Consider the following questions:

How, and why, did case studies of human rights abuse and redress since the drafting of the Universal Declaration of Human Rights (UDHR) in 1948 evolve? Who were the primary violators, and who were the victims? What types of international, national, 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, nations, citizens, and non-governmental organizations in promoting human rights protections? 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 will 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 and non-state actors? What was the response of international actors? What types of institutions or policies were marshalled at local, national, or international levels to address international human rights violations? Were these institutions and policies 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. Explain and critically evaluate relativist and universalist perspectives on human rights, acknowledging arguments, and evidence, for and against each perspective.
2. Demonstrate knowledge of and critically evaluate extant international human rights laws and covenants.
3. Demonstrate knowledge of and critically evaluate relevant United Nations institutions and policies designed to promote and protect human rights laws and covenants.
4. Demonstrate knowledge of and critically evaluate 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 and critically evaluate 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 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 pedagogy via iClickers  
   - see details below, but official counting starts week 3  
   - 4-day buffer (lowest 4 days dropped, weeks 3 – 10)  
   - 10%
2. **Policy paper proposal:**  
   - due to Canvas week 3, Wed., 19 April, by 11:59 pm  
   - (5% late deduction for each 24-hr. period late)  
   - 5%
3. **Midterm essay (1000 – 1250 words, based on course materials only):**  
   - essay prompt posted week 4, Monday, 24 April by 11:59 pm  
   - due to Canvas week 5, Monday, 1 May by 11:59 pm  
   - (5% late deduction for each 24-hr. period late)  
   - 15%
4. **First draft policy paper** (1500-word minimum, in-text citations + bibliography):  
   - due to Canvas week 7, Monday, 15 May before 11:59 pm  
   - (no late papers can be accepted due to peer review - please see below)  
   - 5%
5. **Feedback to two peers via PeerMark (TII.com via Canvas):**  
   - due week 8, Monday, 22 May by 11:59 pm (access via 1st draft on Canvas)  
   - no late peer reviews so that everyone has time to integrate comments  
   - 5%
6. **Final policy papers (2000 – 2500 words)**  
   - due to Canvas week 9, Tuesday, 30 May by 11:59 pm  
   - (5% late deduction for each 24-hr. period late)  
   - 35%
7. **Final essay exam (1000 – 1250 words, based on course materials only):**  
   - essay prompt posted week 10, Tuesday, 6 June by 11:59 pm  
   - due to Canvas finals week, Tuesday, 13 June by 11:59 pm  
   - (5% late deduction for each 24-hr. period late)  
   - 25%

**Exams**
There are two exams in this course: a midterm and a final. Both are short take-home essays (1000 – 1250 words, which translates into approximately 4 – 5 double-spaced pages, and are open book, open note). Both are due to Canvas a week after the essay prompt is posted. The midterm essay will cover weeks 1 – 4; the
final essay is cumulative. You must pass the final exam to pass the class, but as long as you complete course readings, attend class, study for exams, and come to office hours if you have questions, we fully expect that you should do well.

**Grading Scale**
A+ = 100 – 98; A = 97 – 94; A- = 93 – 90; B+ = 89 – 87; B = 86 – 84; B- = 83 – 80; C+ = 79 – 77; C = 76 – 74; C- = 73 – 70; D+ = 69 – 67; D = 66 – 64; D- 63 – 60.

**Grade Appeals**
Please remember to check your grades on Canvas and alert your TA mentor within one week of grades posting if you believe there’s been an error. In your email to your TA, please include the course number in the subject line (“poli 122”) and provide a clear explanation for why you believe the point allocation is incorrect. Please note that grades may go up, down, or remain the same through a grade appeal process. Also, although we are unable to review grade appeals during office hours (but are happy to discuss any course assignment with you), we will review these as soon as possible, and in almost all cases, within one week of receiving your email (or office hours) request.

**Late Assignments**
If you miss an assignment deadline, please simply upload the missed assignment as soon as possible after the missed deadline. You do not need to email us. If there are extenuating circumstances that we should take into consideration in assessing a late penalty (see below: 5% for each 24-hour period that assignments are late), please email your TA mentor, and copy me, explaining these circumstances after you have submitted your assignment. As noted above and below, the only assignment that we cannot accept late is the week 7 first draft, since this is linked to peer review. If you upload this assignment late, you will not be able to participate in the peer review process (5% of course grade). For this reason, we strongly recommend you upload this assignment at least one day early and then overwrite until the deadline to avoid any last minute technology or other glitches. Remember that it is only a draft and it is more important to submit it on time then to miss the deadline:)

