

POLI 122: Politics of Human Rights Spring 2023

Professor: Maureen Feeley (she/her)

Office: SSB 383

E-mail: mfeeley@ucsd.edu

Class Meetings: Tu/Th, 11:00 – 12:20

Lecture Hall: Solis 104

Phone: 858.201.1508 (mobile)

Due to the size of the class, and teaching multiple courses, please be in contact with your assigned TA mentor (see lecture slides) for support throughout the course. We hope we will get to know each of you through the many office hours we keep each week. For general questions, please use the Canvas discussion board. If you need to email any one of us, please include “poli 122” in the subject line, so that we can quickly locate your email. But please also see the course email policy below, and as noted there, hopefully we can get to know each other and mentor you through our many opportunities for office hours.

- **Tuesdays and Thursdays:** after class (outside classroom) until last question
- **Tuesdays and Thursdays: 1 - 2 pm**, in-person and remote.
 - To ensure you have a time reserved, **please sign up for either in-person or remote office hours in advance via this [appointment link](#)**. (You can also try drop-ins, but sometimes slots are booked, so you might need to wait either in the virtual waiting room or outside my office, if someone has confirmed that slot. If you find yourself waiting, double-check the calendar link for openings, and if everything is booked, please simply email for an appt.)
- **In-person:** Social Science Building (SSB), 383.
- **Remote:** <https://ucsd.zoom.us/j/92466869000>

Teaching Assistant: ShahBano Ijaz

E-mail: ssijaz@ucsd.edu

Office hours: Wednesdays, 8 - 10 am, via Zoom at <https://ucsd.zoom.us/j/3936262066/>

Appointment link: <https://calendly.com/ssijaz1/poli-122-office-hours>

Teaching Assistant: Linh Le

E-mail: kllle@ucsd.edu

Office hours: Mondays and Wednesdays, 3 - 4 pm

Appointment link for in-person and remote office hours: <https://calendly.com/kllle/poli-oh>

Office: SSB 328

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, 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

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| (1) Class participation: Peer Instruction pedagogy via iClickers | 10% |
| <ul style="list-style-type: none"> • see details below, but official counting starts week 3 • 4-day buffer (lowest 4 days dropped, weeks 3 – 10) | |
| (2) Policy paper proposal: | |
| <ul style="list-style-type: none"> • 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): | |
| <ul style="list-style-type: none"> • 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): | |
| <ul style="list-style-type: none"> • 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): | |
| <ul style="list-style-type: none"> • 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) | |
| <ul style="list-style-type: none"> • 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): | |
| <ul style="list-style-type: none"> • 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 than 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 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=Z9orbxoRofI>

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 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

- Debra L. DeLaet, *The Global Struggle for Human Rights: Universal Principles in World Politics*, Thomson-Wadsworth Press/Cengage Learning, 2016.

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 "Redshelf" 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 Redshelf 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>. 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?

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, xi - xiv; Introduction, pp. 1 - 10; Chapter 1, "The Contested Meaning of Human Rights," pp. 11 - 24. (23 pgs. total).

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:

1. DeLaet, Chapter 3, "Are Human Rights Universal, pp 45 - 53; pp. 60 - 61 (Conclusions) (~9 pgs total)
2. Universal Declaration of Human Rights
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
3. DeLaet, Begin Chapter 2, "The Development of International Human Rights Law," pp. 26 - 34 (8 pgs)

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

1. DeLaet, Chapter 2, "The Development of International Human Rights Law," pp. 34 - 44 (10 pgs.)
2. Mary Ann Glendon, "Propter Honoris Respectum: Knowing the Universal Declaration of Human Rights," *Notre Dame Law Review*, v. 73, n. 5, May 1998 (including Appendix: Universal Declaration of Human Rights), 1181- 1153 (~15 pgs.) (~25 pgs. total)

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
<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," pp. 63 – 67 (end before Israel section and begin again with U.S. "War on Terror"); pp. 67-72 (end before case study); 76 – 78 (conclusions). (~10 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.). (24 pgs. + Convention)

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:

1. 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.)

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

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, 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:

- 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 (29 pgs.)

