Rights are inescapably political because they tacitly imply a conflict between a rights holder and a rights 'withholder,' some authority against which the rights holder can make justified claims...Human rights exist to adjudicate these conflicts, to define the irreducible minimum beyond which group and collective claims must not go in constraining the lives of individuals.

--Michael Ignatieff, "Human Rights as Politics"

Course Description:
What do we mean by "human rights"? Are these rights universal? How are they legitimated by victims and their advocates? Under what conditions have human rights been most systematically violated since the drafting of the Universal Declaration of Human Rights (UDHR) in 1948? Who were the primary violators, and who were the victims? What types of international, state, and/or local institutions have been most effective in addressing these violations, and why? What have been, or should have been, the respective roles of international institutions, states, citizens, and non-governmental organizations and actors in promoting human rights? Why should "we" (in the United States) care about promoting human rights abroad, or should we? What are the trade-offs between national sovereignty and international action in compelling respect for human rights?

These are some of the central questions that we'll explore over the course of the quarter through select case studies of human rights abuse and redress since the drafting of the UDHR. For each case study, we will consider the following questions: How, and why, did demands for human rights protection first emerge? Who were its primary advocates? What types of resources did these advocates mobilize in their defense, or in the defense of others? Were their claims valid? Why, or why not? What was the response of state actors? What was the response of international actors? What types of institutions were activated or introduced at local, state, and/or international levels to address international human rights violations? Were these institutions effective? Why, or why not? Should different actions have been taken to address abuses? Why, or why not?
**Course Learning Outcomes:**

Upon successful completion of this course, you will be able to:

1. Critically evaluate and explain relativist and universalist perspectives on human rights, acknowledging strongest arguments, and evidence, for and against each perspective.
2. Demonstrate knowledge of, critically evaluate, and discuss current international human rights laws and covenants.
3. Demonstrate knowledge of, critically evaluate, and discuss relevant United Nations institutions and policies designed to promote and protect these laws and covenants.
4. Demonstrate knowledge of, critically evaluate, and discuss specific case studies of human rights abuse and redress in the post-WWII period, and the role of local, national, and international actors, interests, and institutions in these case studies.
5. Demonstrate knowledge of, critically evaluate, and discuss the relative value of competing conceptions and theories of human rights in explaining and predicting human rights abuse and redress in the post-WWII period.
6. Demonstrate proficiency in analyzing a specific contemporary human rights policy problem in a country case study of your choice, identifying and critiquing competing proposals by key stakeholders, and formulating a specific and concise policy recommendation based on high quality evidence, using the format of a professional policy paper.

**Summary of Course Requirements:**

1. Class participation: peer instruction/clickers 10%
2. Policy proposals due: week 3 5%
   - E-version due to TII.com on TritonEd by 11:59 p.m., Thursday, 4/19
3. Midterm exam: week 4, Thursday, 4/26 (in class) 15%
4. First draft policy brief (1500 word min.) to TritonEd: week 7, by 11:59 p.m., Thurs, 5/17 5%
   - Please upload early: PeerMark features on TritonEd do not allow late uploads.
5. Feedback to two peers due to TritonEd: week 8, by 11:59 p.m., Thurs., 5/24 5%
   - Please upload early: PeerMark features on TritonEd do not allow late uploads.
6. Final policy papers due: week 9 (both deadlines must be met to avoid late penalty) 35%
   - Hard copy due by end of class Thursday, 5/31
   - Identical e-version due to TritonEd by 11:59 pm, 5/31
7. Final exam: Tuesday, 12 June, 11:30 a.m. - 2:30 p.m. 25%

**Exams:**
There are two exams in this course: a midterm and a final. Both include short answer identification questions and an in-class essay. The midterm covers weeks 1 - 4, and the final exam is cumulative. Please note that exams cannot be made up without well-documented evidence of an emergency, or prior approval by the instructor.