**Research Project**
This course also requires that you research and write a short (2000 – 2500 words, which translates into approximately 8 - 10 double-spaced pages) policy brief policy paper focused on a specific human rights violation of your choice. For the purposes of this assignment, you will become a policy analyst employed by a human rights organization (non-governmental, governmental, or intergovernmental) 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"). 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 policy maker(s) you target in order to better understand their organizational and institutional histories, perspectives, and policy stances. The research assignment is designed to provide you with the opportunity to engage in more in-depth analysis of a human rights problem of particular interest to you, and further develop your research and writing skills in critically engaging human rights questions using high quality sources of evidence. Because of the size of the class, and the importance of maintaining standards of fairness for all students, late assignments will be penalized 5% 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. A detailed assignment guide, grading rubric, and sample student papers are posted to the “Files” tab of Canvas and a guide to library resources can be found here: https://ucsd.libguides.com/poli122. If you need help narrowing your topic, or if you run into problems finding information on the topic you’ve chosen, please consult your TA mentor, a reference librarian at Geisel, or me. We also love to talk about projects in office hours, so please come tell us about your policy interests and research findings as they evolve!
**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=Z9orbxRofl

We will begin experimenting with PI and clickers during week 2, but the “official” counting period will not begin until week 3. 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. You can also buy these at UCSD’s Bookstore. If you buy online, be sure to purchase the iClicker brand, which is what UCSD's infrastructure supports. Please also remember to register your clicker on Canvas. (Link is on the left menu of the course home page.)

Peer Instruction questions will be geared toward enhancing your understanding of course readings and lectures, and will help you prepare for your exams and your policy paper projects. In general, I will ask two different types of questions. One type will focus on a central point from your readings or a point covered in lectures. Pedagogically, these questions are used to strengthen your critical reading and thinking skills, and ensure that central concepts are generally understood before moving to a new topic. A second type of question will be a “polling” question, asking you to take a stand on a particular human rights problem or issue using course materials as evidence. These questions will be used to stimulate class discussion on different topics. The focus of these of questions is also to hone your critical thinking skills and, specifically, your ability to articulate persuasive arguments to support our positions, based on logic and compelling evidence. For the first type of question, you will receive full points (1 pt.) for getting the question correct and .9 points simply for participating. For the second type of question, you will receive full points (1 pt.) for participating. In assessing your grade for this component of the course, you’re allowed to miss four class periods. (That is, the four lowest clicker scores for weeks 3 – 10 will be dropped.) This should provide a sufficient buffer in case you forget your clicker or you need to miss class for whatever reason. Unless you miss more than four classes during this period, you do not need to alert us. Beyond four absences, you will need to provide clear documentation, and we are happy to work with your College Deans on this.

**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 hear the voices of human rights victims, policy makers, and perpetrators of violations. A significant body of literature provides evidence for the value of film to deepen understanding and retention of course materials. Although we'll watch only short excerpts of films in class, if you'd like to watch any of these films in their entirety, they are available via e-reserves for the course: https://reserves.ucsd.edu

**Workload:** As an upper-division course, the UCSD Academic Senate guideline is approximately three hours of work outside of class for each one hour in class, or approximately nine hours of work weekly outside of class. Each week, you will need to balance course readings with independent research on your policy projects, but readings and research assignments are designed not to exceed nine hours each week. If you find that time spent on weekly readings and research exceeds nine hours, please come see me or your TA mentor right away so that we can assist you with more efficient reading and/or research strategies. That's what we're here for! :)

**E-mail policy**

Please use the designated forums on the Canvas discussion board for all course and assignment related questions so that everyone can benefit from information exchanged. Your 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 email we
all receive, let’s try to reserve email for urgent personal matters, etc. Instead, I’m always available after class and during office hours, so let’s try to get to know each other this way. If you should need to urgently reach me on the weekend, however, you can text or call my mobile #: 858-201-1508. 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. Thank you!

Resources to Support Student Learning
Library Help, e-reserves 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 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 (Zain Sharifi, zasharifi@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 urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in our class for any reason, please let me know, or please consult the Department’s “Report an Issue” page for additional campus resources to support you, and diversity, equity, and inclusion in our classroom, and beyond.

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. Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: https://academicintegrity.ucsd.edu/excel-integrity/index.html. Although you are encouraged to work together in preparing for class discussions and exams, each student is expected to do their own work on all written assignments and in-class essays. In addition, all students must individually participate in clicker questions. (That is, it’s a violation of academic integrity to “click in” for any of your classmates.) Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please consult me or your TA.

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

DeLaet’s book is available electronically and free to everyone for the first two weeks of class via UCSD Bookstore’s “Inclusive Access” program. If you would like to continue access beyond this, the Bookstore will charge your student account $20.00 for the quarter. To access the digital book, go to the course Canvas home page, click on “Modules” (left menu), then select the “Redshell” link. If you decide you do not want to continue access, you will need to “opt-out” of “Inclusive Access” program by the 4/15/23 (the drop/add deadline for the course) by going back to the Redshell link on the course Canvas page and clicking “OPT-OUT,” otherwise the Bookstore will charge you $20.00.
Alternatively, we have placed multiple copies of the book on Geisel print reserves, or you may purchase new or used copies of the book online, and sell back after the course, or rent from Amazon. All additional course readings (articles, etc.) are available (free!) via electronic reserves from Geisel Library: [https://reserves.ucsd.edu](https://reserves.ucsd.edu). If you encounter any problems, please call 858.534.1212, or e-mail: reserves@ucsd.edu, or contact me.

