

AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE



Human Rights
SIS 322.001 – Spring 2010
Thursdays 8:10-10:40pm
Location: SIS 15

Professor Rebecca DeWinter-Schmitt

E-mail: rdewinter@rcn.com

Office: Hurst 201B

Office phone: 202-885-3718

Cell phone: 202-386-8379

Home phone: 202-364-3458

Office hours to be posted. Do not hesitate to call or email me for an appointment.

COURSE DESCRIPTION:

This course is an introductory class meant to provide students of international relations with a foundational understanding of human rights. It is a prerequisite for other higher level courses in specific human rights topics. The course is taught from the perspective of a human rights advocate and will focus heavily on means to protect and promote human rights, from formal human rights instruments and institutions to grassroots mobilization. A core component of the course will be to understand how human rights can be a tool to identify and eradicate injustice and mitigate conflict. However, the class will begin by deconstructing the concept of human rights, including their philosophical, historical, legal, and cultural origins and debates about their universal versus relative nature. “Generations” of human rights are examined with an eye towards highlighting the political context of human rights and discussions about the relationship between, and relative importance of, civil and political rights and economic, social, and cultural rights, as well as individual and group rights. The course introduces students to specific human rights obligations codified in international human rights law, and examines United Nations and regional mechanisms meant to ensure the respect and fulfillment of human rights standards. Human rights during conflict will be explored with a particular focus on international humanitarian law, war crimes tribunals, and international courts more broadly. Through case studies of genocide, students will delve into the concept of humanitarian intervention and its tension with the norm of sovereignty and competing national interests. The latter will also be a topic of discussion as students examine US foreign policy postures in regards to human rights. Finally, four contemporary human rights topics are used as a lens through which to understand today’s human rights challenges, the impact of state and non-state

actors on the enjoyment of human rights, and the formal and informal mechanisms available to advocates seeking to uphold human rights and to victims seeking remediation and justice. The semester will culminate with students picking a human rights issue of their choosing and putting themselves in the shoes of a human rights advocate in order to produce a plan of action for addressing that human rights challenge.

COURSE OBJECTIVES:

- Gain an understanding of the origins of human rights as well as debates surrounding the concept of human rights.
- Acquire substantive knowledge of human rights documents and institutions at international and regional levels, as well as the role of state and non-state actors in human rights promotion and protection.
- Develop analytical skills to assess human rights policies and practices of national governments, in particular the U.S. government.
- Grasp the role of state and non-state actors, and their interactions, as both violators and enforcers of human rights standards.
- Achieve an understanding of today's human rights trends and challenges.
- Analyze the role of the human rights movement in promoting and protecting human rights.
- Hone critical thinking and writing skills.

COURSE OUTCOMES:

Students will be able to:

- Critically assess alternative conceptualizations of human rights.
- Provide examples of how human rights concepts shape responses to pressing human rights issues.
- Evaluate class readings and write cogent assessments of arguments presented in the readings.
- Discuss the provisions of key human rights documents.
- Detail formal human rights mechanisms, including how they function and their effectiveness.
- Describe the role of state and non-state actors in ensuring respect of human rights.
- Elaborate on the tension between individual rights guarantees and state-based norms.
- Analyze states' human rights practices with a focus on elaborating how competing political interests shape foreign policy.
- Critically examine the potentials and limitations of civil society advocacy.
- Demonstrate the ability to investigate a human rights issue and develop an advocacy plan.
- Collaborate in a team and develop a group presentation.
- Present case studies of human rights problems and identify solutions.

READINGS:

The following texts can be purchased at the bookstore and will be available on library reserve:

Jack Donnelly. 2003. 2nd Ed. *Universal Human Rights in Theory and Practice*. Ithaca: Cornell University Press. (Universal HRs)

Julie Mertus. 2009. 2nd Ed. *The United Nations and Human Rights: A Guide for a New Era*. London: Routledge. (UN and HRs)

Additional readings will be posted to BlackBoard and occasionally I will provide handouts in-class. We will be using BlackBoard (BB) extensively in this class so please be familiar with the site. Also please ensure that it is linked to the e-mail address you use regularly, as I will communicate with you through the site.

Students are also expected to stay on top of current events related to human rights issues by regularly reading a reputable national newspaper, like the *Washington Post* or *New York Times*. Whatever you choose to read – and you are encouraged to read national news sources from other countries and in formats other than print – please be aware of the political leanings of that source. Foreign papers often endorse an explicit political position and the content of various new media outlets – web based sources, blogs, podcasts, video sharing sites, etc. – is often slanted and influenced by its form.

