**Torture—Argument of Policy**

Has the definition of torture changed as a result of 9-11 and the ongoing war on terror? John Yoo, a key architect of post-9/11 Bush administration legal policy, authored a number of legal memos arguing for unlimited presidential powers to order torture of captive subjects. In a December 1, 2005 debate in Chicago with Notre Dame professor and international human rights scholar, Doug Cassel, Yoo argued that there is no law preventing the President from ordering torture, even to the extent of torture of a child of a suspect in custody.

Carefully read the following eight sources. Then synthesize information from at least three of the sources and incorporate it into a coherent, well-developed essay that examines the issues that must be considered in developing a policy on enhanced interrogation techniques / torture and argues a clear position on whether or not the United States should alter its current policy on enhanced interrogation techniques / torture in order to meet the needs of a changing world, and if so, how.

Resources:

Source A: (Krauthammer)

Source B: (Sullivan)

Source C: (Kinsley)

Source D: (PBS) Excerpt from Frontline: The Torture Question: Is Torture ever Justified? PBS website [www.pbs.org/wgbh/pages/frontline/torture/justify/](http://www.pbs.org/wgbh/pages/frontline/torture/justify/)

Source E: (McCain) ”Torture’s Terrible Toll” Senator John McCain

<http://www.thedailybeast.com/newsweek/2005/11/20/torture-s-terrible-toll.html>

Source F: (Levin) “The Case for Torture,” Michael Levin

http://people.brandeis.edu/~teuber/torture.html

Source G: (Global) “U.S. Doesn’t Condone Torture of Captive Terrorists, Rice Says”

http://www.globalsecurity.org/intell/library/news/2005/intell-051206-rferl02.htm

Source H: (Commentary) “Commentary: Behind the Torture Memos”

http://www.berkeley.edu/news/media/releases/2005/01/05\_johnyoo.shtml

This prompt requires the writer integrate a variety of sources into a coherent, well written essay. Students must refer to the sources to support their position; avoid mere paraphrase or summary. The argument must be central; the sources should support the argument made. Students should attribute in both direct and indirect citations.