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

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.).
2. 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) (35 pgs. total)

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:

1. International Convention on the Prevention and Punishment of the Crime of Genocide: <http://www.preventgenocide.org/law/convention/text.htm>
2. DeLaet, Chapter 5, "Collective Rights in a World of Sovereign States," pp. 79 – 82 (3 pgs); 93 – 99 (~ 6 pgs).
3. Begin reading: Michael N. Barnett, "The UN Security Council, Indifference, and Genocide in Rwanda," *Cultural Anthropology*, v. 12, no. 4, November 1997, pp. 551 – 563 (13 pgs). (22 pgs. total + Genocide Convention)

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:

1. Finish reading: Michael N. Barnett, "The UN Security Council, Indifference, and Genocide in Rwanda," *Cultural Anthropology*, v. 12, no. 4, November 1997, pp. 564 – 577 (~13 pgs.)
2. DeLaet, Chapter 8, "Promoting Human Rights from the Top Down," pp. 133 – 146; 155 – 157 (~15 pgs.) (28 pgs. total)

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:

1. 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.)
2. *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.) (24 pgs. total)

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>
2. DeLaet, Chapter 6, "Economic and Social Rights in a World of Sovereign States," pp. 101-116 (15 pgs.)

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:

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

Thursday, 25 May: Economic Globalization and Human Rights: Labor Rights and the Role of MNCs

Readings:

1. DeLaet, Chapter 11, "Promoting Human Rights from the Bottom Up," 205 – 218 (14 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, pp. 965- 989 (21 pgs.). (35 pgs. total)

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:

1. John Barry and Kerri Woods, "The Environment," in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, 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, pp. 56 –79 (14 pgs.).

Thursday, 1 June: 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, pp. 219 – 236 (16 pgs. + Convention).

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.)
2. Andrea M. Bertone, "Trafficking for Sexual Exploitation, in *Human Rights: Politics and Practice*, Michael Goodhart, ed., Oxford: Oxford University Press, pp. 202 – 216 (15 pgs.) (total 27 pgs.)

Thursday, 8 June: Where Do/Should We Go From Here? Int'l Human Rights in the 21st Century

Readings:

1. DeLaet, "Conclusions," pp. 220 – 223 (3 pgs.)
2. Michael Goodhart, "Conclusion: The Future of Human Rights," pp. 371 – 378 (8 pgs.) (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:

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. Janice T. Gibson and Mika Harito-Fatouros, "The Education of a Torturer," *Psychology Today*, November 1986, pp. 50 – 58 (9 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.
4. LexisNexis, UCSD Libraries: <http://www.ucsd.edu/portal/site/Libraries>, click "Databases," click "LexisNexis," search "UN Darfur" for past two years. Review headlines in reverse chronological order.
5. African Union mission in Darfur: <http://www.amis-sudan.org/index.html>
6. Human Rights First, Darfur: http://www.humanrightsfirst.org/international_justice/darfur/video/hope_for_darfur.htm
7. SaveDarfur: <http://www.savedarfur.org/>
8. Jamie Mayerfeld, "Who Shall Be Judge? The United States, the International Criminal Court and the Global Enforcement of Human Rights," *Human Rights Quarterly*, v. 25, n.1, 2003, pp. 93 – 129 (37 pgs.).
9. Payam Akhavan, "The International Criminal Tribunal for Rwanda: The Politics and Pragmatics of Punishment," *The American Journal of International Law*, v. 90, n. 3, July 1996, pp. 501 – 510 (10 pgs.).
10. Paul van Zyl, "Dilemmas of Transitional Justice: The Case of South Africa's Truth and Reconciliation Commission," *Journal of International Affairs*, v. 52.2, Spring 1999, pp. 647 – 662 (12 pgs.).
11. Martha Minow, *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*, Ch. 2, "Vengeance and Forgiveness," pp. 9 - 24 (15 pgs.).
12. Melissa Nobles, "The Prosecution of Human Rights Violations," *Annual Review of Political Science*, vol. 13, 2010, pp. 165 – 182 (18 pgs.).
13. Samantha Power, *A Problem from Hell: America and the Age of Genocide*
14. Kamatali, Jean Marie. "The Challenge of Linking International Criminal Justice and National Reconciliation: the Case of the ICTR." *Leiden Journal of International Law*. 16 (2003): 115-133.