We will read significant excerpts from the following two books. While I am not requiring that you purchase them and they are not available for purchase at the bookstore, you might want to consider procuring them. The excerpts will be available on BB.

Rhonda Callaway and Julie Harrelson-Stephens (Eds.) 2007. *Exploring International Human Rights: Essential Readings*. Boulder: Lynne Rienner.

Julie Mertus. 2008. *Bait and Switch. Human Rights and U.S. Foreign Policy*. New York: Routledge.

An excellent reference source, which we will also read excerpts from, is:

Henry Steiner, Philip Alston, and Ryan Goodman. 2008. *International Human Rights in Context: Law, Politics, Morals*. Oxford: Oxford University Press.

ASSIGNMENTS AND GRADING:

Critical Literature Review: 10% each (20% total)

On two dates of your choosing, you are to write a roughly 3-4 page double-spaced (2-3 single spaced) critical response paper to the class readings. The first critical literature review is due at the latest on February 18 and the second is due at the latest on March 25. The papers should, in no more than one or two paragraphs, summarize one of the main arguments, concepts, or issues raised in the readings. The remainder of the paper should wrestle with questions, insights, contradictions and thoughts that the readings have provoked in you. While you will likely be unable to address all of the readings assigned for a specific class, you should try to reference at least two scholars. These one page papers are critical, analytical papers and should present your view on the readings – so take a position and defend it! They are not to summarize or be merely descriptive. The papers should make a coherent, logical argument on one aspect of the readings – again, you need not cover everything contained in the readings – or draw links between concepts raised in the readings and contemporary issues. If you like, you may refer to other class readings or outside sources to support the argument you are making.

Team Presentations: 20% each (40% total)

UN charter and treaty-based bodies presentation:

Students will be divided into ten groups and asked to give a Power Point presentation of no more than ten minutes on the following charter and treaty-based HRs mechanisms: 1. Security Council, 2. Office of the High Commissioner for Human Rights, 3. Human Rights Council/Sub-Commission on the Promotion and Protection of Human Rights, 4. Human Rights Committee, 5. Committee on Economic Social and Cultural Rights, 6. Committee on the Elimination of Racial Discrimination, 7. Committee on the Elimination of Discrimination Against Women, 8. Committee Against Torture, 9. Committee on the Rights of the Child, 10. Committee on the Rights of All Migrant Workers and Members of their Families. The presentations should describe the activities of the body, detailing the means through which it seeks to promote and protect human rights and ensure their enforcement. Provide one recent example of an action that body has taken in regards to a pressing human rights issue.

Human rights topic presentation:

On the last four days of class, teams will be presenting two case studies for each of four human rights topics (business and human rights, human rights in the war on terror, women's rights, and children's rights). The specific case study will be chosen by the teams. Two weeks before your scheduled presentation date, you are to hand in to me your proposed case study topic. Suggested topics are listed below in the class schedule. In addition, you must share with the class the citations for one or two required readings that will provide them with more background on that particular human rights issue. Your team will be responsible for preparing a Power Point presentation of no more than 20 minutes. You are to provide background and context on the particular human rights issue you have chosen, including information on the nature of the human rights abuse, the

international human rights standards that are being violated, who the human rights perpetrators and the victims are, and how those violations are being justified by the perpetrators. The other half of the presentation should focus in on one human rights advocacy group that is seeking to address that particular violation. Detail how they are framing the problem, the strategies and tactics they are pursuing to seek redress, and your assessment if the campaign is effective or not. If the advocacy has not been effective, make recommendations to improve the campaign. Your presentations will be followed by a Q and A session. All the team members will receive the same grade for the presentation.

Advocacy Plan Paper: 30%

Instead of a final exam, on last day of class (April 22) – and for students presenting on that day a week later, April 29 – students must turn in a 8-10 page double-spaced paper on a current human rights issue of their choice. The paper should provide a background on the historical origins, context, and causes of the human rights violations and identify the relevant actors involved, including their contribution to the problem and/or work to address the abuses. The human rights documents and institutions key for protecting the rights at stake should be identified. In particular, students should develop a detailed advocacy plan with short and long term strategies and recommendations for stopping further violations, remedying the abuses, and providing justice. The recommended course of action could involve either formal mechanisms and institutions and/or a grassroots advocacy campaign. While this is not a traditional research paper, students will need to cite at least two academic sources for the background section. In addition, students are to use a proper citation style consistently throughout the paper, see, for example, the Chicago Manual of Style for details.

