

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School JUS/SST

Prefix: JUS Number: 352 Title: Global Politics of Human Rights Units: 3

Course description: **Examines political forces that have shaped gradual construction of an international human rights regime and a universal culture of rights, including civil and political rights, as well as economic, social, and cultural rights.**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)

Requested designation: Global Awareness—G **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Frank Pina E-mail fpina@asu.edu Phone 5-7682

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Elsie Moore Date: 10/16/2017

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
JUS	352	Global Politics of Human Rights	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>Human rights are the dominant global moral discourse of our time, and this course is devoted entirely to understanding the global politics of human rights</p>	<p>The entire syllabus</p>
<p>The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	<p>The course contextualizes human rights and accompanying state obligations and concepts by examining individual case studies from around the world where human rights have been violated, and the political and social forces that allow rights to be enforced or not.</p>	<p>Week 3 covers Argentina and Haiti, Week 4 Latin America and the Congo, Week 7 Algiers, Iraq, and Syria, Week 8 El Salvador, Week 12 Brazil, Week 13 Canada, Week 14 Bosnia and Herzegovina, and Week 15 Argentina, Chile, Guatemala, and Uganda.</p>

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Course number: JUS 352 (25648)

Spring 2016

The Global Politics of Human Rights
Meets: Tuesday and Thursday 10:30-11:45 a.m.
Location: Farmer Education Building, Room 228

Professor: LaDawn Haglund
E-mail: ladawn.haglund@asu.edu
Office Location: Wilson Hall Room 265
Phone number: 480-965-7083
Office Hours: Tuesday and Thursday, 12:00-1:00 p.m., and by appointment

Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation

- Mary Robinson, United Nations High Commissioner for Human Rights, 1997-2002

I. Course description:

The development of a global human rights regime is one of the most significant achievements of the 20th Century. However, the continuing evolution of a system of norms, rules and institutions that protect individual and group rights against the predatory and destructive actions of state and non-state actors remains one of the greatest challenges of the 21st Century. Less than 150 years ago, slavery was practiced in the United States. Much of the world lived under colonial rule, and discrimination--based on race, religion, ethnicity and gender--was widespread. Governments could repress their populations without fear of sanction. Mass murder, genocide, torture, systematic deprivation and economic plunder were tolerated in silence and enabled by increasingly destructive technologies and zealotry. While grave violations of human dignity have not disappeared, a paradigmatic shift in how states are expected to treat their citizenry and each other has occurred since the adoption of the Universal Declaration of Human Rights after World War II.

This course examines the political forces that have shaped gradual construction of an international human rights regime and global rights discourses. It is designed to give students a greater understanding of the process of expanding human rights protections, which has been fraught with conflict. The struggle for human rights has been characterized by a tense and difficult dynamic of advances and setbacks, in which an increasingly diverse network of actors--international institutions, governments, non-governmental organizations and individuals--participate. The course will introduce students to international human rights -- not only civil and political rights, but also economic, social and cultural -- including the widely accepted norms upon which they are based; binding treaties and implementation mechanisms; related national, regional and international institutions; and transnational networks of activists, who—in part because of greater awareness afforded by new communication technologies--are less willing to accept the limitations of traditional claims of national sovereignty and political necessity.

This course focuses primarily on analyzing the *political* forces propelling, opposing, and altering the human rights regime over time. The course will begin by exploring the emergence and creation of the concept “human rights.” It will then review historical struggles for human rights, and the subsequent construction of the international human rights regime. Next, we will take a more in-depth sociological look at specific types of rights--civil, political, economic, social, cultural, and collective--paying special attention to social struggles over their realization.

This course fulfills the core “global politics of human rights” requirement for the ASU undergraduate Certificate in Human Rights, and will prepare students for work with international governmental or non-governmental organizations, social movement organizations, or other institutions with an international focus.

