

POL 345: Human Rights in International Relations
The College of New Jersey | Fall 2019
Tuesdays and Fridays, 11:00am-12:20pm
Social Sciences Building 225

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Office Hours: Tuesdays, 8:30-10:30am, or by appointment (please email for appointment scheduling)

***There will be a couple of weeks in which office hours may need to be adjusted. Students will be alerted to this ahead of time.*

Course Description

This course examines the evolution of human rights movements since World War II and their influence on the behavior of nation states and other transnational actors. Our discussions will focus on human rights in American foreign policy and the role of non-state actors such as intergovernmental institutions, multinational corporations, and non-governmental organizations. We will also consider human rights within the context of selected current topics such as: women's rights, terrorism, health, immigration, and humanitarian intervention. In examining these topics, we will ask: What are human rights and how do they function in international politics? Where do human rights have their basis, and what are the arguments for and critiques of those foundations? How does the human right framework function across different types of regimes and in wartime versus peacetime? What are war crimes, how does the international political system seek to address them, and does it do so effectively? Finally, what are the ways in which current political issues interact with the human rights concept, and how can an understanding of it better inform our analysis of today's political decision making and rhetoric?

We will spend the first weeks of the class thinking about the concept of human rights, the basis of human rights definitions, and the ways in which various political factors may impact the acceptance and implementation of human rights regimes in government. In Section II, we will look at what policy tools are available for addressing human rights violations and whether their designs make them a useful course of action for political leaders. In Section III, we will look at how this idea has been built over time, starting with the Armenian Genocide and moving to the 21st century. As we look at this historical development, we will continue to refer to the theoretical concepts that we discussed in the first two sections and examine how these are or are not supported in each case. In the final substantive section of the course, we will turn to current affairs and discuss how the human rights framework applies to the issues of today's politics. We will conclude in the final week with activities to help us think critically about how human rights issues affect our communities and how we can actively engage our advanced understanding of these concepts.

Learning Objectives

By the end of this course, students should have fulfilled a number of objectives, which conform to goals set by the Political Science Department, School of Humanities and Social Sciences, and Middle States Commission for Higher Education. These objectives include gaining and developing **written communication** skills; **critical analysis and reasoning** skills; **information literacy**; **intercultural competence**; **respect for diversity**; **ethical reasoning and compassion**; skills to prepare for **participation in civic life**; appreciation of **core values in Western political thought**; and an understanding of **key political processes and institutions** at all levels.

More specifically, students will:

- (1) Develop a deep understanding of a) central concepts, distinctions, questions, and theories related to the discipline, b) the in-depth workings of fundamental political processes and institutions at the national and international level, and c) selected topics important to the international relations subfield;
- (2) Gain advanced skills in critical thinking in order to read analytically, understand complex relationships and concepts, identify underlying assumptions, “dissect” scholarly texts, and synthesize their own politically-related interpretations, arguments, or positions;
- (3) Build skills to conduct original research using appropriate primary and secondary sources and the empirical research tools characteristic of the discipline;
- (4) Refine communication skills in order to communicate effectively in a variety of formats and settings, presenting oral and written arguments that are cogent, compelling, and well-substantiated; and
- (5) Learn to recognize and understand the impact of diverse settings on political phenomenon—to locate themselves within an historical, social, and cultural setting, to grasp politics in a conceptual manner, and to transfer that conceptual understanding to other situations.

Course Requirements

Course Requirement	Percentage of Grade
Class Participation	10%
Short Written Assignments (Research Paper Proposal, Group Project Proposal, Group Project Review, Critical Reflections)	20% [5% each]
Early Term Take-Home Exam	10%
Group Project	15%
Research Paper	20%
Final Exam	25%

Class Participation

Each class will begin with a 10-minute discussion of recent events related to human rights. Then, following a short (25-30 minutes) lecture and a brief (5 minutes) break, the rest of the class will consist of discussion of readings. During all parts of class – but especially in the discussion of news and the discussion of readings – students will have the opportunity to participate with questions, comments, and any insights they might have from their own experiences. Participation grades will be based on the quality of comments and a clear indication that the student has prepared for class (not solely on frequency of comments).