Participation: 10%

This class is heavily grounded in classroom discussions, debates, and team exercises. Therefore, you are expected to actively participate in class and half of your grade (5%) will be based on your contributions in class, the questions and points you raise, thoughts and information you share, and active collaboration on team assignments. If you find public speaking particularly challenging, then come see me and we can try to address this. However, you are expected to actively contribute and not doing so will impact your grade. I will at times randomly call on you by name for your input. (Another reason to be sure to do the readings!) Of course, quality is more important than quantity, and you are not expected to speak during every class session – rather when you speak up try to contribute something that furthers the discussion. An A (95) will be given to students who participate on a consistent, regular basis, i.e. once a week. A B (85) indicates that on occasion you have spoken up in class. And a C (75) will be given to students who rarely contribute. These grades will be adjusted slightly upwards (+) and downwards (-) in conjunction with participation in the simulation exercise and attendance.

The other half of your grade (5%) will be based on attendance, and will be a number reflecting the percentage of the 14 classes you attended. It goes without saying that attendance is required. The only acceptable reason for being unable to attend class is an emergency or medical situation. You must inform me, if at all possible, ahead of time about your absence and then afterwards provide me with some form of documentation that confirms your reason for not attending class. I will take attendance and you will be penalized for unexcused absences. Even if you do have excused absences, more than two will result in a deduction of a third of a grade, i.e. from an A to an A-.

Extra Credit Assignments

Below are several options for you to earn extra credit. You can earn up to 2 points in our final class grade. Short papers should be no more than one, single-spaced page and classroom presentations should be no longer than five minutes. I will only accept extra credit assignments that I have approved in advance, so please come see me before you undertake any of the options listed below.

1. Watch a movie that is related to human rights. Give a classroom presentation or wrote a paper on the movie that should include a (really) brief summary of the film and then discuss how the film is relevant to our discussions of human rights. What human rights concepts or processes does the film illustrate? What issues does the film raise about the protection of human rights, and what does it say about the viewing public's attitudes toward human rights? (AU's Center for Social Media often show human rights related films, for more information see <http://www.centerforsocialmedia.org/events>.)
2. Attend a speaker or panel relevant to human rights. Give a classroom presentation or write a paper giving a brief summary of what the speaker(s) discussed. If you asked a question, describe why you asked it, what the answer was, and if you were satisfied with that answer. Give a critical evaluation of the speaker(s), and discuss whether or not you agree with their views on the protection of human rights and why.
3. Attend an exhibition, museum, show or other cultural event that comments on human rights. Give a classroom presentation or write a paper that describes the event you attended. How does the event comment on human rights? Why is the artist/creator/performer motivated to make such a commentary? What impact is the exhibit trying to make? Do you agree with the statement being made by the exhibit?
4. Participate in a protest, demonstration, vigil, or rally on some human rights issue. Give a classroom presentation or write a paper about your experience. What issue was the event for, and why was it held? What advocacy methods were used and what did the event accomplish? How are the activists trying to affect issues relating to human rights? Evaluate their impact.
5. Present to the class a human rights related news item you have found that addresses a topic we have covered or plan to cover in class. Draw links

between the news item and the theories, concepts, and cases that we discuss in class.

Make your own extra credit assignment. If you have any ideas on how you could get involved with human rights activism and can present it to the class or write about it, propose it to me. I am willing to approve a wide range of possible activities, but you should check with me BEFORE you engage in your extra credit activity.

Note: Unless previously cleared with me, assignments will be reduced by one third of a grade (i.e. from an A to an A-) for each day they are turned in late.

COURSE POLICIES:

- Class attendance is mandatory.
- Late assignments will be penalized unless you speak to me before the due date about an extension.
- Come to class prepared. All readings must be done before class.
- Contribute actively to classroom discussions. This can entail anything from raising questions and making comments on the readings to offering your personal views, experiences, and insights when they are relevant to the topic being covered.
- Human rights, especially their interpretation, application, assurance, and enforcement, can be a controversial topic. Many of the issues we will discuss can be approached from differing points of view. While we will hone in on controversies to elucidate important concepts, I ask that you practice the art of listening when someone expresses their views, seriously considering what they have to say, and respectfully responding with your own thoughts, even if they are in opposition to those of your classmates. We want to create a friendly environment, where everyone feels comfortable speaking up and we can learn from each others' range of views and experiences.
- Ensure that your cellphone is turned off during the class period.
- You can gladly take notes on your laptops and other electronic devices. However, if you are caught e-mailing, surfing the web, texting, playing video games, or using those devices as a form of distraction from class, then you will lose that privilege.

ACADEMIC INTEGRITY:

Standards of academic conduct are set forth in the University's Academic Integrity Code, which can be found in the University catalog. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please see me if

you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. You can read the University's full Academic Integrity Code here:

<http://www.american.edu/academics/integrity/code/htm>

EMERGENCY PREPAREDNESS:

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

CLASS SCHEDULE and REQUIRED READINGS:

January 14: Introduction. What are human rights? The UN Charter and the Development of the UDHR

Reading questions: What are human rights? Where are human rights standards codified and how are they enforced? What was the historical and political context behind the drafting of the UN Charter and UDHR? What is the structure of the UDHR and its key rights protections?

Required reading:

Human Rights Here and Now, Part 1: The Fundamentals (Available at <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm> and on BB.)

J. Harrelson-Stephens and R. Callaway. 2007. "What are Human Rights?" pp. 4-10. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

H. Steiner et al. 2008. *International Human Rights in Context*. Oxford: Oxford University Press. "Birth of the Movement: The UN Charter the UDHR," pp. 133-148. (Available on BB.)

M.A. Glendon. 2001. *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. New York: Random House. Chapter 10: The Declaration of Interdependence, pp. 173-192. (Available on BB.)

January 21: The philosophical and historical origins of contemporary understandings of human rights

Reading questions: What religious and philosophical traditions are often claimed as the basis for modern human rights standards? What early international advocacy campaigns are seen as the forbearers of the modern human rights movement? What historical events and legal developments led to the formulation of contemporary human rights standards?

Required reading:

Universal HRs, Part I: Toward a Theory of Universal Human Rights

J. Shestack. 1998. "The Philosophic Foundations of Human Rights." *Human Rights Quarterly*. 20, 2: 201-234. (Available on BB.)

R. Smith. 2007. *Textbook on International Human Rights*. Oxford: Oxford University Press. Chapter 2: Historical Background, pp. 5-23, Chapter 3: The United Nations, pp. 24-34. (Available on BB.)

January 28: Class debate: Universalism v. Relativism. Case study: Immigration, multiculturalism, and integration

Reading questions: What is your personal position, are human rights universal or historically and culturally specific? Form an opinion as you read, and be prepared to defend it in class. Examine this debate within the context of immigration and disputes over multiculturalism versus conformity and integration. In particular, why has women's wearing of head coverings become such a topic of debate?

Required reading:

Universal HRs, Part II: Cultural Relativism and International Human Rights

H. Steiner et al. 2008. *International Human Rights in Context*. Oxford: Oxford University Press. "Dress and Symbols, Immigration, and Multiculturalism," pp. 616-634. (Available on BB.)

February 4: Generations of rights: Part I: Civil and political rights. Case study: Nondiscrimination and sexual minorities. Part II: Economic, social and cultural rights. Case study: Poverty (Formation of ten groups for presentations on UN bodies.)

Reading questions: What is the political and historical context behind speaking of three generations of rights? Which states supported which sets of rights? Should the realization of some rights take priority over others or are rights interdependent? What are basic rights? What duties accompany rights? Is it easier for the state to address civil and political rights violations than to guarantee economic and social rights, like eradicating the want associated with poverty?

Required reading:

M. Hass. 2008. *International Human Rights*. London: Routledge. Chapter 5: Civil and Political Rights, pp. 100-114. Optional: Chapter 6: Economic, Social and Cultural Rights. (Available on BB.)

D. Beetham. 2007. "What Future for Economic and Social Rights?", and H. Shue, "Basic Rights," pp. 11-20. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

A. Eide. 2006. Economic, Social, and Cultural Rights as Human Rights, and G. Kent, Food is a Human Right. In: R. Claude and B. Weston, *Human Rights in the World Community*. Philadelphia: University of Pennsylvania Press, pp. 170-179, 191-200. (Available on BB.)

Universal HRs, Chapter 13: Nondiscrimination for All

8.6 The Singer Solution to World Poverty, pp. 265-270. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

February 11: Generations of rights: Part III: Individual and group rights. Case study: The right to development

Reading questions: What are the links between democracy, development, and human rights? What is a right to development versus a rights-based approach to development? Is it necessary to temporarily forego certain rights to attain development? If there is a right to development, who is the rights holder and who is the rights bearer? How has globalization impacted the realization of rights in the developing world?

Required reading:

Universal HRs, Chapter 11: Democracy, Development and Human Rights, and Chapter 12: Group Rights and Human Rights

A. Sengupta. 2006. The Right to Development. In: R. Claude and B. Weston, *Human Rights in the World Community*. Philadelphia: University of Pennsylvania Press, pp. 249-260. (Available on BB.)

H. Steiner, P. Alston, and R. Goodman. 2008. *International Human Rights in Context*. Oxford: Oxford University Press. "The Right to Development," pp. 1442-1452. (Available on BB.)

Chapter 8: Globalization and Human Rights, pp. 235-254. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

February 18: Institutional mechanisms for protecting rights: Part I: United Nations charter and treaty based human rights mechanisms. (First critical literature review due.)

Presentations on the following bodies: 1. Security Council, 2. Office of the High Commissioner for Human Rights, 3. Human Rights Council/Sub-Commission on the Promotion and Protection of Human Rights, 4. Human Rights Committee, 5. Committee on Economic Social and Cultural Rights, 6. Committee on the Elimination of Racial Discrimination, 7. Committee on the Elimination of Discrimination Against Women, 8. Committee Against Torture, 9. Committee on the Rights of the Child, 10. Committee on the Rights of All Migrant Workers and Members of their Families.

Required reading:

UN and HRs, Chapters 1-5.

Universal HRs, Chapter 8, International Human Rights Regimes

February 25: Institutional mechanisms for protecting rights: Part II: Regional human rights mechanisms. Part III: Human rights during war: International humanitarian law, international courts, war crimes tribunals.

Reading questions: What types of regional treaties and court systems exist to protect human rights? How is international human rights law similar to and different from international humanitarian law? Why did the US refuse to join the International Criminal Court? What have been the major war crimes tribunals created since the tribunals held in Germany and Japan at the end of WWII? What role do tribunals play in helping war torn societies to heal?

Required reading:

D. Shelton. 2006. The Promise of Regional Human Rights Systems. In: R. Claude and B. Weston, *Human Rights in the World Community*. Philadelphia: University of Pennsylvania Press, pp. 355-371. (Available on BB.)

H. Steiner, P. Alston, and R. Goodman. 2008. *International Human Rights in Context*. Oxford: Oxford University Press. "Comparison of Universal and Regional Systems," pp. 925-932. (Available on BB.)

R. Tucker, The International Criminal Court Controversy, pp. 84-88. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

M. Hass. 2008. *International Human Rights*. London: Routledge. Chapter 7: Crimes Against Humanity, Crimes Against Peace, and War Crimes, pp. 142-164. (Available on BB.)

Additional reading TBA.

March 4: The state as human rights protector: national codification of HRs obligations; universal jurisdiction; humanitarian intervention and genocide. Case study: Rwanda. MOVIE: On Our Watch (Class will be divided into eight teams for presentations on the last four days of class.)

Reading questions: How do international human rights treaties become incorporated into domestic law? What types of duties to human rights treaties impose on states? What is the reach of domestic laws for human rights violations committed overseas? What is genocide and when was the term coined? What is the responsibility to protect? When is military intervention to stop gross human rights violations appropriate? What is the importance of international norms of non-intervention and sovereignty and what are the repercussions of violating those norms?

Required reading:

H. Steiner, P. Alston, and R. Goodman. 2008. *International Human Rights in Context*. Oxford: Oxford University Press. "Comment on Types of Duties Imposed by Human Rights Treaties," pp. 185-189, "Sovereignty and Domestic Jurisdiction," pp. 689-709, "Domestic Internalization of Rights Treaties," pp. 1087-1124, "Universal Jurisdiction," pp. 1161-1177 (Available on BB.)

Universal HRs, Chapter 14: Genocide and Humanitarian Intervention

D. Orentlicher, Genocide, and R. Falk, Humanitarian Intervention. 2006. In: R. Claude and B. Weston, *Human Rights in the World Community*. Philadelphia: University of Pennsylvania Press, pp. 77-81, 401-412 (Available on BB.)

Bradley Thayer and Nuray Ibryamova. 2010. *Debates in International Relations*. New York: Longman. Chapter 19: Humanitarian Intervention (A. Etzioni) v. Respect for State Boundaries (M. Ayoob), pp. 262-294. (Available on BB.)

Peruse the Ghosts of Rwanda website.