**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 the syllabus posted to Canvas and to the course lecture slides.*

**Course Schedule:**

**Week 1:**

**Tuesday, 4 April:** Course Introduction: Politics of Human Rights  
Readings: None.

**Thursday, 6 April:** What Do We Mean by Human Rights? Are Human Rights Universal?  
Discussion: Are human rights universal?  
Readings:  

**Week 2:**

**Tuesday, 11 April:** Research Tutorial for Policy Projects + Are Human Rights Universal?  
Homework (“Files” menu Canvas):  
1. Read 2 docs: 1) policy paper rubric (1-pg.), and 2) policy paper guidelines  
2. Skim 2 – 3 policy proposals and papers from previous poli122 students  
3. Please bring in draft form to class (not graded):  
   1. Draft idea for human rights policy problem and country case study within which you’d like to research this policy problem.  
   2. Idea for a human rights org you’d like to represent  
Readings:  

**Thursday, 13 April:** The Development of International Human Rights Law: Does International Human Rights Law Matter?  

**Week 3:**

**Tuesday, 18 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


**Wednesday, 19 April: Policy paper proposal due to Canvas before 11:59 p.m.**

**Thursday, 20 April:** Political and Civil Rights, and National Security: The Politics of Terrorism and Torture: Argentina, Chile, United States

Readings:


**Week 4:**

**Monday, 24 April:** Take-home midterm essay question posted, which we’ll discuss in class on Tuesday, 25 April. Due to Canvas before 11:59 pm next Monday, 1 May.

**Tuesday, 25 April:** State Repression and Resistance in Latin America, and U.S. Foreign Policy in the Southern Cone

Readings


**Thursday, 27 April:** No class. Work on midterm short essays, due Monday, 1 May before 11:59 pm

**Week 5:**

**Monday, 1 May:** Midterm short essays due to Canvas before 11:59 pm.

**Tuesday, 2 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


**Week 6:**

**Tuesday, 9 May:** Human Rights as Collective Rights: The U.N. and the 1994 Genocide in Rwanda

Film Excerpts: *Ghosts of Rwanda*
Readings:
2. DeLaet, Chapter 5, “Collective Rights in a World of Sovereign States,” pp. 79 – 82 (3 pgs); 93 – 99 (~ 6 pgs).

Thursday, 11 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:

Week 7:
Monday, 15 May: First draft of policy paper (1500 words minimum) due to Canvas no later than 11:59 p.m. (In-text citations and bibliography must be included.)
Please note that no late papers can be accepted on this assignment due to the peer review component. You may upload early, then overwrite until 11:59 pm, but exactly at midnight, the submission board “transforms” to peer review, so there’s no way to upload submissions after this time. Please note, also, that to participate in the peer review process (5% of course grade), you need to have submitted a paper draft. (Peer reviews are randomly matched among those papers submitted. Good luck everyone – you can do this!)

Tuesday, 16 May: International Politics of Genocide: Rwanda and Darfur Compared
Film Excerpts: The Politics of Genocide in Darfur
Readings:

Thursday, 18 May: Economic, Social and Cultural Rights: Access to Health Care as a Human Right?
Film Excerpt: Health for Sale. (2007)
Readings:
1. International Covenant on Economic, Social and Cultural Rights (ICESCR) http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx

Week 8:
Monday, 22 May: Peer review comments due to peers via PeerMark (access via week 7 “first draft”) on Canvas by 11:59 p.m. this evening. (This is so that you, and your peers, will have a full week to integrate comments, before final papers are due next Wed. You’re in the final stretch – good luck!)

Tuesday, 23 May: Economic, Social and Cultural Rights: Patents, Profits, and People
Readings:
Thursday, 25 May: Economic Globalization and Human Rights: Labor Rights and the Role of MNCs
Readings:

Week 9:
Tuesday, 30 May: Human Rights and the Right to a Healthy Environment
Final papers to Canvas by 11:59 p.m. this evening. Once you upload, celebrate finishing this intensive (but hopefully also rewarding!) project! Good work, everyone!
Readings: Film Excerpts: Crude Impact, 2006
Discussion: Oil, human rights, and the environment
Readings:

Thursday, 1 June: Children’s Rights as Human Rights
Film Excerpts: I Am a Child
Readings:

Week 10:
Tuesday, 6 June: Human Rights and Human Trafficking
Take home final essay prompt posted by 11:59 pm, which we’ll discuss in class on Thursday. Due to Canvas by 11:59 pm next Tuesday, 13 June.
1. DeLaet, Chapter 7, “Gender Equality and Human Rights,” (12 pgs.)
   (total 27 pgs.)

Thursday, 8 June: Where Do/Should We Go From Here? Int'l Human Rights in the 21st Century
Readings:
   (total 11 pgs.)

Final exam:
Please upload your final essay exam to Canvas before Tuesday, 13 June at 11:59 pm to avoid late penalties (5% late deduction for each 24-hr. period late), then celebrate - congrats on finishing!!

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.

Further reading: Weeks 1 – 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
7. SaveDarfur: http://www.sAVEDarfur.org/
13. 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 human rights texts to consult:**