For students who may find it a little harder to speak up in class – we have all been there! – we will have continuing discussions on Canvas about the materials. These are not required. Instead, this is a way that you can add any thoughts that you might have after class or that you didn’t have a chance to say during the class conversation. It is also recommended that you speak with Dr. Holom about ways to build confidence to give your thoughts in class; there are many ways to go about this, and your willingness to learn and improve can only affect your class experience – and overall college experience – positively.

Readings

There are no required books for this course. All readings will be available through Canvas or are free to access online.

For each week, the readings that will be focused on in each class meeting’s lecture are listed. The readings with the asterisks (***) are those that students should prioritize as they prepare for class, as they will be at the core of the discussion. The materials focused on in the lecture portion of class from the other readings

will also be considered, so it is recommended that students read enough of those items to be able to understand the main argument or contribution to the conversation.

There will also be a slide included in each class's lecture with recommended additional readings relevant to the topic, which can serve as starting points for research paper sources. Those slides will be posted on Canvas after each class.

Short Written Assignments

Students will be expected to complete four very short written assignments, worth 5% each. These include a 1-page research paper proposal, a 1-page group project proposal, a group project review, and a critical reflections activity at the end of the course.

Early Term Take-Home Exam

Given at the end of the fourth week of classes, the early term exam will include IDs, short answer questions, and a choice of one essay from two options. This exam will be open-book and take-home and will be completed and submitted through Canvas on September 20th. This exam is meant to be a preview of the final exam so that students can become comfortable with the format early in the semester.

Research Paper (12-15 pages)

The research paper will consist of an analysis of a historical or current event utilizing the theoretical frameworks discussed early in the semester. Supporting their argument with empirical data and both class and outside readings, students will be asked to explore a case through the lens of one of the following broad questions:

- What are human rights? How can they be defined?
- Can humanitarian intervention be justified? If so, how? By whom?
- How are war crimes defined? Under what conditions is it possible to effectively punish war criminals? What does it mean to *effectively* address a war crime?

Topics should examine a case that was not covered in class. A case mentioned briefly in class may qualify. It is always best to double-check with Dr. Holom if you have any questions or concerns about your topic.

Students are required to submit a brief (1-page) paper proposal for feedback by Tuesday, October 15th at 11:59pm. Guidelines for the paper will be distributed during the first few weeks of class. The paper will be due in hard copy form to SSB 219, the Political Science Department office, on Friday, November 15th. There will be a bin marked for your papers. Digital copies, also due at the time noted above, should be submitted on Canvas.

Group Project (Fourth Hour Requirement)

This course asks students to utilize the fourth hour to complete a group project. This project will challenge students to think critically about how to contribute to our understanding of human rights through creative means. This can include a variety of projects – website design, a podcast, interview collection, artwork or photography, television series, a mobile app design, and more. There are no boundaries. The only requirement is that the material is original (and, where sources are necessary, proper citation is given) and helps to communicate an aspect of the concept of human rights to a broad audience.

Proposals for the group project are due on Tuesday, October 1st by 11:59pm in order to allow for feedback and plenty of time to create the final product. Presentations of the project will take place during the last week of class.

Final Exam

The final exam will be cumulative in nature and will include IDs, short answer questions, and a choice of two essay questions from four options. It will take place during finals week, with location and time TBD.

Summary of Important Dates:

Assignment	Deadline
Early Term Take-Home Exam	Friday, September 20 th
Group Project Proposal	Tuesday, October 1 st
Research Paper Proposal	Tuesday, October 15 th
Research Paper Final Submission	Friday, November 15 th
Group Project Presentation	Tuesday, December 3 rd
Group Project Reflection	Tuesday, December 3 rd
Critical Reflections	Friday, December 5 th
Review Session	TBD
Final Exam	TBD

Course Policies

Absence and Attendance

This course will adhere to TCNJ's attendance policy, which can be read in full at: https://policies.tcnj.edu/wp-content/uploads/sites/247/2018/01/Absence_and_Attendance_Policy.pdf.

