

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

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

Prefix: JUS Number: 355 Title: Human Rights Orgs and Institutions Units: 3

Course description: **This course investigates the emergence and evolution of the organizations and institutions designed to promote and protect human rights at global, regional, and national scales. It begins with an overview of the ideational foundations for human rights. It then explores the reasons why it become necessary to “institutionalize” human rights (embed the concept within organizational systems), and the trial and error process that led to the postwar international human rights regime. Next, we grapple with the complexity of this regime by focusing on the “alphabet soup” of organizations and institutions that comprise the UN human rights apparatus. We then shift to other organizations—NGOs, the media, and corporations—in order to analyze and critique the role they play, with an emphasis on how power relations and structural violence affect human rights struggles. We wrap up with action plans for approaching particular human rights challenges, and an analysis of the future of human 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](mailto: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): *Elsie Moore*

## 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.

| <b>ASU--[G] CRITERIA</b>            |                          |  |  |
|-------------------------------------|--------------------------|--|--|
| <b>GLOBAL AWARENESS [G]</b>         |                          |  |  |
| YES                                 | NO                       |  | Identify<br>Documentation<br>Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Studies <b>must</b> 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. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>  |  |
| <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          |
|---------------|--------|-------|----------------------|
|               |        |       | 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><b>SAMPLE:</b><br/>2d: study the cultural significance of a non-U.S. centered global issue</p>  | <p><b>SAMPLE:</b><br/>The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>  | <p><b>SAMPLE:</b><br/>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 &amp; 5 do the same for Korea and modules 6 &amp; 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 institutions and organizations of this global regime.</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 the human rights institutions and concepts by examining individual case studies from around the world where human rights violations have occurred.</p>     | <p>Week 1-2 readings discuss Japan, Russia, El Salvador, Chile, Rwanda, and Syria; Week 3 readings and film discuss WWII with a view from Europe; Week 6 readings discuss Palestine, Rwanda, India, and Sudan; Week 7 readings discuss Ecuador and Cambodia.</p>   |
|  |   |  |

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**Course number: JUS 355 (xxxxx)**

**[Spring x]**

**Human Rights Organizations and Institutions**

**Dates: January 11 to March 1, 2016**

**Professor: LaDawn Haglund**

**E-mail: [ladawn.haglund@asu.edu](mailto: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.**

**I. Course description:**

Creation of a global human rights regime is one of the most significant achievements of the 20<sup>th</sup> 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 21<sup>st</sup> 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 zealotry and increasingly destructive technologies. While grave violations of human dignity still occur, a paradigmatic shift in how states are expected to treat their citizens and each other has taken place since the adoption of the Universal Declaration of Human Rights after World War II.

This course investigates the emergence and continual evolution of the organizations and institutions designed to promote and protect human rights at the global, regional, and national scales. It begins with an overview of the ideational foundations for human rights, seen through a sociological lens. It then explores the reasons why it became necessary to “institutionalize” human rights (i.e., embed the concept of human rights within organizational systems), and the trial and error process that led to the development of the postwar international human rights regime. Next, we grapple with the complexity of this regime by focusing on the “alphabet soup” of organizations and institutions that comprise the UN human rights apparatus. We then shift to other organizations—NGOs, the media, and corporations—in order to analyze and critique the role they play, with a particular emphasis on how power relations and structural violence affect human rights struggles. We will wrap up the semester with action plans for approaching particular human rights challenges, and an analysis of the future of human rights.

**Note: This course fulfills the “Human Rights Institutions and Organizations” requirement for the ASU Undergraduate Certificate in Human Rights.**

## II. Learning outcomes: Students will be able to...

- ... articulate how and why numerous organizations and institutions designed to promote human rights evolved
- ... explain the basic legal and procedural characteristics of these various institutions and organizations and in which ways they work together to achieve their missions
- ... identify and analyze the global issues and problems addressed by these entities;
- ... demonstrate critical analysis and problem-solving skills through preparing case studies and plans of action for particular human rights challenges

This knowledge will prepare students for work with international governmental or non-governmental organizations, social movement organizations, or other institutions with an international or human rights focus.

## III. Course requirements and grading policy:

[For A and B session courses] Many issues will be covered during the semester, and the workload will be quite demanding. You should expect to dedicate 16-20 hours/week to the class, including reading approximately 100 pages of text per week. Engagement with all materials will be vital to your success in the class. **Do not assume late work will be accepted** until you clear it with me.

[For C session courses] Many issues will be covered during the semester, and the workload will be quite demanding. You should expect to dedicate sufficient time per week to read and absorb approximately 100 pages of text. Engagement with all materials will be vital to your success in the class. **Do not assume late work will be accepted** until you clear it with me.

*Online participation:* This course is organized primarily around online discussion of, and assessments based on, assigned readings and video materials. Students are expected to read assigned materials carefully and thoughtfully prior to posting comments or assignments. Meaningful participation in online discussions entails contributing relevant information, addressing controversial issues, and raising probing questions based on readings and films.

*Discussion board assignments:* The due dates for your discussion board posts are **firm**. These are not lengthy assignments, but they should be approached professionally nevertheless. Although comments will be posted online, *they should not be written while you are online*, and you should keep a backup copy of all assignments on your computer. These are not informal “chat sessions;” they are intended to provide thoughtful academic commentary, comprising brief but well organized reflections and criticisms regarding the materials. Conventional grammar and punctuation rules should be observed! In addition to writing your own posts, you will receive instructions for reviewing and commenting on others’ posts. Please be respectful and professional at all times.



*Study suggestion:* You should take notes on the readings and films to help you prepare for discussion posts, assignments, and your final project. 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
3. develop an understanding of how the week's materials apply to current events
4. incorporate readings into discussions and CITE them using a social science style guide

*UN-related acronyms and Charter provisions:* There are numerous, often confusing acronyms you will learn throughout the course of the semester. In order to keep them straight, I urge you to keep handy and reference regularly the organograms and charts that appear in your readings.

**Your grade will be based on the following:**

| Week       | Assignment  | Value |
|------------|---|-------|
| 1: 1/11-15 | All Class Discussion: Introductory posts                              | 10%   |
| 2: 1/18-22 | Small Group Discussion: News article & the "sociological imagination" | 10%   |
| 3: 1/25-29 | Small Group Discussion: Post on "why institutions are necessary"      | 10%   |
| 4: 2/1-5   | ALL: "one crucial right" and interesting charter/treaty websites      | 10%   |
| 5: 2/8-12  | ALL: NGO strategies   | 10%   |
| 6: 2/15-19 | Small Group Discussion: FAIR story; "op-ed"/video                     | 15%   |
| 7: 2/22-26 | Small Group Discussion: Corporate accountability                      | 15%   |
| FINAL      | Plans of Action   | 20%   |

**Please note: your grades for each week will depend on assignments, comments, and replies-**

- **Assignments** are generally due each Wednesday by 11:59 p.m.
- **Comments** on peer posts (when required) are generally due each Friday by 11:59 p.m.
- **Replies** to comments others make on your posts are generally due Sunday by 11:59 p.m.

**The grading scale is as follows:**

|            |              |            |
|------------|--------------|------------|
| (No A+)    | 95-100 = A   | 90-94 = A- |
| 87-89 = B+ | 84-86 = B    | 80-83 = B- |
| 77-79 = C+ | 74-76 = C    |            |
| 60-73 = D  | Below 60 = E |            |

**IV. Required texts:**

- Lauren, Paul Gordon. 2011. *The Evolution of International Human Rights*. Philadelphia: University of Pennsylvania Press. (Be sure to get the 2011 [3<sup>rd</sup>] edition!).
- Mertus, Julie. 2009. *The United Nations and Human Rights: A guide for a new era*. Taylor and Francis. (Be sure to get the 2009 [2<sup>nd</sup>] edition!)

**V. Supplementary materials**

- Articles and film links will be posted on Blackboard
- I want you to *engage* the readings, so you should be informed about current human rights-related news. To this end, **please subscribe to the UN Wire**, a free daily summary

of UN news stories from around the world, distributed via email. To subscribe, go to [http://www.smartbrief.com/un\\_wire](http://www.smartbrief.com/un_wire). News is also available on the UN's websites (<http://www.un.org/News/> and <https://www.facebook.com/UN.News.Centre>).

- You are encouraged to consult reputable news sources, such as the *New York Times* at <http://www.nytimes.com> and National Public Radio at <http://www.npr.org/>.
- You should also 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://therealnews.com/t2/>
  - <http://www.alternet.org>
  - <http://www.commondreams.org>
  - <http://truth-out.org/>
  - <http://www.oneworld.net>
  - <http://www.opendemocracy.net>

## **VI. Miscellaneous course information:**

*Technical Support:* This course uses Blackboard to deliver content. It can be accessed through MyASU ( <http://my.asu.edu>) or the Blackboard home page (<https://myasucourses.asu.edu>). To contact the help desk call toll-free at 1-855-278-5080. To monitor the status of campus networks and services, visit the System Health Portal (<http://syshealth.asu.edu>). If you have a technical issue, make sure to document everything that happens and contact technical support immediately before you contact the instructor.

*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:* Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

*Maturity and respect:* Because discourse is an integral part of university life, I want to ensure that the online environment is safe for frank and open discussion. Although the readings and topics we cover may be controversial, and we may have different viewpoints, I expect all of us to treat one another with respect. If you feel a classmate has created a threatening or uncomfortable atmosphere, please speak to me about it immediately. [For C session courses only] Electronic devices may only be used in class when approved by the professor.

*Threatening behavior:* All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD)

and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

*Writing assistance:* The ASU Writing Center (<https://tutoring.asu.edu/writing-centers>) is available to all enrolled students to help them improve their writing skills through online and in-person tutoring. 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:* Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

*Emergency or illness:* If you are unable to complete assignments due to a family emergency or serious illness, please contact the University Advocate, 480-965-6547, who can send me and your other professors a letter to verify your absences and/or inability to meet a deadline. The University Advocate constitutes a resource for student emergencies and will assist students in negotiating university policy across units and campuses.

*Absences accrued for special reasons:* Students who must miss class for religious observances or practices (as described in ACD 304-04), or to participate in university-sanctioned activities that require classes to be missed (as described in ACD 304-02), are expected to get notes from a student who attends class and make up missed assignments.

## COURSE OUTLINE

### **WEEK 1: Understanding Human Rights**

#### **January 11-15**

##### *Readings*

- Lauren, Intro and Ch. 1 (pp. 1-42) – NOTE: If the book is not yet available at the bookstore, you can access it online through ASU library: [lib.asu.edu](http://lib.asu.edu); Search for the 2011 (3<sup>rd</sup>) edition.
- Dembour, Marie-Bénédicte. 2010. "What Are Human Rights? Four Schools of Thought." *Human Rights Quarterly*. 32(1): 1-20. [20]
- Turner, Bryan S. 1993. "Outline of a Theory of Human Rights." *Sociology*. 27:489-512. [23]

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

- [www.humanrights.com/#/what-are-human-rights](http://www.humanrights.com/#/what-are-human-rights)

- [http://www.youtube.com/watch?v=kbul3hxYGNU&list=PLCAA1D8F69131A393&index=3&feature=plpp\\_video](http://www.youtube.com/watch?v=kbul3hxYGNU&list=PLCAA1D8F69131A393&index=3&feature=plpp_video)

*Assignment*

- Introductory class discussion board post (please see Blackboard for instructions)

**Questions to consider this week:** How are human rights *defined*? What are the *foundations* of human rights? What is the basis for the *universality* of human rights? What are some of the *conflicts and contradictions* among different ideas about rights?

**WEEK 2: The Emergence of Human Rights**

**January 18-22**

*Readings*

- Lauren, Ch. 2-3 [66 pp.]
- C. Wright Mills, *The Sociological Imagination*, excerpt

*Assignment*

- Small group discussion on the historical emergence and current manifestations of human rights (please see Blackboard for instructions)

**Questions to consider this week:** What are the characteristics of a “sociological imagination”? What structural, historical, and individual factors might affect human rights problems and/or solutions? How did people historically come to understand social problems in terms of rights?

**WEEK 3: Institutionalization - From the League of Nations to Dumbarton Oaks**

**January 25-29**

*Readings*

- Lauren, Ch. 4-6 [83 pp.]
- Mertus, Ch. 1 [7 pp.]
- Kumar, C. Raj. 2006. “National Human Rights Institutions (NHRIs) and Economic, Social and Cultural Rights: Toward the Institutionalization and Developmentalization of Human Rights.” *Human Rights Quarterly*. 28(3 – August): 755-779. [24]

*For reference only (no need to read, but you may want to refer to this for later assignments)*

- OHCHR. 2010. “National Human Rights Institutions: History, Principles, Roles and Responsibilities.” Geneva: United Nations. (211 pages).

*Film*

- Memory of the Camps: <http://www.pbs.org/wgbh/pages/frontline/camp/view/>

*Assignment*

- Small group discussion on institutionalization (please see Blackboard for instructions)

**Questions to consider this week:** Why did it become necessary to “institutionalize” human rights (i.e., embed the concept of human rights within organizational systems)? What advantages do formal regimes and institutions offer for the realization of rights? Why might this be especially important for economic and social rights? What are some ways that human rights are “institutionalized”?

## WEEK 4: The Alphabet Soup of International Governance

February 1-5

### Readings

- Lauren, Ch. 7-8 [70 pp.] and p. 305-310 (Universal Declaration of Human Rights - UDHR)
- Mertus, Ch. 2-4 [89 pp.]

### Films

- “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>

### Assignment

- Class discussion on the UDHR and the main charter and treaty bodies (please see Blackboard for instructions)

**Questions to consider this week:** What real-world human “wrongs” were specific human rights instruments and institutions designed to address? Why did the architects of these institutions believe that these were the best instruments to address these problems? What are the different *institutions and organizations* that make up the “Alphabet Soup” of UN Human Rights bodies? What kinds of *activities* do these institutions carry out?

## WEEK 5: Role of NGOs as Global Governance Institutions

February 8-12

### Readings

- Haglund, LaDawn and Robin Stryker. 2015. “Introduction: Making sense of the multiple and complex pathways by which human rights are realized.” In Haglund and Stryker (eds.) *Closing the Rights Gap: From Human Rights to Social Transformation*. UC Press. [22]
- Charnovitz, Steve. 2006. “Nongovernmental Organizations and International Law.” *American Journal of International Law*. 100: 348-372. [24]
- 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]
- USIP. 2011. “NGOs and Nonstate Armed Actors.” Report - United States Institute of Peace. [16]
- Mertus, Julie. “Considerations for Human Rights Fact Finding by NGOs.” [3]

### Assignment

- Class discussion on NGOs (please see Blackboard for instructions)

**Questions to consider this week:** How are rights *realized*? How do NGOs contribute to *legal strategies* for human rights protection? What *other* strategies (beyond law) do NGOs utilize to protect human rights? What are some ways in which governmental and non-governmental bodies *create synergies* to advance human rights goals? What are some *contradictions* between these bodies?

## WEEK 6: Film and Media as Watchdog

February 15-19

### Readings

- Allen, Lori A. 2009. "Martyr bodies in the media: Human rights, aesthetics, and the politics of immediation in the Palestinian intifada." *American Ethnologist*. 36(1): 161-180. [19]
- Kellow, Christine L. and H. Leslie Steeves. 1998. "The Role of Radio in the Rwandan Genocide." *Journal of Communication*. 48(3): 107-128. [21]
- Cohen, Jeff. 2013. "Snowden Coverage: If US Mass Media Were State-Controlled, Would They Look Any Different?" *Common Dreams*.
- Smith, Debbie James. 2009. "Big-eyed, wide-eyed, sad-eyed children: Constructing the humanitarian space in social justice documentaries." *Studies in Documentary Film*. 3(2): 159-175. [17]
- Waterson, Roxana. 2007. "Trajectories of Memory: Documentary Film and the Transmission of Testimony." *History and Anthropology*. 18(1 – March): 51–73. [22]

### Optional but interesting reading

- Aufderheide, Patricia, Peter Jaszi, and Mridu Chandra. 2009. "Honest Truths: Documentary Filmmakers on Ethical Challenges in Their Work." [26]

### Film

- Satirical news at its best: <http://www.cc.com/video-clips/iiculo/the-daily-show-with-jon-stewart-weak-constitution>

### Assignment

- Small group discussion on media (please see Blackboard for instructions)

**Questions to consider this week:** How can media act as an effective watchdog for human rights? What are some reasons that it does not always fulfill this role? How do media outlets make hard choices concerning coverage of human rights issues? What are possible ethical dilemmas and/or negative impacts of human rights films?

## WEEK 7: Corporate Accountability and Human Rights

### February 22-26

#### Readings

- Mertus, Ch. 6 [ILO and Global Compact] [24]
- Monshipouri, Mahmood, Claude E. Welch, Jr., and Evan T. Kennedy. 2003. "Multinational Corporations and the Ethics of Global Responsibility: Problems and Possibilities." *Human Rights Quarterly*. 25: 965–989 [24]
- OHCHR. 2011. "Guiding Principles on Business and Human Rights: Implementing the United Nations 'Protect, Respect and Remedy' Framework." Report from John Ruggie, UN Special Representative on Business & Human Rights to UN Human Rights Council; Guiding Principles endorsed on 16 June. NY and Geneva: United Nations. [35]
- Jochnick, Chris and Nina Rabaeus. 2010. "Business and Human Rights Revitalized: A New UN Framework Meets Texaco in the Amazon." *Suffolk Transntl. Law Rev.* 33(3). [26]
- "Maastricht Principles on Extraterritorial Obligations of States in the area of Economic, Social and Cultural Rights" [11]
- Skogly, Sigrun and Mark Gibney 2011. "Introduction." In Gibney, Mark and Sigrun Skogly (eds.) *Universal Human Rights and Extraterritorial Obligations*. U Penn Press. [6]

- Leary, Virginia A. 2011. “Chapter 7 - Labor Standards and Extraterritoriality: Cambodian Textile Exports and the ILO.” In Gibney, Mark and Sigrun Skogly (eds.) *Universal Human Rights and Extraterritorial Obligations*. U Penn Press. [9]

*News*

- Read up on the “Kiobel v. Royal Dutch Petroleum (Shell Oil)” case at [cja.org/section.php?id=510](http://cja.org/section.php?id=510) (copy and paste the link in a new tab or window). Pay particular attention to the section on extraterritoriality.

*Film*

- The Corporation (excerpts)
- News clip (10 minutes) on Alien Tort Statue:  
[http://www.democracynow.org/2012/2/24/supreme\\_court\\_to\\_decide\\_whether\\_us](http://www.democracynow.org/2012/2/24/supreme_court_to_decide_whether_us)

*Assignment*

- Small group discussion on corporate accountability (please see Blackboard for instructions)

**Questions to consider this week:** How have businesses attempted to alleviate (or not) human rights problems arising from their operations? What are the strengths and weaknesses of “voluntary” vs. “legally binding” approaches to accountability? How have non-business actors (states, the UN) attempted to hold business accountable for these problems? How do power differentials and global structural realities perpetuate human rights violations? What is the role of “extraterritorial obligations” and instruments like the U.S. “Alien Tort Statue” in enforcing respect for human rights?

**FINAL PROJECT: Action Plans**

*Readings*

- Mertus, p. 148-154 (Ch. 7, Conclusions and Postscript) [6]
- Lauren, Ch. 10 [22]

*Assignment*

- Your final assignment will be a Plan of Action to address a human rights problem. It will be based on your previous class activities. I will send more information regarding this assignment shortly.





THIRD EDITION



*The Evolution of International*

# HUMAN RIGHTS

VISIONS SEEN

Paul Gordon Lauren



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