**Research Project:**
This course also requires that you research and write a short (8 - 10 page, double-spaced, 12 pt. font, 1 inch margins) a policy brief focused on a specific human rights violation of your choice. (The page count begins after your cover page.) For the purposes of this assignment, you will become a policy analyst employed by a human rights organization of your choice. You will need to focus on a specific human rights problem and reference (either in a footnote or in the text of your paper) the specific international human rights covenant and article that you are investigating (i.e. ICCPR, Article 8.3 (a) "No one shall be required to perform forced or compulsory labour"). This should help focus and ground your study in a specific problem, as well as better familiarize you with specific international human rights laws and covenants, one of the course goals. For your case study, you may choose any country in the world (including the United States), or a state, province, or city within this country. The only requirement is that you choose a case study not covered in the course and that you have not written about previously. You will need to research both the organization you represent and the institution(s) and/or organization(s) you target (i.e., especially the political leader(s) or policymakers to whom your policy brief is addressed) in order to better understand their organizational and institutional histories, perspectives, and policy stances.
The research assignment is designed to give you the opportunity to engage in more in-depth analysis of a human rights problem or question of particular interest to you, further hone your critical thinking and writing skills in defending the human rights position(s) you put forth, and enable you to investigate a case study not covered in the course. Because of the size of the class, and the importance of maintaining standards of fairness for all students, late assignments will be penalized. Please note that there are two deadlines for the final policy paper: (1) submission of hard copy by the end of class, and (2) submission of e-version to TritonEd (course content page) before midnight that evening. In order to avoid a late penalty, both parts of the assignment must be submitted by the deadlines. If you have any questions, please consult one of your TAs or me. Please also note that e-mailed versions of assignments cannot be accepted under any circumstances. If you have missed a deadline, please bring a hard copy to class or to my office as soon as possible after the deadline, and attach a note explaining the extenuating circumstance. A detailed guide and grading rubric are posted to TritonEd, course content page, and a guide to library resources can be found here: http://ucsd.libguides.com/humanrights. If you need help narrowing your topic, or if you run into problems finding information on the topic you’ve chosen, please consult one of the TAs, a reference librarian at Geisel, or me.

Class Participation:
As an upper-division political science course, you are expected to come to class meetings prepared to discuss central questions, puzzles, and concerns that arise from course readings assigned for that day. Evidence-based research on teaching and learning has documented a strong causal relationship between active participation/discussion and student learning. The risk of large courses like ours is that students miss out on the opportunity to meaningfully discuss course materials, and thus learn less. For this reason, I will use a relatively new pedagogy in Political Science, “Peer Instruction” (used with clickers), developed by Harvard physicist, Eric Mazur, to facilitate both small and large group discussions. Research has documented statistically significant learning gains for students who have used Peer Instruction (PI). Here’s a cool YouTube where Eric Mazur talks about this pedagogy: https://www.youtube.com/watch?v=Z9orbxoRofI

We will begin experimenting with PI and clickers during week 2, but the “official” counting period will not begin until week 3 (April 17). This should give you time to borrow or purchase a clicker. (You can buy used online and sell back after the course, or borrow from a friend who’s not using during our class period).

Questions will be geared toward enhancing your understanding of course readings and lectures, and will help you prepare for exams and policy paper projects. In general, we will ask two types of questions: factual and discussion questions. Factual questions focus on a central point from your readings, or a point covered in lectures. Pedagogically, these questions are used to strengthen critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. One point is given for correct answers, and .7 for participating. Discussion questions ask that you take a stand on a particular human rights problem or issue using course materials as evidence. These questions are used to hone critical thinking and speaking skills, and specifically, your ability to put forth persuasive arguments based on logic and compelling evidence. For discussion questions, you will receive full points (1 pt.) simply for participating. In assessing your grade for this component of the course, you’re allowed to miss 20%. This should provide sufficient buffer in case you forget your clicker or you need to miss class for whatever reason. So, for example, if we ask 40 questions total over the quarter, and you receive 30 points, you can still earn an “A” (20% of 40 is 32, and 30/32 = 93.75%).

Films
In addition to the course text, research articles, lectures, and class discussion, this course will also use film to deepen our understanding of the politics of human rights. In many cases, this will allow us to the voices of human rights victims, policy makers, and perpetrators of violations. A significant body of literature provides evidence of the value of film to deepen understanding and retention of course materials. Although we’ll only watch short excerpts of films in case, if you’d like to watch any of these films in entirety, they’ve been scanned and are available via e-reserves for the course: https://reserves.ucsd.edu
**E-mail policy**

Please use the designated forums on the TritonEd discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. The TAs and I will monitor the board M-F, but please also feel free to help each other out, especially on weekends. Due to the size of our class, this will be the most efficient way for us to communicate. Because of the volume of e-mail we all receive, let’s try to reserve email for urgent personal matters, etc. Instead, I’m always available after class, and we’ll keep office hours every day of the week, so let’s try to get to know each other this way. Also, due to family obligations on weekends, I will not have Internet access after 5 pm on Fridays until Monday mornings. If you should need to urgently reach me on the weekend, however, you can call me at home: 858.552.9264. If you do need to send email M - F, please be sure to put the course number **(poli122) in the subject line** so that I can quickly locate it. Thanks!

