

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: 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. _____ Chair/Director Initials (Required)

Requested designation: Historical Awareness—H **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: 5/17/2018

Chair/Director (Signature):

Elsie Moore

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
JUS	355	Human Rights Organizations and Institutions	H

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course	This course follows the evolution of the human rights regime over the course of the 20 th century.	Weeks 1-3 of the 7-week online course syllabus.
Human development explained as a sequence of events influenced by a variety of factors	Shows how human institutions designed to protect against human vulnerability evolved after key historical events like the Holocaust, other genocides, and world wars. Underscores how the horror of those events changed human perceptions of the need for a regime of protection	Weeks 1-3 focus mostly on these shifts
There is a disciplined systematic examination of human institutions as they change over time.	The entire course is devoted to a systematic examination of the human rights regime and its evolution, as well as the emergence and evolution of synergistic organizations such as NGOs and the media.	Weeks 1-6 on the 7 week online course syllabus
Examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	The evolution of the human rights regime was deeply linked to the political, social, and economic forces that played out over the course of the 20 th century. This class follows this mutually-reinforcing evolution of societal forces and institutional forms over time.	Weeks 1-3 of the 7-week online course syllabus.

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

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 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 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 [3rd] 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 [2nd] 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. 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: <https://eoss.asu.edu/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; Search for the 2011 (3rd) 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.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-X0l8>

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 (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

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.