<http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/> Be sure to read Gareth Evans. 2004. Banishing the Rwanda Nightmare: The Responsibility to Protect. Frontline. (Available at <http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/etc/protect.html> and on BB.)

SPRING BREAK March 7th- March 14th

March 18: Human rights and U.S. foreign policy. Case study: Darfur (Business and HRs teams to submit case study topics and class readings.)

Reading questions: Are human rights a priority in US foreign policy? Is it in our national interest to promote human rights around the world? Are human rights a thin veil for other national interests? Although Darfur has been labeled genocide, the international community has done little to intervene, why? What is the Obama administration's policy on Darfur?

Required reading:

Universal HRs, Chapter 9: Human Rights and Foreign Policy, Chapter 10: The Priority of National Action.

J. Mertus. 2008. *Bait and Switch: Human Rights and US Foreign Policy*. New York: Routledge. Chapter 1: Introduction and Chapter 2: The Lingua Franca of Diplomacy, pp. 1-27, 53-106. (Available on BB.)

Darfur reading TBA

March 25: Non-state actors as human rights protectors. The international human rights movement. Case study: Amnesty International (Second critical literature review due. GWOT teams to submit case study topics and class readings.)

Reading questions: What types of strategies and tactics do human rights NGOs use to advocate for human rights? How do NGOs frame human rights issues? How do NGOs in the global North and South link up? What role do power and

resources play in transnational advocacy networks? To whom are human rights NGOs accountable?

Required reading:

R. Claude. 2006. What do Human Rights NGOs Do? In: R. Claude and B. Weston, *Human Rights in the World Community*. Philadelphia: University of Pennsylvania Press, pp. 424-433. (Available on BB.)

M. Keck and K. Sikkink. 1999. Transnational Advocacy Networks in International and Regional Politics. UNESCO. (Available on BB.)

C. Bob. 2002. Merchants of Morality. *Foreign Policy*. (Available on BB.)

S. Hertel. 2006. New Moves in Transnational Advocacy. *Global Governance*. 12: 263-281. (Available on BB.)

J. Mertus. 2008. *Bait and Switch: Human Rights and US Foreign Policy*. New York: Routledge. Chapter 4: Raising Expectations? Civil Society's Influence on Human Rights and U.S. Foreign Policy. Pp. 157-166, 182-208. (Available on BB.)

Peruse Amnesty International's website www.aiusa.org

April 1: Human rights topics: Part I: Business and HRs. Two case studies to be presented by teams. Possible topics: ICTs in China, Conflict minerals in Congo, Oil companies in the Niger Delta, Sweatshop labor in the apparel industry, Child labor in the cocoa industry, Labor rights in the banana industry.

(Women's rights teams to submit case study topics and class readings.)

Required reading:

H. Steiner, P. Alston, and R. Goodman. 2008. *International Human Rights in Context*. Oxford: Oxford University Press. "Transnational Corporations and Human Rights," pp. 1387-1414. (Available on BB.)

C. Pitts and J. Sherman. 2008. Human Rights Corporate Accountability Guide. Corporate Social Responsibility Initiative Working Paper. (Available at <http://www.blihr.org/Legacy/Downloads/Accountability%20Guide%202008.pdf> and on BB.)

April 8: Human rights topics: Part II: HRs and the Global War on Terror. Two case studies to be presented by teams. Possible topics: Torture, fair trials for detainees, private military and security companies, rendition. (Children's rights teams to submit case study topics and class readings.)

Required reading:

Chapter 9: Human Rights in the War on Terror, pp. 271-296. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

Additional reading TBA.

April 15: Human rights topics: Part III: Women's rights. Two case studies to be presented by teams. Possible topics: FGM, maternal rights, rights in the family, child brides, sexual trafficking, labor trafficking, rape as a weapon of war.

Required reading:

Chapter 6: Gender-Based Repression, pp. 177-200. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)

E. Brems, Protecting the Rights of Women, pp. 120-135. In: R. Claude and B. Weston, *Human Rights in the World Community*. Philadelphia: University of Pennsylvania Press. (Available on BB.)

April 22: Human rights topics: Part IV: Children's rights. Two case studies to be presented by teams. Possible topics: Child soldiers, child labor, sexual trafficking, right to education, right to health. (Advocacy plan paper due, unless you are presenting today, in which case your due date is April 29.)

Required reading:

Chapter 7: Children as Targets, pp. 201-234. In: R. Callaway and J. Harrelson-Stephens. Eds. *Exploring International Human Rights*. Boulder: Lynne Rienner Publishers. (Available on BB.)