

**POLI 122: The Politics of Human Rights
Fall Quarter 2012**

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Class Meetings: Tu/Th 12:30 – 1:50
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Course materials are available on TED at <https://ted.ucsd.edu>. From the main TED page for poli122, click on “Content” in the upper left menu. This will bring you to the course syllabus, research guides, rubrics, turnitin.com and PeerMark access.

E-mail policy: Please use the designated forums on the TED discussion board for all course and assignment related questions, so that all can benefit from information exchanged and help each other out, depending on who can get to the board/questions first. Also, due to young children at home, I typically do not have Internet access on weekends (Fridays after 5 p.m. – Sunday.) If you should need to urgently reach me on the weekend, you can call me at home: 858.552.9264

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 “international 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 United Nations 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 international 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 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 they mobilize in their defense, or in the defense of others? Were their claims valid? Why? 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?

As we consider these questions in light of empirical evidence from our case studies, the course has four central objectives: (1) to familiarize ourselves with dominant international human rights conventions, policies, and institutions; (2) to think critically about the impact of human rights claims in our world, and whether (and how) these claims are justified; (3) to compare and critique patterns of abuse and redress over time, and across regions of the world; and (4) to critically evaluate contemporary human rights theories and practices from this empirically-grounded perspective.

Course Requirements:

Summary:

(1) Class participation: peer instruction/clickers	10%
(2) Policy proposals due: week 3, Thursday, 18 Oct.	5%
(3) Midterm Exam: week 4, Thursday, 25 Oct.	20%
(4) First draft of policy project due: week 7, Thursday, 15 Nov.	5%
(5) Feedback to two peers due: week 8, Tuesday, 20 Nov.	5%
(6) Final policy papers due: week 9, Thursday, 29 Nov.	30%
(7) Final exam, Friday, 14 December, 11:30 a.m. – 2:30 p.m	25%

Exams:

There will be two exams in this course: a midterm and a final. The midterm exam will constitute 20% of your final grade, and the final exam is worth 25%. For both exams, you will be given a list of key concepts or terms drawn from course readings, lectures, and/or films, and you will be asked to define the term, analyze its significance for human rights, and provide an empirical example of this significance. For the (cumulative) final, but not the midterm, you will also have a one short essay question. Study guides for your midterm and final exams will be posted on TED the week prior to exams. Please note that exams cannot be made up without *exceedingly* well-documented evidence of an emergency, or prior approval by the professor.

Research Project:

In addition to midterm and final exams, this course also requires that you research and write a short (8 - 10 page, double-spaced, 12 pt. font, 1 inch margins) 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. This organization can either be a governmental organization (i.e. U.S. State Department), a nongovernmental organization (i.e. Amnesty International, Human Rights Watch, Human Rights First, etc.), or an intergovernmental organization (i.e. Office of the UN High Commissioner for Human Rights, a member of a U.N. treaty monitoring body, a UN special rapporteur, etc.). You will need to focus on a *specific* human rights violation that is recognized by one of the three documents that comprise the International Bill of Human Rights (UDHR, ICCPR, or ICESCR), and reference the *specific* human rights document and article that you are investigating in the text of your paper. (For example, protection against slavery is protected under the UDHR, art. 4 and the ICCPR art. 8. Or, the equality of rights without discrimination is protected under the UDHR, arts., 1 and 2, the ICCPR, articles 2 and 3; and ICESCR articles 2 and 3). In either a footnote or endnote, please write out the full text of the article you reference. This should help focus and ground your policy project in a specific problem, as well as better familiarize you with the rights protected under the International Bill of Rights, one of the course goals.

This research assignment is designed to give you the opportunity to engage in more in-depth analysis of a human rights problem or question that is 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 problem and 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 **½ grade (5%) for each 24-hour period they are late**. Please note that there are **two deadlines** for the research proposal and final policy paper: (1) submission of your hard copy at the end of class, and (2) submission of an e-version to turnitin.com via TED (go to course content page). In order **to avoid a late penalty, both** parts of the assignment must be submitted by the deadlines. If you have any questions about this, please consult your TA or me. Please also note that **e-mailed versions of assignments cannot be accepted under any circumstances**.