**Resources to Support Student Learning**

**Library Help, eReserves and research tools:** https://library.ucsd.edu/ask-us/triton-ed.html

**Writing Hub:** https://commons.ucsd.edu/students/writing/index.html

**Supplemental Instruction:** https://commons.ucsd.edu/students/supplemental_instruction/index.html

**Tutoring:** https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html

**Mental Health Services:** https://caps.ucsd.edu

**Community Centers:** Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. https://students.ucsd.edu/student-life/diversity/index.html

**Accessibility:** Students needing accommodations due to a disability should please provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Please present AFA letters both to me and the OSD Liaison for Political Science (Natalie Ikker: nbikker@ucsd.edu) as soon as possible so that accommodations may be arranged. OSD contact for further information: https://disabilities.ucsd.edu/; osd@ucsd.edu | 858.534.4382

**Inclusive Classroom**

The TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We encourage and support each of you to fully participate in the course and contribute your unique perspectives to discussions of course questions, themes, and materials. If you should ever feel excluded, or unable to fully participate for any reason, please let me know, or you may also submit anonymous written feedback to our Undergraduate Advisor, Natalie Ikker (nbikker@ucsd.edu). Please simply place your written feedback in an envelope labelled with our course number. Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here: Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | https://diversity.ucsd.edu/

https://students.ucsd.edu/student-life/diversity/index.html

https://regents.universityofcalifornia.edu/governance/policies/4400.html

**UCSD Academic Regulations and Policies**

Academic Integrity: Each student is expected to abide by UCSD's policy on Integrity of Scholarship (https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2) and to excel with integrity in our course (https://academicintegrity.ucsd.edu/excel-integrity/index.html).

Please also abide by UCSD’s Principles of Community https://ucsd.edu/about/principles.html and the Student Code of Conduct: https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code_interim-revisions1-16-18.pdf to support equity, diversity, and inclusion in our classroom.
Course Text

The DeLaet book is available from the UCSD bookstore, but feel free to purchase it independently on-line or elsewhere. In addition, multiple copies of the text have been placed on print reserves at Geisel Library, and the first three chapters have been scanned into e-reserves to allow you time to purchase the book. If you choose not to purchase the DeLaet book, and experience problems obtaining a reserve copy, please let me know. All additional course readings (articles, etc.) are available (free!) via electronic reserves from Geisel Library: https://reserves.ucsd.edu.

Course Schedule:
*Note: Although it is rare that readings are revised during the quarter, occasionally I may do so to respond to a current human rights event, or important emergent interests in the class. If there is a revision, I will always provide advanced notice, and updates will be posted on course lecture slides.*

**Week 1:**

**Tuesday, 3 April:** Course Introduction: What Do We Mean By Human Rights? Are they Universal?
Readings: None.

**Thursday, 5 April:** (Cont.) What Do We Mean By Human Rights? Are Human Rights Universal?
Discussion: Are human rights universal?
Readings:

**Week 2:**

**Tuesday, 10 April:** Research tutorial and discussion of projects
*Political Science Research Librarian Annelise Sklar visits.* If possible, please bring laptops and log-on to the UCSD-PROTECTED network for in-class research workshop/tutorial
Readings:
3. Read policy paper guidelines and generate ideas for tutorial.
4. Read 2 – 3 policy papers from previous poli122 students (on TritonEd), and come to class with 1 – 2 ideas for your paper to research and discuss with classmates in small groups.

**Thursday, 12 April:** The Development of International Human Rights Law: Does International Human Rights Law Matter?
Week 3:

**Tuesday, 17 April:** Political and Civil Rights, and National Security: The Politics of Terrorism and Torture: Argentina, Chile, United States

**Film Excerpts:** *Las Madres*

**Readings:**
1. International Covenant on Civil and Political Rights
2. DeLaet, Chapter 4, “Civil and Political Rights in a World of Sovereign States: Civil and Political Rights and State Sovereignty in Tension,” (~18 pgs)

**Thursday, 19 April:** Political and Civil Rights, and National Security: The Politics of Terrorism and Torture: Argentina, Chile, United States

Submit e-version of policy proposal to proposal to TritonEd by 11:59 p.m.

**Readings:**

Midterm review will be posted on Sat., 21 April, 11:59 p.m.

Week 4:

**Tuesday, 24 April:** State Repression and Resistance in Latin America, and U.S. Foreign Policy in the Southern Cone

**Readings:**

**Thursday, 26 April:** Midterm Exam

Policy proposals handed back as you submit your exams.