II. Course requirements and grading policy:

A wide variety of issues will be covered during the semester, and the workload will be fairly demanding. Attendance and participation are vital to the success of the class and to your grade. Lectures diverge from assigned readings, so **it is imperative that you do all readings and attend all lectures.** If you are unable to attend class or turn in an assignment on time, please let me know ASAP. **Do not assume late work will be accepted** until you confirm it with me.

Your grade will be based on the following:

Attendance, class participation: 15%

Quizzes: 15%

Memos: 40% (2x 20% each)

Final group project (product/presentation/report): 30%

Attendance and class participation: This course is organized around class discussion of, and assessments based on, assigned readings and video materials. Obviously, **readings are not optional!** Students must read assigned materials carefully and thoughtfully *prior* to the lecture for which they are due. You may also be asked to watch films outside of class. You are required to participate meaningfully in class discussions by contributing relevant information, addressing controversial issues, and raising probing questions based on readings and films. Attendance will be tracked and grades lowered for excessive absences (defined as **more than four absences for any reason**). Once during the semester, you and 1-2 of your peers will *review* three key points from the previous week’s readings and present a current case study to illustrate those points. Plan to send the class a link to a news story or report on the case by Monday of the week you present.

Studying for this course: You should **take notes** on the readings and films to help you prepare for discussions, quizzes, and memos. In particular:

1. note the main points of each source, and if there is more than one source, consider how they are related (with one main point from each as an example);
2. consider what is new to you about the topics discussed and how (if at all) they have changed your conception of the global politics of human rights; and
3. develop an understanding of how the week’s readings, films, and lecture material apply to current events

I want you to *engage* the readings, so you should have comments and questions ready each week regarding how they relate to modern life and/or current events. Staying abreast of recent *news relevant to course topics* (see below, “supplemental materials”) can bolster your preparedness.

Quizzes: I reserve the right at any time, without warning, to give a quiz: If you stay caught up on your readings and assignments, you should not have any difficulties with pop quizzes. There will be **one scheduled quiz** during Week 6. Please use your notes to prepare for this. There will be **no make-up quiz** unless you have a **documented and dire** emergency that precludes you from taking the original.

Memos: Memos of 4-5 pages (typed, double-spaced, 12-pt. font, one inch margins) will be required for two (2) topical areas of the course (“Human Rights and Security” – due Week 8, and “Collective & Diffuse Rights” – due Week 12). Memos should incorporate:

- 1) Analysis of the group of readings on each theme in light of questions I will provide.
- 2) A concise summary of the main arguments of key course readings (to be specified).
- 3) Your *scholarly* (not personal) reactions to or reflections on the readings

I encourage you to have discussions with your classmates, but *your memo must be your own work, and in your own words*. Memos **must be submitted to SafeAssignment Friday of the week due by 5:00 p.m.**

Group Project: Your group assignment will be to incorporate what you have learned about politics, human rights, and justice to analyze one of the topics featured at the Sixth Annual Human Rights Film Festival (HRFF), April 15-16, 2016 (**please mark your calendars now**).

Your group project tasks will be to:

- 1) research the **history** and the **root causes** of the situation
- 2) gather information (*empirical data*) on the **current human rights reality** and how politics affects the situation
- 3) investigate **two organizations or agencies** that are working to improve the situation (you may even interview someone from these organizations) and summarize their approaches
- 4) produce a collaborative “**product**” based on an analysis of the information you collect to help others understand the issue and its human rights implications. Some possible “products” include:
 - a. A poster on your topic for display at the HRFF
 - b. Informational brochures, flyers, or other kinds of handouts on your topic
 - c. A video on your topic
 - d. A PowerPoint presentation with up to 15 slides to run as a slide show between films
 - e. An interactive educational activity (taking 15 minutes or less) to get the audience involved in your topic
- 5) attend the **HRFF session** related to your topic
- 6) present in class (e.g., with PPT) your **final conclusions** and “**Plan of Action**” for how this problem might best be solved
- 7) produce a final group “**Report and Plan of Action**” (in hard copy, in perfect condition, proofread and professional, and signed by all group members) – due during finals week

More details about this project will be provided in class.

III. Required texts:

- DeLaet, Debra. 2015. *The Global Struggle for Human Rights: The Universal Principles in World Politics*. Second Edition (**make sure you have the 2015 edition!**) Stamford CT: Cengage Learning [Also on reserve for 2-hour checkout at Hayden under JUS 352 “Course Reserves” or available on Kindle/Amazon (<http://www.amazon.com/The-Global-Struggle-Human-Rights/dp/1285462602>)]
- Keck, Margaret and Kathryn Sikkink. 1998. *Activists Beyond Borders*. Cornell U Press.
- Danner, Mark. 1993. *The Massacre at El Mozote*. New York: Vintage Books. [Also on reserve for 2-hour checkout at Hayden Library]

IV. Supplementary materials

- Non-book materials will be posted on Blackboard (preceded by “BB” on the syllabus)
- You may be asked to watch 1-2 films outside of class. They will be on reserve at Hayden.
- You should check “alternative” (i.e., non-mainstream) sources of news regularly for items that relate to course readings. Some good examples of such sources include:
 - <http://www.democracynow.org/>
 - <http://www.commondreams.org>
 - <http://therealnews.com/t2/>
 - <http://www.oneworld.net>
 - <http://www.alternet.org>
 - <http://www.opendemocracy.net>

V. Miscellaneous course information:

Obvious courtesies:

- Arrive on time
- Turn off your cell phone
- Let me know in advance if you must leave early

ASU e-mail and Blackboard: You will need to be sure that your e-mail is working in order to keep up with course information disseminated by e-mail. If your e-mail account rejects my messages, it is not my problem. If you send me something and I do not respond within 48 hours, you should assume that I did not receive it. If it is an assignment, I suggest you bring a hard copy and put it into my mailbox instead of relying on e-mail, to ensure that you receive credit. We will be using Blackboard extensively, so please familiarize yourself with this interface if you have not done so already. It can be reached through MyASU.

Incompletes: “A mark of ‘I’ (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control” (from the ASU General Catalog).

Academic integrity: Students must be aware that cheating or plagiarism will be dealt with severely. This includes failing to cite sources that you use for your work, representing others’ work as your own, allowing others to represent your work as theirs, falsifying records, and inappropriate collaboration. If you have doubts about what constitutes academic dishonesty, ask me. The School of Justice and Social Inquiry adheres to university policies regarding academic integrity, which you are encouraged to read and take *very* seriously:
<http://provost.asu.edu/academicintegrity/policy>.

Writing assistance: The ASU Writing Center is available to all enrolled students to help them improve their writing skills through online and in-person tutoring: <http://studentsuccess.asu.edu/home/writingcenters>. The Writing Center website also contains handouts and services that can help you write better papers. You are strongly encouraged to use this service for your final paper, especially if you receive feedback on your memos regarding the need to improve your writing.

Disability Services: ASU's Disability Resource Center (DRC) is the entity that provides services to students with disabilities. If you desire accommodation for this course, contact DRC at <http://www.asu.edu/studentaffairs/ed/drc> to establish your eligibility and make sure they can provide you with the services you will need for this course. Students with disabilities must meet the same standards, deadlines, etc. as any other student in the course. All information regarding disability is confidential.

COURSE OUTLINE

PART I: INTRODUCTION AND OVERVIEW OF HUMAN RIGHTS

WEEK 1: Introduction

January 12-14

Assignment

- Plagiarism and cheating quiz on Blackboard (Due by Monday of Week 2)

Reading (due Thursday)

- DeLaet, Introduction

Films: (two very short, very basic introductions to human rights)

- www.humanrights.com/#/what-are-human-rights
- http://www.youtube.com/watch?v=kbul3hxYGNU&list=PLCAA1D8F69131A393&index=3&feature=plpp_video

WEEK 2: What are Human Rights?

January 19-21

Readings

- DeLaet, Ch. 1 & 3 [33 pp.]
- Dembour, Marie-Bénédicte. 2010. "What Are Human Rights? Four Schools of Thought." *Human Rights Quarterly*. 32(1): 1-20. [20]
- Turner, Bryan S. "Outline of a Theory of Human Rights." *Sociology*. 1993. 27:489-512. [23]

Questions to consider as you prepare for class:

- How are human rights *defined*?
- What are the *foundations* of human rights?
- Are human rights *universal*, and if so what is the impact of *culture* on their development?
- Are human rights fundamentally *individual or collective*? Can they be both? Why?
- What are some of the *conflicts and contradictions* among different ideas about rights?

WEEK 3: Contending Explanations for Rights Violations

January 26-28

Readings

- BB: Gibson, Janice. 1991. "Training People to Inflict Pain." *Journal of Humanistic Psychology*. 31(2): 72-87.
- BB: Pion-Berlin, David and George A. Lopez. 1991. "Of Victims and Executioners: Argentine State Terror, 1975-1979." *International Studies Quarterly*. 35: 63-86.
- BB: Farmer, Paul. 1999. "Pathologies of power: Rethinking health and human rights." *American Journal of Public Health*. 89(10): 1486-1496.
- BB: Smith, Jackie, Melissa Bolyard and Anna Ippolito. 1999. "Human Rights and the Global Economy: A Response to Meyer." *Human Rights Quarterly*. 21(1): 207-219.

Questions to consider as you prepare for class:

- What are some *psychological* explanations for human rights violations?
- What are some *ideological* explanations for human rights violations?
- What are some *political* explanations for human rights violations?
- What are some *economic* explanations for human rights violations?

WEEK 4: Historical Struggles for Human Rights

February 2-4

Readings

- Keck and Sikkink, Ch. 2: "Historical Precursors to Modern Transnational Advocacy Networks" and Ch. 3: "Human Rights Advocacy Networks in Latin America" [81 pps.]

Film

- White King, Red Rubber, Black Death (1:49:35; watch outside of class before February 2nd): <https://youtu.be/aUZLtkLA0VE> (on YouTube)

Questions to consider as you prepare for class:

- What are some ways that colonialism set the stage for later human rights violations?
- What are some historical precursors to today's activism in defense of human rights?
- How should new democracies cope with the legacies of authoritarian rule and war, especially with murderers and torturers?
- What human rights lessons can be drawn from conflicts in areas as diverse as the Congo, Mexico, El Salvador, and Argentina?

WEEK 5: Construction of an International Human Rights Regime

February 9-11

Readings

- DeLaet, Ch. 2 and 8 [16 + 24 = 40]
- Milanovic, Marko. 2010. "Norm Conflicts, International Humanitarian Law and Human Rights Law." *Human Rights and International Humanitarian Law: Collected Courses of the Academy of European Law*. Vol. XIX (1 – January).

UN Documents [for reference]

- Cheat sheet with key instruments and their precursors (become familiar with these): <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-1/short-history.htm>
- UDHR (<http://www.un.org/en/documents/udhr/index.shtml>)
- ICCPR (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>)

- ICESCR (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>)

Film

- “For EVERYONE Everywhere – UDHR”: <http://www.youtube.com/watch?v=a3atP4IK7s8>
- “The Human Rights Treaty Body system”: <https://www.youtube.com/watch?v=JP0fB-X018>

Questions to consider as you prepare for class

- What are the key human rights instruments?
- What are the strengths and weaknesses of non-adversarial methods for promoting international human rights?
- What is the relationship between rights and national sovereignty?
- Under what conditions are states permitted to derogate from human rights commitments under international law? Do such derogations undermine human rights?
- What are the norm conflicts in international law, for example, between international humanitarian law and international human rights? How do these differences affect outcomes? How can conflicts be potentially resolved?
- When is humanitarian intervention justified? When might it be called into question?

**WEEK 6: Mechanisms, Actors, and Pathways (MAPs) toward Human Rights Realization
February 16-18**

Assignment

- QUIZ: Human Rights: concepts, mechanisms, and actors [To be complete on Blackboard between Thursday, FEBRUARY 18 at noon and Friday, FEBRUARY 19 at midnight]

Readings

- DeLaet, Ch. 11 [13]
- Keck & Sikkink Ch. 1: “Transnational Advocacy Networks in International Politics” [38]
- BB: Haglund, LaDawn and Robin Stryker. 2015. “Introduction: Making sense of the multiple and complex pathways by which human rights are realized.” In Haglund & Stryker (eds.) *Closing the Rights Gap: From Human Rights to Social Transformation*. UC Press. [22]

Questions to consider as you prepare for class:

- What are the pros and cons of “bottom up” and “top down” approaches to human rights?
- What are the similarities and differences between organizations that advocate for human rights and those that provide relief or development assistance?
- What is the role of non-governmental organizations and social movements in changing discourses and practices of human rights and protections?
- What are some key mechanisms that can be engaged to promote protection of, respect for, and fulfillment of human rights?
- What are “Transnational Advocacy Networks”? What kinds of tactics have TANs used to promote their objectives?
- What is the “boomerang effect” of TANs? What are the conditions for success of a boomerang strategy?
- How can the MAPs framework be used to understand the various actors, mechanisms, and strategies of social transformation?

PART II: HUMAN RIGHTS AND “SECURITY”

WEEK 7: National Security and Human Rights

February 23-25

Core Readings:

- DeLaet Ch. 4 [16]
- BB: Macmaster, Neil. 2004. “Torture from Algiers to Abu Ghraib.” *Race & Class*. 46(2):1-21
- BB: Zedner, Lucia. 2005. “Securing Liberty in the Face of Terror: Reflections from Criminal Justice.” *Journal of Law and Society*. 32(4): 507-533.
- BB: Ignatieff, Michael. 2015. “The Refugees & the New War.” *New York Review of Books*. December 17.

Familiarize yourselves with these documents/sources:

- BB: Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (“Torture Convention”) <http://www.un.org/documents/ga/res/39/a39r046.htm>
- <http://www.thetorturedatabase.org/>

U.S. Government Docs [familiarize yourselves with these for in-class exercise]:

- The so-called “Torture Memo” (Yoo)
- Department of Justice Office of Legal Counsel Memos
- Department of Defense Memo on Afghanistan Detainees

Special Event

- **Michael Ignatieff** “What Citizens Owe Strangers: Human Rights, Migrants and Refugees”: <https://www.eventbrite.com/e/what-citizens-owe-strangers-human-rights-migrants-and-refugees-a-lecture-by-michael-ignatieff-tickets-19729069177>
February 25, 7:00 p.m. MU, Ventana Ballroom

Questions to consider as you prepare for class:

- What are some norm-conflicts that arise between political and civil rights on one hand, and national security discourses on the other?
- What are the consequences of torture on victims, perpetrators, and institutions?
- What are the key dimensions of a criminal justice approach to security threats?
- How can we assess whether policies that claim national security objectives are justified?
- What are the causes and consequences for human rights of restrictive refugee policies?

WEEK 8: Human Security and Human Rights

March 1-3

Assignment

- THIS WEEK: First meeting with peers to divide research for group projects
- MEMO 1 (DUE FRIDAY at 5:00 p.m.): “Human Rights and Security”

Readings

- Danner, Mark. 1993. *The Massacre at El Mozote*. [This is a BOOK so get started early]
- Barnett, Jon. 1997. “Reclaiming security.” *Peace Review*. 9(3): 405-411.

Familiarize yourselves with the ACLU critique of police militarization:

- Skim the **report** here, paying particular attention to the cases, as well as race and the “War on Drugs” metaphor: https://www.aclu.org/sites/default/files/field_document/jus14-warcomeshome-text-rell.pdf

- The overview can be found here: <https://www.aclu.org/feature/war-comes-home?redirect=war-comes-home-excessive-militarization-american-policing>

Film

- A brief, cheery UN narrative on “Human Security”:
<https://www.youtube.com/watch?v=cCP0lrI67pI>

Questions to consider as you prepare for class:

- Why do human rights matter?
- What are some consequences of state repression?
- What are other ways of conceptualizing security besides “national security”?
- How are these different conceptions of security in harmony or in conflict?
- What is the relationship between human rights and human security?
- What are the obstacles to security for minority populations? What are some mechanisms for overcoming these obstacles?

WEEK 9: March 8-10 - SPRING BREAK!!

No Classes

PART III: ECONOMIC, SOCIAL, COLLECTIVE, AND DIFFUSE RIGHTS

WEEK 10: Categorical Discrimination – Gender and Sexuality

March 15-17

Assignment

- TUESDAY: First meeting with peers to divide research for group projects

Readings

- DeLaet Ch 7 [15]
- Keck and Sikkink, Ch. 5: “Transnational Networks on Violence against Women” [33]

Familiarize yourselves with the human rights record of the USA:

- BB: U.S. Human Rights Treaty Record (Word doc)

Familiarize yourselves with these human rights documents [no need to read, but be familiar enough to discuss and be prepared to reference]:

- BB [online]: USHRN. 2010. “Universal Periodic Review Joint Reports: United States of America.” US Human Rights Network. August. [*Read* pages 9-26 and *skim* section gender (307-315)]
- CEDAW (International Convention on the Elimination of All Forms of Discrimination against Women): <http://www.ohchr.org/Documents/ProfessionalInterest/cedaw.pdf>
- ERA (Equal Rights Amendment):
http://www.equalrightsamendment.org/misc/ERA_overview.pdf

Questions to consider as you prepare for class:

- What are the key ways that human rights are violated across gender lines? What are the key ways that human rights based on sexual orientation are violated?
- What struggles have occurred to protect rights for specific groups? What instruments and institutions to protect rights have emerged from these struggles?
- How might framing women’s rights as “human rights” change the strategies and pathways to realization employed by activists and advocates?

- Does the pursuit of gender equity ever justify differential treatment of people based on gender? Can you identify cases that may call for differential treatment in order to advance human rights?
- Are there circumstances in which isolated or random violence against women or against people based on sexual orientation might be considered human rights issues?
- How might access to human rights for women or LGBTQ/trans people also promote access to rights for men or heterosexuals?

WEEK 11: Categorical Discrimination – Race and Ethnicity

March 22-24

Assignment

- THIS WEEK: Meet with peers to coordinate findings, see what is still needed, and determine remaining responsibilities for group projects

Readings

- BB: Falcón, Sylvanna M. 2009. “Invoking Human Rights and Transnational Activism in Racial Justice Struggles at Home: US Antiracist Activists and the UN Committee to Eliminate Racial Discrimination.” *Societies Without Borders*. 4: 295–316. [21]

Familiarize yourselves with the human rights record of the USA:

- BB [online]: USHRN. 2010. “Universal Periodic Review Joint Reports: United States of America.” US Human Rights Network. August. [Skim section on race (41-82; 119-192)]
- BB: United Nations. 2014. “Concluding observations on the combined seventh to ninth periodic reports of the United States of America.” CERD/C/USA/CO/7-9. September 25.

Familiarize yourselves with these human rights documents [no need to read, but be familiar enough to discuss and be prepared to reference]:

- CERD (International Convention on the Elimination of All Forms of Racial Discrimination): <http://www.ohchr.org/Documents/ProfessionalInterest/cerd.pdf>

Questions to consider as you prepare for class:

- What are the key ways that human rights are violated across racial or ethnic lines?
- What struggles have occurred to protect rights for specific racial groups? What instruments and institutions to protect rights have emerged from these struggles?
- How might framing racial justice as “human rights” change the strategies and pathways to realization employed by activists and advocates?
- Does the pursuit of racial equality ever justify differential treatment of people based on race? Can you identify cases that may call for differential treatment in order to advance human rights?
- Are there circumstances in which isolated or random violence against racial or ethnic groups might be considered human rights issues?
- How might access to human rights for specific racial or ethnic groups also promote access to rights for those who are not members of those groups?

WEEK 12: Poverty, Inequality, and Structural Violence

March 29-31

Assignment

- Continue work on group projects outside class

Readings

- DeLaet, Ch. 6 (ESR) [17]
- BB: Garbarino, James. 2008. "The Right to Be Economically 'Regular': What It Means to Be Desperately Poor." Ch. 6 in *Children and the Dark Side of Human Experience: Confronting Global Realities and Rethinking Child Development*. NY: Springer. [14]
- BB: Rocha, Cecilia. 2009. "Developments in National Policies for Food and Nutrition Security in Brazil." *Development Policy Review*. 27 (1): 51-66.
- BB: Hertel, Shareen. 2009. "Human Rights and the Global Economy: Bringing Labor Rights Back In." [13]
- BB: Pogge, Thomas. 2005. "World Poverty and Human Rights." *Ethics and International Affairs*. 19(1): 1-7.

Film

- Pixote [we will watch part in class; the film is disturbing, so please be prepared]:
<https://www.youtube.com/watch?v=TCCK3k0OKtc>

Familiarize yourselves with these UN/human rights documents:

- BB: USHRN. 2010. "Universal Periodic Review Joint Reports: United States of America." US Human Rights Network. August. [You already have this from Week 10; for this week, *skim* only pages 193-220 on labor.]
- ICESCR (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>)
- Optional Protocol to ICESCR (complaint and inquiry mechanism):
http://www2.ohchr.org/english/law/docs/a.RES.63.117_en.pdf
- "About the ILO": <http://www.ilo.org/global/about-the-ilo/lang--en/index.htm>

For reference only:

- Amnesty International. 2014. "Human rights for human dignity. A primer on economic, social and cultural rights."

Questions to consider as you prepare for class:

- What arguments support the view of poverty as a human rights violation? What arguments refute this view?
- What is the relationship between inequality and human rights violations?
- What is the relationship between structural violence and life chances of children/families?
- If a country ratifies ICESCR, could they be obligated to raise taxes, in particular when wealth and income is highly concentrated?
- If tax rates are so low that funding is not available for basic ESR programs, is this a violation of ESR obligations? What if the government argues that low tax rates mean higher growth to benefit all, including the poor?
- How do global economic policies and globalization of capital affect labor, and thus the economic welfare of the working classes?
- What are the human rights responsibilities of multinational corporations?

WEEK 13: Collective and Diffuse Rights

April 5-7

Assignments

- MEMO 2 (DUE FRIDAY at 5:00 p.m.): "Economic, Social, Collective, and Diffuse Rights"

- THIS WEEK: Third meeting with peers to **test-run** your product. Make sure everything is in order: the information is complete, coherent, and concise; the products **fits the parameters of space** -brochures and posters- **or time** -videos, PPTs, or activities- allotted for that product

Readings

- DeLaet Ch 5 [22]
- BB: Huseman, Jennifer and Damien Short. 2012. “A slow industrial genocide’: tar sands and the indigenous peoples of northern Alberta.” *The international journal of human rights*. 16(1): 216-237. [21]
- Keck and Sikkink, Ch. 4: “Environmental Advocacy Networks” [42 pps.]

