option 4: NGO Advocacy materials

Issue analysis paper 10%

Fact sheet & Info brochure: 10% (April 19)

Opinion editorial (500-700 words) or blog posting (300-500 words) 20% (April 29)

Homework

Date	Assignment
January 17	Human Rights Defender
February 12	Contested Rights Cases
February 14	Veiling Case
February 26	Torture Case
March 28	E-Team Response
Various dates	Reading Quizzes

Late Assignment Policy

I recognize that we all have very busy schedules and many demands on our limited time. My late paper policy is clear so that students can best choose how to spend their time balancing the demands of this and other courses. Late papers are subject to penalty as detailed below except in the most serious of circumstances (see excused late assignment policy below).

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Assignments will be marked down one step of a letter grade for the first day that it is late (1-24 hours late turns a B+ into a B or a 3.3 to a 3.0). Assignments will be marked down an entire grade for the second day that it is late (25-28 hours late turns a B+ into a C+) and an additional grade for each day after.

All course papers must be typed, spell checked, printed, stapled and clearly labeled. All papers must use proper citations and a bibliography or works cited page. You must consult a style guide (I accept MLA and Chicago) and use one style consistently throughout your paper. Papers submitted without proper citations will be returned ungraded and students will have 24 hours to resubmit a revised paper that includes citations. The resubmitted paper will be marked down a step in accordance with the late assignment policy. All assignments must be submitted in paper copy but you are urged to post an electronic “back-up” copy to the course web site where it is automatically time and date stamped. Google docs cannot be loaded onto the Moodle site.

Please do not email assignments through email and do not share a google doc. Students must complete all assignments to pass the course.

Excused Late Assignments

I do not give extensions, except in case of a medical, family or personal emergency. If an emergency arises that makes it impossible to submit the assignments in a timely manner, please contact me and the Student Affairs Office and we will collectively work out a framework for completing the course work. I do not accept “I have a very busy midterms schedule,” “I have family coming to town,” “I have a tournament that day,” or “I have travel plans that conflict with this deadline,” as valid excuses since the dates of all major assignments are clearly marked on the syllabus offering plenty of notice for planning. Unexpected personal and family emergencies of all types are eligible – just communicate.

Cloud Backup

Because writing assignments can easily be backed up on cloud-based platforms, I expect that you are using such services. Dropbox, iCloud, Google, and others provide free cloud storage (as does the college when you save to your H: drive). As such, “I lost my paper,” and “My computer crashed,” are not valid excuses for missed deadlines. If you have questions about setting up a cloud backup system please contact the **IT Help Desk**. **The Help Desk is open weekdays from 8:00am to 5:00pm** whenever the college is open. It is located on the **ground floor of the Ferguson Building**. Email: helpdesk@albion.edu or Call: **517-629-0479** (text not supported).

Class Participation

Attendance and active participation in class discussion is vital to the success of the class. I expect all students to come to class having read the material, and prepared to actively engage in class discussion. I use the following rubric to determine participation.

Starting Grade				90%
Number of Absences (x)	-5% for each absence			-?
Quality of participation (y)	Regularly absent, ill-prepared and disengaged in class -15%	Average participation 0%	Exceptionally well-prepared and engaged throughout the semester +15%	$= 90 - x + y$

Use of distracting social media or texting during class time may result in a marked absence since you are effectively absent from the class discussion when you are engaged in distracting tasks external to course content.

There also is no penalty for severe illness, hospitalization and documented personal or family crises. Excused absences generally meet the following criteria: 1) you have communicated with me that you will miss class in advance of the class session (or immediately after if an emergency); 2) the absence is unavoidable due to illness, emergency or personal crisis; and 3) documentation may be required. **Excessive absences of any kind will interfere with your ability to succeed in the course and may result in dismissal from the course.**

Finally, as an act of professional courtesy and because absences affect the class dynamic in a learning community, I expect students to notify me when he or she will not attend class (when possible), whether the absence will be excused or not.

Extra Credit Opportunity

Students who participate in campus educational and enrichment activities that are related to course content may write a brief explanation of their participation in these activities, how they relate to course content, and the learning achieved by making connections between in class and out of class experiences. This extra credit writing assignment can earn students between 5%-15% in participation credit. See your professor for a rubric if you are interested.

Civil Discourse

This course will be centered on discussion and interaction. Students will be asked to contribute significantly to class discussion and learning and we will discuss difficult, personal, and sometimes controversial subjects. Everyone in the class brings unique experiences and perspectives to the course. We will all thrive if we can create a “brave space” - where all can

bravely and freely express their opinions and in return those perspectives are treated with respect meaning that points of fact and opinion can be debated by all members are treated with respect. Together we will create a class code of conduct to create a “safe enough” space for debate and discussion-where we can have hard conversations on controversial topics but maintain respect for each other and our diversity of viewpoints. Students are expected to acknowledge and respect the difference between expertise and opinion. All ideas are welcome but disruptive student behavior and hateful speech is not.

Accommodations Statement:

If you have a disability and may require accommodations or modifications in class instruction or course-related activities, please contact the Learning Support Center (LSC) staff who can arrange for reasonable accommodations for students who provide documentation of their disability/condition. If you are presently registered with the LSC and have requested accommodations through the LSC for this semester, please plan to meet with me as early as possible to discuss the best way to implement these accommodations in this class. The LSC is located on the third floor of the Seeley Mudd library or call 517-629-0825.

Academic Integrity:

As an academic community, Albion College is firmly committed to honor and integrity in the pursuit of knowledge. Therefore, as a member of this academic community, each student acknowledges responsibility for his or her actions and commits to the highest standards of integrity. In doing so, each student makes a covenant with the college not to engage in any form of academic dishonesty, fraud, cheating, or theft.

Plagiarism: Students will be held to the standards of academic conduct outlined in the Albion college student handbook. Please note that I am required by the regulations of the College to notify the Dean’s office of any plagiarism. If you do not know what constitutes plagiarism or academic dishonesty, consult the on-line Albion College Student Handbook (http://www.albion.edu/handbook/academic_information.asp). At the college level you are expected to correctly cite the scholarly work and ideas of others. You must do so in all your papers, please see me if you need help with appropriate citations (footnotes, endnotes, text notes, bibliography). **Confirmed instances of academic dishonesty may result in failure of the assignment and possibly the course and other consequences as outlined by the College.** If you are unsure about whether your actions may fall under these guidelines, please do not hesitate to speak with me about your concerns.

Academic Resources:

THE ACADEMIC SKILLS CENTER, located in the Seeley Mudd Building of the Library supports student success at Albion College through the Learning Support Center, the Quantitative Skills Center and the Writing Center. The ASC also coordinates academic peer tutoring services and educational technologies for enhancing student learning. For information, visit the ASC website at <http://www.albion.edu>

THE LEARNING SUPPORT CENTER offers individualized assistance with college-level study strategy and skill development. Students frequently utilize the center to improve grades, reading

speed or comprehension. In addition, the Learning Support Center provides assistance and accommodations to students who have documented learning disabilities. For more information, contact Pam Schwartz, Learning Support Specialist (x0825; pschwartz@albion.edu)

THE WRITING CENTER provides trained peer review consultants prepared to work with writers at every stage of the writing process – from getting started brainstorming to writing drafts, and from organizing ideas to revising or final editing. Writing consultants support students by responding to writing in process, not by proofreading, editing, or writing students' papers. Both drop-in tutoring and scheduled appointments are available during the Writing Center's afternoon and evening hours. For more information, contact the Writing Center (x0828; writing@albion.edu) or the Director, Scott Hendrix (shendrix@albion.edu).