Detailed guides and a grading rubric for your policy paper will be posted on the course content page of TED. On these guides you will find links to sample policy briefs (e.g. <http://www.brookings.edu/series/Brookings-Policy-Brief.aspx>), as well as to student published policy briefs in *Prospect*, UCSD's undergraduate journal of international affairs (<http://prospectjournal.org>). The political science research library at Geisel, Annelise Sklar, has also put together a terrific research guide and materials for your projects: <http://libguides.ucsd.edu/poli122>. 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 your 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. The most recent academic literature on teaching and learning has documented a strong causal relationship between active participation through discussion of course content and student learning. In order to facilitate discussion and allow you each an opportunity to participate, I will use a relatively new pedagogy, "Peer Instruction," together with clicker technology, to facilitate both small and large group discussions. The academic literature on teaching and learning finds significantly increased learning gains among students who have participated in this pedagogical approach with the use of clickers.

We will begin to "practice" with Peer Instruction and clickers during week 1 (on Thursday), but the "official" counting period will not begin until after the midterm. If you do not yet have a clicker, this will allow you time to find a clicker to borrow (a friend or roommate?), or purchase (new or used) online, or at the UCSD bookstore. (If you buy them online, be sure to purchase the i-clicker brand, which is what UCSD's infrastructure supports. If you want to sell back to the UCSD bookstore (\$24.00 buy back), get the i-clicker 2.

Peer Instruction questions will be geared toward enhancing your understanding of course readings, lectures and films, 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 or course films. Pedagogically, these questions are used to strengthen our 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. These questions will be used to stimulate class discussion on different topics. The focus of these types of questions is also to hone our critical thinking skills and, specifically, our ability to articulate persuasive arguments to support our positions, based on logic and compelling, high quality evidence. For this second type of question, you will receive full points (1 pt.) simply for participating. For the first type of question, you will receive full points (1 pt.) for getting the question correct and .8 points simply for participating. In assessing your grade for this component of the course, you're allowed to miss 20% of the total points without penalty (4 class periods during the official counting period). We will aim to ask approximately 2 - 3 clicker questions per class period, and if you get at least 50% of the questions correct (for questions that have correct answers), you get full points for the class period. When we used Peer Instruction last quarter, it bumped almost everyone's grades up by a ½ step (A- to A), and the vast majority of students reported that they believed it improved their learning and they recommended it for future classes.

Films:

In addition to texts, articles, lectures, and class discussion, this course will also use film to deepen our understanding of the politics of human rights. I will often show short film excerpts in class to highlight both theoretical points and their empirical applications. A significant body of literature also provides evidence of the value of film to deepen understanding and retention. If you would like to watch these films in their entirety, most have been digitized by the library and can be accessed via the following link: <http://reserves.ucsd.edu/eres/documentview.aspx?cid=19021&associd=88040#> The password for the course is: mf122 (not case sensitive).

Course Texts:

There is only one book required for this course:

- Debra L. DeLaet, *The Global Struggle for Human Rights: Universal Principles in World Politics*, Thomson-Wadsworth Press, 2006.

This is available from the UCSD bookstore, but feel free to purchase it independently on-line or elsewhere. (Used copies on Amazon start at around \$30.00.) In addition, multiple copies of the text have been placed on print reserves at Geisel Library. If you choose not to purchase the DeLaet book, and experience any problems obtaining a reserve copy, please let me know. All additional course readings (articles, etc.) are available via electronic reserves from Geisel Library. You will need to enter the following password to access reserves: **mf122** (The password is not case sensitive.) If you have questions about course reserves, please see: <http://libraries.ucsd.edu/locations/ssh/services/course-reserves/index.html>. In addition, you can call or e-mail course reserves at: 858-534-1212 or reserves@ucsd.edu.

Course Schedule:

Week 0:

Thursday, 27 September: General Introduction to the Course:

Readings: None.

Week 1:

Tuesday, 2 October: 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 international human rights universal?

Readings:

1. DeLaet, *The Global Struggle for Human Rights*, Introduction, pp. 1 – 8 (8 pgs.); Chapter 1, “The Contested Meaning of Human Rights,” pp. 10 – 24 (15 pgs.); Chapter 3, “Are Human Rights Universal?” pp. 44 – 52; pp. 59 – 60 (10 pgs.). (Total: 33 pgs.)

Further reading: (None of the further readings for the course are required. These are listed simply to help guide your “further reading,” if you become particularly interested in a topic.)

1. Michael Ignatieff, “Human Rights as Politics,” in *Human Rights as Politics and Idolatry*, Princeton: Princeton University Press, 2001, pp. 3 – 22.

Thursday, 4 October: Are Human Rights Universal? (Cont.) The Development of International Human Rights Law: Does International Human Rights Law Matter?

Discussion: Does international human rights law matter?

Readings:

1. DeLaet, Chapter 2, “The Development of International Human Rights Law,” pp. 25 – 42 (18 pgs.).
2. Universal Declaration of Human Rights:
<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.).