Familiarize yourselves with these UN/human rights documents [no need to read word-for-word]:

- UN Declaration on the Right to Development:
<https://www.un.org/en/events/righttodevelopment/declaration.shtml>
- “Right to Development at a Glance”:
https://www.un.org/en/events/righttodevelopment/pdf/rtd_at_a_glance.pdf
- Human Rights and the Environment:
<http://www.unep.org/environmentalgovernance/Events/HumanRightsandEnvironment/tabid/2046/Default.aspx>
- UNDRIP: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- BB: USHRN. 2010. “Universal Periodic Review Joint Reports: United States of America.” US Human Rights Network. August. [You already have this from Week 10; for this week, *skim* only pages 323-328 on indigenous rights.]

Questions to consider as you prepare for class:

- What are the similarities and differences between struggles for individual rights and struggles for collective “goods” (development, peace, a healthy environment)?
- When conflicts between collective and individual rights occur, how should they be resolved? Which should take priority?
- When conflicts between different kinds of collective rights occur, what criteria should be used to resolve them?
- In what ways are indigenous rights similar to collective rights? In what ways are they different?
- What obligations does the international community have to prevent collective rights violations, including genocide? How might these obligations change depending on the nature of the violations (e.g., genocidal massacres vs. “slow industrial genocide” due to actions of corporations producing globally consumed goods vs. chronic deprivation-related deaths)?

PART IV: ACCOUNTABILITY AND RIGHTS REALIZATION

WEEKS 14-15: Seeking Justice

April 12-14: Punitive Justice

Assignments

- Human Rights Film Festival “products” due this week
- HRFF, April 15-16: *You must attend your assigned session for credit*

Readings

- DeLaet, Ch. 9 [26 pp.]

- Sikkink, Kathryn and Carrie Booth Walling. 2007. "The Impact of Human Rights Trials in Latin America." *Journal of Peace Research*. 44: 427-445
- Clark, Janine Natalya. 2009. "The Limits of Retributive Justice: Findings of an Empirical Study in Bosnia and Hercegovina." *Journal of Intl Criminal Justice*. 7(3):463-487

Film

- Granito: a story in three parts (How to Nail a Dictator)

Questions to consider as you prepare for class:

- What goals does punitive justice emphasize?
- What kinds of institutions are designed to realize punitive justice, and how do advocates, activists, and communities utilize them?
- What are the impacts of human rights trials on later abuses, democracy, future conflict, and the rule of law?
- What are the strengths and weaknesses of a punitive approach to human rights violations?

April 19-21: Restorative justice, truth commissions, and other non-criminal strategies

Readings

- DeLaet, Ch. 10 [17 pp.]
- BB: Grandin, Greg. 2005. "The Instruction of Great Catastrophe: Truth Commissions, National History, and State Formation in Argentina, Chile, and Guatemala." *The American Historical Review*. 110(1 - February): 46-67. [21]
- BB: Beitzel, Terry and Tammy Castle. 2013. "Achieving Justice through the International Criminal Court in Northern Uganda: Is Indigenous/Restorative Justice a Better Approach?" *International Criminal Justice Review*. 00(0) 1-15.

Films

- **Facing the Truth (Bill Moyers)? [120 min. Available online through ASU library]

Questions to consider as you prepare for class:

- What goals does restorative justice emphasize?
- What kinds of institutions are designed to realize restorative justice, and how do advocates, activists, and communities utilize them?
- What are the impacts of restorative approaches for communities and victims?
- What are the strengths and weaknesses of a restorative approach to human rights violations?

April 19th (evening) SPECIAL EXTRA CREDIT EVENT: John P. Frank Lecture with Nan Aron, founder/president of Alliance for Justice.

WEEK 16: What kind of society do we want?

April 26-28

Assignment

- In-class group presentations on Plans of Action

Readings

- Keck and Sikkink. Conclusion: "Advocacy Networks and International Society" pp. 199-217.

MAY 2: FINAL Plan of Action due at 12:10 p.m., signed by all project contributors