Week 5:

**Tuesday, 1 May:** The Domestic and International Politics of Apartheid in South Africa

**Film Excerpts:** Have you heard from Johannesburg?

**Readings:**

**Thursday, 3 May:** International Politics of Apartheid in South Africa

**Film Excerpts:** Have you heard from Johannesburg? (cont.)

**Readings:**

**Week 6:**

**Tuesday, 8 May:** Human Rights as Collective Rights: The U.N. and the 1994 Genocide in Rwanda  
*Film Excerpts: Ghosts of Rwanda*  
*Readings:*

3. DeLaet, Chapter 5, “Collective Rights in a World of Sovereign States” (~18 pgs)  

**Thursday, 10 May:** Top Down Promotion of Human Rights: International Organizations and States  
*Film Excerpts: Ghosts of Rwanda*  
*Discussion:* Could the 1994 Rwandan genocide have been prevented?  
*Readings:*

2. DeLaet, Chapter 8, “Promoting Human Rights from the Top Down” (~24 pgs.)

**Week 7:**

**Tuesday, 15 May:** International Politics of Genocide: Rwanda and Darfur Compared  
*Film Excerpts: The Politics of Genocide in Darfur*  
*Readings:*


**Thursday, 17 May:** Transitional Justice: Punitive Justice and Criminal Tribunals or Restorative Justice and Truth Commissions?  
*First draft of policy paper (1500 word minimum) Please upload early- no late uploads can be accepted due to PeerMark features.* (At midnight, the submission board “transforms” into a peer review board, and TII.com will randomly assign all students who have submitted drafts two peers’ papers to review. *If you do not submit a first draft, your paper will not be part of this process, so you will also miss out on peer review. Please do not miss this deadline – it is the most important deadlines in the class.*  
*Discussion: Punitive vs. Restorative Justice  
Film excerpt: YouTube clips ICTR and ICC; film excerpts TRC, South Africa*  
*Readings:*

1. DeLaet, Chapter 9, “Punitive Justice and Human Rights” (~24 pgs.)  
2. DeLaet, Chapter 10, “Restorative Justice and Human Rights” (~10 pgs)
Week 8:


Film Excerpt: Health for Sale. (2007)

Readings:
1. International Covenant on Economic, Social and Cultural Rights
   http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx
2. DeLaet, Chapter 6, “Economic and Social Rights in a World of Sovereign States,” (14 pgs.)

Thursday, 24 May: Economic Globalization and Human Rights: Labor Rights and the Role of MNC's

Peer review comments due to two of your peers via TritonEd no later than 11:59 p.m. this evening. Please do not miss this deadline. (5% of course grade)

Readings:

Week 9:

Tuesday, 29 May: Human Rights and the Right to a Healthy Environment

Readings: Film Excerpts: Crude Impact, 2006

Discussion: Oil, human rights and the environment

Readings:

Thursday, 31 May: Children’s Rights as Human Rights

Submit hard copies of policy papers at the end of class today, and identical e-versions to TII.com on TritonEd no later than 11:59 p.m. (Remember that you may submit early, but both deadlines must be met to avoid late penalties (-5 pts. for each 24 hour period.)

Children's Rights as Human Rights

Film Excerpts: I Am a Child

Readings:
1. United Nations Convention on the Rights of the Child:

Week 10:

Tuesday, 5 June: Human Rights and Human Trafficking

1. DeLaet, Chapter 7, “Gender Equality and Human Rights,” (12 pgs.)

4. Thai Trafficking Case, Los Angeles, Sept. 2010:

5. FBI report on LA Trafficking case:

**Final exam study guide posted Wednesday, 6 June, 11:59 pm.**

**Thursday, 7 June:** Where Do/Should We Go From Here? Int’l Human Rights in the Early 21st Century

Readings:
1. DeLaet, “Conclusions” (3 pgs.)

**Final Exam:** Tuesday, 12 June, 11:30 a.m. – 2:30 p.m.

**Further reading on course topics:**

Listed below are additional readings you may want to consult if you have specific interests on some of the topics we cover in class. Please let me, or your TAs, know if you’d like additional recommendations, or if you find materials you think would be helpful to add to this list. Thank you!

**Further reading: Weeks 0 – 2:**

**Further reading: Weeks 3 and 4:**
2. National Security Archives: Chile www.gwu.edu/~nsarchiv/latin_america/chile.htm
3. See also documents and summary of the role of the U.S. in the military coup:
   www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB8/nsaebb8i.htm

**Further reading: Week 5**
2. Philip Gourevitch, We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda.
Further reading: Week 6

12. Samantha Power, *A Problem from Hell: America and the Age of Genocide*

Further reading: Week 7

Further Reading: Week 8

Further reading: Week 9

Further reading: Week 10

Additional recent and helpful texts you may want to consult: