

POLI 122: Politics of Human Rights Spring 2018

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Course materials are available on TritonEd at <https://TritonEd.ucsd.edu>. From the main TritonEd page for poli122, click on “Content” in the upper left menu. This will bring you to the course syllabus, lecture slides, research guides, rubrics, TII.com and PeerMark access.

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 <ul style="list-style-type: none">• E-version due to TII.com on TritonEd by 11:59 p.m., Thursday, 4/19	5%
(4) Midterm exam: week 4, Thursday, 4/26 (in class)	15%
(5) First draft policy brief (1500 word min.) to TritonEd: week 7, by 11:59 p.m., Thurs, 5/17 <ul style="list-style-type: none">• <i>Please upload early: PeerMark features on TritonEd do not allow late uploads.</i>	5%
(6) Feedback to two peers due to TritonEd: week 8, by 11:59 p.m., Thurs., 5/24 <ul style="list-style-type: none">• <i>Please upload early: PeerMark features on TritonEd do not allow late uploads.</i>	5%
(7) Final policy papers due: week 9 (both deadlines must be met to avoid late penalty) <ul style="list-style-type: none">• Hard copy due by end of class Thursday, 5/31• Identical e-version due to TritonEd by 11:59 pm, 5/31	35%
(8) 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 **5 pts. for each 24-hour period that they are late**, with the exception of the first draft of your paper and peer-review of this paper, where, due to *PeerMark* technology, no late assignments can be accepted. 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 TII.com via 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 their 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 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

- Debra L. DeLaet, *The Global Struggle for Human Rights: Universal Principles in World Politics*, Thomson-Wadsworth Press/Cengage Learning. First (2006) or second (2015) edition is fine. (Editions are essentially identical, so please purchase whichever edition –ideally used! -that you can find most inexpensively.)

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?

Film Excerpts: *Human Rights in China: The Search for Common Ground, 2004.*

Discussion: Are human rights universal?

Readings:

1. **DeLaet (e-reserves at Geisel: <https://reserves.ucsd.edu>):** *The Global Struggle for Human Rights*, Preface; Introduction; Chapter 1, “The Contested Meaning of Human Rights”; Chapter 3, “Are Human Rights Universal?” (~33 pgs. total)

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:

1. **DeLaet (e-reserves at Geisel: <https://reserves.ucsd.edu>):** Chapter 2, “The Development of International Human Rights Law,” (~18 pgs.)
2. Universal Declaration of Human Rights:
<http://www.un.org/en/documents/udhr/index.shtml>
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?

1. Chapter 2, “The Development of International Human Rights Law,” (~18 pgs.) (review)
2. Universal Declaration of Human Rights (review):
<http://www.un.org/en/documents/udhr/index.shtml>
3. Mary Ann Glendon, “Propter Honoris Respectum: Knowing the Universal Declaration of Human Rights,” *Notre Dame Law Review*, v. 73, n. 5, May 1998, pp. 1153 (16 pgs.).

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
<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>
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)
3. Donnelly, *International Human Rights*, Chapter 4, "The Domestic Politics of Human Rights: The Case of the Southern Cone," pp. 59 – 73 (14 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:

1. Janice T. Gibson and Mika Harito-Fatouros, "The Education of a Torturer," *Psychology Today*, November 1986, pp. 50 – 58 (9 pgs.).
2. Begin reading Margaret E. Keck and Kathryn Sikkink, Chapter 3, "Human Rights Advocacy Networks in Latin America," *Activists Beyond Borders*, pp. 79 – 102 (23 pgs.).

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:

1. Finish reading: Margaret E. Keck and Kathryn Sikkink, Chapter 3, "Human Rights Advocacy Networks in Latin America," *Activists Beyond Borders*, pp. 102 –120 (22 pgs.)
2. Donnelly, *International Human Rights*, Chapter 6, "Human Rights and Foreign Policy: The United States and the Southern Cone," pp. 126 – 128 (2 pgs).

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:

1. David Black, "The Long and Winding Road: International Norms and Domestic Political Change in South Africa," in *The Power of Human Rights: International Norms and Domestic Change*, Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink, eds., pp. 78 – 108. (30 pgs.)

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

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

Readings:

1. Donnelly, Chapter 4, "The Multilateral Politics of Human Rights: Apartheid," pp. 90 - 94 (5 pgs.); Chapter 6, "Human Rights and Foreign Policy: U.S. Policy Toward South Africa," pp. 129 – 132 (4 pgs.).

- Audie Klotz, "The International Politics of Apartheid," in *Norms in International Relations: The Struggle Against Apartheid*, pp. 3 – 12; (10 pages), and Chapter 3, "The United Nations," pp. 39 – 54 (16 pages).

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:

- International Convention on the Prevention and Punishment of the Crime of Genocide: <http://www.preventgenocide.org/law/convention/text.htm>
- DeLaet, Chapter 5, "Collective Rights in a World of Sovereign States" (~18 pgs)
- Scott Straus, "Genocide and Human Rights," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 280 – 291 (11 pgs.).
- Begin reading: Michael N. Barnett, "The UN Security Council, Indifference, and Genocide in Rwanda," *Cultural Anthropology*, v. 12, no. 4, November 1997, pp. 551 – 578. (Aim to read ~10 pages.)

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:

- Finish reading: Michael N. Barnett, "The UN Security Council, Indifference, and Genocide in Rwanda," *Cultural Anthropology*, v. 12, no. 4, November 1997, pp. 551 – 578).
- 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:

- Scott Straus, "Genocide and Human Rights," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 291 – 294 (3 pgs.)
- Genocide in Darfur: Investigating the Atrocities in the Sudan*, Samuel Totten and Eric Markusen, eds., New York: Routledge Press, 2006, "Introduction," pp. xiii – xvii (5 pgs.);
- Genocide in Darfur*, Chapter 14: Samuel Totten, "The U.S. Investigation into the Darfur Crisis and Its Determination of Genocide: A Critical Analysis," pp. 199 – 220 (21 pgs.).

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:

- DeLaet, Chapter 9, "Punitive Justice and Human Rights" (~24 pgs.)
- DeLaet, Chapter 10, "Restorative Justice and Human Rights" (~10 pgs)

Week 8:

Tuesday, 22 May: Economic, Social and Cultural Rights: Access to Health Care as a Human Right? Patents, Profits, and People

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.)
3. Joseph E. Stiglitz, *Making Globalization Work*, Chapter 4, "Patents, Profits, and People," pp. 103 – 132 (29 pgs.).

Thursday, 24 May: Economic Globalization and Human Rights: Labor Rights and the Role of MNCs

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:

1. David L. Richards and Ronald D. Gelleny, "Economic Globalization and Human Rights," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 182 – 197 (16 pgs.).
2. Mahmood Monshipouri, Claude E. Welch, Jr., and Evan T. Kennedy, "Multinational Corporations and the Ethics of Global Responsibility: Problems and Possibilities," *Human Rights Quarterly* 25.4 (2003), pp. 965- 989 (21 pgs.).

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:

1. John Barry and Kerri Woods, "The Environment," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 316 – 331 (16 pgs.)
2. Chris Jochnick, "Confronting the Impunity of Non-State Actors: New Fields for the Promotion of Human Rights," *Human Rights Quarterly*, v. 21, n. 1, 1999, pp. 56 –79 (14 pgs.).

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:
<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
2. Vanessa Pupavac, "Children's Human Rights Advocacy," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 219 – 236 (16 pgs.).
3. DeLaet, Chapter 11, "Promoting Human Rights from the Bottom Up," (12 pgs.).

Week 10:

Tuesday, 5 June: Human Rights and Human Trafficking

1. DeLaet, Chapter 7, "Gender Equality and Human Rights," (12 pgs.)
2. Andrea M. Bertone, "Trafficking for Sexual Exploitation, in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 202 – 216 (15 pgs.)

3. Nicholas Kristof, selected articles from *The New York Times*: “Girls for Sale” (January 17, 2004), “Bargaining for Freedom,” (January 24, 2004), “Stopping the Traffickers,” (January 31, 2004), “Leaving the Brothel Behind,” (January 19, 2005), “After the Brothel,” (January 26, 2005).
4. Thai Trafficking Case, Los Angeles, Sept. 2010:
<http://www.neontommy.com/news/2010/09/thai-workers-come-forward-human-trafficking-case>
5. FBI report on LA Trafficking case:
http://www.fbi.gov/news/stories/2010/april/trafficking_041610/human-trafficking-putting-a-stop-to-modern-day-slavery

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.)
2. Michael Goodhart, “Conclusion: The Future of Human Rights,” pp. 371 – 378 (8 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:

1. Michael Ignatieff, “Human Rights as Politics,” in *Human Rights as Politics and Idolatry*, Princeton: Princeton University Press, 2001, pp. 14 – 22. (20 pgs.)

Further reading: Weeks 3 and 4:

1. Beth A. Simmons, Chapter 7, “The Prevalence and Prevention of Torture,” in *Mobilizing for Human Rights: International Law in Domestic Politics*, Cambridge: Cambridge University Press, 2009.
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
4. Or the role of the CIA: <http://www.gwu.edu/~nsarchiv/news/20000919/index.html>
5. Lars Schoultz, “U. S. Foreign Policy and Human Rights Violations in Latin America: A Comparative Analysis of Foreign Aid Distributions,” *Comparative Politics*, v. 13, n. 2, January 1981, pp. 149-170 (19 pgs.).
6. David Black, “The Long and Winding Road: International Norms and Domestic Political Change in South Africa,” in *The Power of Human Rights: International Norms and Domestic Change*, Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink, eds., pp. 78 – 108. (30 pgs.)
7. Audie Klotz, “Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa,” *International Organization*, v. 49, n. 3., Summer 1995, pp. 451-478 (28 pages).

Further reading: Week 5

1. Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda*, Ithaca: Cornell University Press, 2002.
2. Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda*.
3. Hannah Arendt, *Eichmann in Jerusalem, Report on the Banality of Evil*, pp. 3 – 55; 234 – 252.

Further reading: Week 6

1. *Genocide in Darfur*, Chapter 1: Robert O. Collins, "Disaster in Darfur: Historical Overview," pp. 3 – 22 (19 pgs.).
2. Documenting Atrocities in Darfur," Bureau of Democracy, Human Rights and Labor, and the Bureau of Intelligence and Research, Sept. 2004, Appendix 2 in *Genocide in Darfur*, pp. 249 – 258.
3. "The Crisis in Darfur," U.S. Secretary of State Colin L. Powell, Testimony before the Senate Foreign Relations Committee, Sept. 9. 2004, Appendix 3 in *Genocide in Darfur*, pp. 259 – 267.
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Further reading: Week 7

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2. Arjun Sengupta, "The Right to Development as a Human Right." http://www.hsph.harvard.edu/fxbcenter/FXBC_WP7--Sengupta.pdf (15 pgs.)
3. Sakiko Fukuda-Parr, "Human Rights and Politics in Development," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 2009, pp. 164 – 179 (16 pgs.).
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Further reading: Week 10

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Additional recent and helpful texts you may want to consult:

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2. Kuper, Andrew. *Global Responsibilities: Who Must Deliver on Human Rights?* Routledge Press, 2005.
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