Further Reading:

1. Charles Beitz, “What Human Rights Mean,” *Daedalus*, v. 132, Winter 2003, pg. 36 (11 pgs.).
2. Beth A. Simmons, Chapter 2, “Why International Law? The Development of the International Human Rights Regime in the Twentieth Century,” *Mobilizing for Human Rights: International Law in Domestic Politics*, Cambridge: Cambridge University Press, 2009.

Week 2:

Tuesday, 9 October: The Development of International Human Rights Law: Does International Human Rights Law Matter? (Cont.)

Discussion: Does international human rights law matter?

Political Science Research Librarian Annelise Sklar visits. Please bring your laptops and log-on to the UCSD protected network for an in-class research workshop.

Readings:

1. Review Thursday’s readings for continued discussion today.

Begin readings for Thursday:

1. International Covenant on Civil and Political Rights
<http://www2.ohchr.org/english/law/ccpr.htm>
2. DeLaet, Chapter 4, “Civil and Political Rights in a World of Sovereign States,” pp. 62 – 66; 68 – 71; 75 – 76 (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.).

Thursday, 11 October: Political and Civil Rights, and National Security: The Politics of Terrorism and Torture: Argentina, Chile and the United States

Film Excerpts: *Las Madres*

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.).

Further Reading:

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.

Week 3:

Tuesday, 16 October: 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).

Further reading:

1. National Security Archives: Chile www.gwu.edu/~nsarchiv/latin_america/chile.htm
2. See also documents and summary of the role of the U.S. in the military coup: www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB8/nsaebb8i.htm
3. Or the role of the CIA: <http://www.gwu.edu/~nsarchiv/news/20000919/index.html>
4. 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.).

Thursday, 18 October: The Domestic and International Politics of Apartheid in South Africa
Hard copy of research proposal due at beginning of class. Submit e-version to TED by midnight.
Midterm review sheet posted by midnight, Thursday, 18 October.

Film Excerpts: *Have you heard from Johannesburg?*

Readings:

1. Peter Ackermann and Jack DuVall, Chapter 9, "South Africa: Campaign Against Apartheid," in *A Force More Powerful: A Century of Nonviolent Conflict*, New York: St. Martin's Press, 2000, pp. 335 – 368 (34 pages).

Week 4:

Tuesday, 23 October: 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.).
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).

Further Reading:

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.)
2. 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).

Thursday, 25 October: Midterm Exam

Week 5:

Tuesday, 29 October: 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. 78 – 86; 93 – 99 (18 pgs.).
3. 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.).
4. Begin reading Michael N. Barnett, "The UN Security Council, Indifference, and Genocide in Rwanda," *Cultural Anthropology*, v. 12, no. 4, November 1997, pp. 551 – 566. (Try to read approx.. 15 pgs.)

Thursday, 1 November: 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. Continue/finish reading Michael N. Barnett, "The UN Security Council, Indifference, and Genocide in Rwanda," *Cultural Anthropology*, v. 12, no. 4, November 1997, pp. 566 – 578 (12 pgs.).
2. DeLaet, Chapter 8, "Promoting Human Rights from the Top Down," pp. 135 – 153, 155 – 157 (22 pgs.).

Further Reading on Rwanda:

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*.

Week 6:

Tuesday, 6 November: 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: Investigating the Atrocities in the Sudan*, Samuel Totten and Eric Markusen, eds., New York: Routledge Press, 2006, "Introduction," pp. xiii – xvii (5 pgs.);
3. *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.).

Further Reading on Darfur:

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/>

Thursday, 8 November: Transitional Justice: Punitive Justice and Criminal Tribunals or Restorative Justice and Truth Commissions?

Film excerpt: YouTube clips of ICTR and ICC; film excerpts TRC, South Africa

Discussion: Punitive vs. Restorative Justice

Readings:

1. DeLaet, Chapter 9, "Punitive Justice and Human Rights," pp. 159 – 167; 170 - 184 (22 pgs.).
2. DeLaet, Chapter 10, "Restorative Justice and Human Rights," pp. 186 – 202 (16 pgs.)

Further Reading:

1. Hannah Arendt, *Eichmann in Jerusalem, Report on the Banality of Evil*, pp. 3 – 55; 234 – 252).
2. 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.).
3. 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).
4. 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).
5. Martha Minow, *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*, Ch. 2, "Vengeance and Forgiveness," pp. 9 - 24 (15 pgs.).
6. Melissa Nobles, "The Prosecution of Human Rights Violations," *Annual Review of Political Science*, vol. 13, 2010, pp. 165 – 182 (18 pgs.).

Week 7:

Tuesday, 13 November: Economic, Social and Cultural Rights: The Right to Development as a Human Right?

Film Excerpt: Poverty and Human Rights

Readings:

1. International Covenant on Economic, Social and Cultural Rights
http://www.unhchr.ch/html/menu3/b/a_ceschr.htm
2. DeLaet, Chapter 6, "Economic and Social Rights in a World of Sovereign States," pp. 102 – 111; 116 -117 (10 pgs.). (Continued reading on next page.)

3. Declaration on the Right to Development
<http://www.unhchr.ch/html/menu3/b/74.htm>
4. 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.).

Further Reading:

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/fixcenter/FXBC_WP7--Sengupta.pdf (15 pgs.)

Thursday, 15 November: Access to Health Care as a Human Rights? Patents, Profits, and People
Film Excerpt: *Health for Sale*. (2007)

Hard copy of first draft of policy project due at the end of class. E-version due by midnight tonight on TED. (Be sure to upload early so you don't miss this deadline...)

Readings:

1. DeLaet, Chapter 6, "Economic and Social Rights in a World of Sovereign States: Case Study Health and Human Rights," pp. 111 – 116 (5 pgs.).
2. Joseph E. Stiglitz, *Making Globalization Work*, Chapter 4, "Patents, Profits, and People," pp. 103 – 132 (29 pgs.).

Further Reading:

1. Ellen 't Hoen, "TRIPS, Pharmaceutical Patents, and Access to Essential Medicines: A Long Way from Seattle to Doha."

Week 8:

Tuesday, 20 November: Economic Globalization and Human Rights: Labor Rights and the Role of MNCs

Feedback to two peers on their first drafts due no later than tonight at midnight (via turnitin.com on TED). Remember you can submit peer feedback early than this...)

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.).
3. Case study materials on Alta Gracia:
 - <http://www.nytimes.com/2010/07/18/business/global/18shirt.html>
 - 2 -pg. Word doc. on WebCT (course content): "AGBackgroundorgfinal.doc".

Thursday, 22 November: Thanksgiving Holiday – no class.

Week 9:

Tuesday, 27 November: Human Rights and Human Trafficking

Film Excerpts:

1. 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.)
2. 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).
3. Thai Trafficking Case, Los Angeles, Sept. 2010:
<http://www.neontommy.com/news/2010/09/thai-workers-come-forward-human-trafficking-case>
 4. 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

Further Readings:

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.).

Thursday, 29 November: Human Rights and the Right to a Healthy Environment

Submit hard copies of policy papers no later than the end of class today, and e-versions to TII.com on TED no later than midnight. (Remember that both deadlines need to be met to avoid late penalties, and that you can always submit early...)

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.).

Further Reading:

1. 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.).
2. Judith Kimerling, "The Story form the Oil Path: The Under-Represented in *Aguinda v. Texaco*," *Carnegie Council: The Voice for Ethics in International Affairs*, April 6, 2000.
3. Joseph Stiglitz, *Making Globalization Work*, Chapter 7, "The Multinational Corporation," pp. 187 – 210 (24 pp.).
4. Joseph Stiglitz, *Making Globalization Work*, Chapter 6, "Saving the Planet," pp. 161 – 186 (26 pp.).

Week 10:

Tuesday, 4 December: Children's Rights as Human Rights

Film Excerpts: *I Am a Child*

Readings:

1. United Nations Convention on the Rights of the Child:
<http://www2.ohchr.org/english/law/crc.htm>
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," pp. 204 – 216 (13 pgs.).

Further Reading:

1. ILO Convention on the Worst Forms of Child Labor (C182, 1999), <http://www.ilo.org/ilolex/cgi-lex/convde.pl?C182>
2. 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.).
3. 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.
4. 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.
5. 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.

Thursday, 6 December: Where Do/Should We Go From Here? Int'l Human Rights in the Early 21st Century

Final exam study guide posted Wednesday, 5 December by midnight.

Readings:

1. Donnelly, Chapter 10, "Terrorism and Human Rights," pp. 211 – 221 (10 pgs.).
2. DeLaet, "The Politics of Terrorism," pp. 65 – 66; "The U.S. 'War on Terror,'" pp. 68 – 71; "Conclusions," pp. 75 – 76 (7 pgs.).
3. Michael Goodhart, "Conclusion: The Future of Human Rights," pp. 371 – 378 (8 pgs.)

Further Readings:

1. 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.).

Final Exam: Friday, 14 December, 11:30 a.m. – 2:30 p.m.