15. Gallimore, Timothy. "The Legacy of the International Criminal Tribunal for Rwanda and its Contributions to Reconciliation in Rwanda." *New England Journal of International and Comparative Law*. (2008): 239-264.
16. Peskin, Victor. "Beyond Victor's Justice? The Challenge of Prosecuting the Winners at the International Criminal Tribunals for the Former Yugoslavia and Rwanda." *Journal of Human Rights*. 4 (2005): 213-231.
17. Ainley, Kristen. "Responsibility for Atrocity: Individual Criminal Agency and the International Criminal Court," in *Evil, Law and the State: Perspectives on State Power and Violence*, ed. John T. Parry (Amsterdam & New York: Rodopi, 2006), 143-158.
18. Peskin, Victor. "The International Criminal Court, the Security Council, and the Politics of Impunity in Darfur." *Genocide Studies and Prevention*. 4.3 (2009): 304-328.

Further reading: Week 7

1. Bonny Ibhawoh, "The Right to Development: The Politics and Polemics of Power and Resistance," *Human Rights Quarterly*, vol. 33, no. 1, February 2011, pp. 76 – 104.
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.).
4. 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.).
5. Ellen 't Hoen, "TRIPS, Pharmaceutical Patents, and Access to Essential Medicines: A Long Way from Seattle to Doha."

Further Reading: Week 8

1. UNICEF, *Guidelines on the Protection of Child Victims of Trafficking* (2006): http://www.unicef.org/ceecis/0610-Unicef_Victims_Guidelines_en.pdf
2. Kathleen FitzGibbon, "Modern Day Slavery: The Scope of Trafficking in Africa," in *African Security Review*, vol. 12, no. 1, 2003 (9 pgs.).

Further reading: Week 9

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. Lisa Lambert, "At the Crossroads of Environmental and Human Rights Standards: *Aguinda v. Texaco, Inc.* Using the Alien Tort Claims Act to Hold Multinational Corporate Violators Accountable in the U.S. Courts," *Journal of Transnational Law and Policy*, Fall 2000, pp. 109 – 132 (24 pgs.).
3. Judith Kimerling, "The Story from the Oil Path: The Under-Represented in *Aguinda v. Texaco*," *Carnegie Council: The Voice for Ethics in International Affairs*, April 6, 2000.
4. Joseph Stiglitz, *Making Globalization Work*, Chapter 7, "The Multinational Corporation," pp. 187 – 210 (24 pp.).
5. Joseph Stiglitz, *Making Globalization Work*, Chapter 6, "Saving the Planet," pp. 161 – 186 (26 pp.).
6. ILO Convention on the Worst Forms of Child Labor (C182, 1999), <http://www.ilo.org/ilolex/cgi-lex/convde.pl?C182>
7. Michael G. Schechter and Michael Bochenek, "Working to Eliminate Human Rights Abuses of Children: A Cross-National Comparative Study," *Human Rights Quarterly*, vol. 30, no. 3, August 2008, pp. 579 – 606 (27 pgs.).
8. Jacqueline Bhabha, "Arendt's Children: Do Today's Migrant Children Have a Right to Have Rights?" *Human Rights Quarterly*, vol. 31, no. 2, May 2009, pp. 410 – 451.
9. Beth A. Simmons, Chapter 8, "The Protection of Innocents Rights of the Child," in *Mobilizing for Human Rights: International Law in Domestic Politics*, Cambridge: Cambridge University Press, 2009.
10. Martha Davis and Roslyn Powell, "The International Convention on the Rights of the Child: A Catalyst for Innovative Child Care Policies," *Human Rights Quarterly*, vol. 25, no. 3, August 2003, pp. 689 – 719.

Further reading: Week 10

1. 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).
2. Thai Trafficking Case, Los Angeles, Sept. 2010:
<http://www.neontommy.com/news/2010/09/thai-workers-come-forward-human-trafficking-case>
3. 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
4. Rosemary Foot, "The United Nations, Counter Terrorism, and Human Rights: Institutional Adaptation and Embedded Ideas," *Human Rights Quarterly*, vol. 29, 2007, pp. 489- 514 (26 pgs.).

Additional human rights texts to consult:

1. Hafner-Burton, Emilie. *Making Human Rights a Reality*. Princeton: Princeton University Press, 2013.
2. Kuper, Andrew. *Global Responsibilities: Who Must Deliver on Human Rights?* Routledge Press, 2005.
3. Mayer, Ann Elizabeth. *Islam and Human Rights: Tradition and Politics*. Boulder: Westview Press, 2013.
4. Mingst, Karen A. and Margaret P. Karns. *The United Nations in the 21st Century*, 4th Ed., Boulder: Westview Press, 2012.
5. Sikkink, Katheryn. *Evidence for Hope: Making Human Rights Work in the 21st Century*, Princeton: Princeton University Press, 2017.