Participation in discussion is an important component to the course, and, therefore, extended unexcused absences will negatively affect the final grade. As per the policy, please be sure to report all anticipated absences for religious observances, athletic events, and other scheduled activities ahead of time and discuss ways to cover the materials with Dr. Holom. For unanticipated medical absences, please reach out to Dr. Holom as soon as possible to discuss the situation. Whenever you are absent from class, it is important to keep up with the readings and to obtain notes from the class lecture and discussion from a classmate.

Academic Integrity

This course will adhere to TCNJ's academic integrity policy, which can be viewed at: <https://academicintegrity.tcnj.edu>. Academic honesty is expected. According to the Code of Student Conduct, cheating and plagiarism are defined as follows:

- Cheating: Including, but not limited to: (1) use of unauthorized aid, sources, and assistance or assisting others in taking a course, quiz, test, or examination, writing papers, preparing reports, solving problems, or carrying out assignments; (2) The acquisition, without permission, of tests or other academic material belonging to a member of the University community; (3) alteration of grade records; (4) bribing or attempting to bribe a member of the College community or any other individual to alter a grade.
- Plagiarism: Including, but not limited to: (1) The use, by paraphrase or direct quotation, of published or unpublished work of another person without full and clear acknowledgment; (2) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Americans with Disabilities Act (ADA)

This course will adhere to TCNJ's Americans with Disabilities Act policy: "Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Service (609-771-2571). If you need accommodations

due to a disability, please see the instructor as soon as possible or contact the Disability Support Services at <https://differingabilities.tcnj.edu/>. The full policy on accommodations can be found at: <https://differingabilities.tcnj.edu/students/accommodation-process/accommodation/>. If you need accommodations due to a disability, please discuss this with Dr. Holom as soon as possible.

General Grading Rubric for Written Work

Specific information regarding the grading standards for particular assignments will be clearly stated on guideline sheets and grading rubrics distributed in class. The following is a *general* guideline for how written work will be graded:

- **A range** work: (1) is well-organized; (2) shows a thorough understanding of the ideas, theories, and overall material presented in class, as well as their significance; (3) contributes an original critical analysis of these materials and ideas; (4) accurately uses specific examples, cases and readings in the analysis; (5) has a conclusion that logically flows from the analysis; and (6) is clearly written and free of mechanical errors.
- **B range** work addresses the above goals, but to varying degrees (i.e., some are done excellently while others are only partially successful). These lack some of the elements of rigorous research and analysis demonstrated in A work.
- **C range** work makes attempts at the above goals but only fulfills them to a limited degree.
- **D range** work makes attempts to complete assignments but does not fulfill the above goals successfully.
- **F range** work does not fulfill (or make any serious attempts to fulfill) the above criteria.

Late Assignment Policy

For each day that an assignment is late without previously obtained permission, 1/3 of a letter grade will be deducted.

Electronics Policy

Cell phones must be silenced before class and stowed during class time. Laptops are permitted, as long as they are used for class purposes only. If laptops create a distraction, they will no longer be permitted in class.

Contacting Me

The most effective way to contact me is via email: (holomb@tcnj.edu). Please include as your subject in each email "POL 345" as well as a subject title that refers to the topic of the email. (Make sure you include your **full** name in your signature as I often have several students with the same first name each semester, and TCNJ email addresses often do not provide that information).

Writing Help

I will be significantly commenting on your papers with the aim of helping you think through ideas and writing as clearly as possible. However, I also highly suggest using the resources available on campus for writing help. The TCNJ Tutoring Center exists for this reason: <https://tutoringcenter.tcnj.edu/>. You can get help specifically for written assignments through the Tutoring Center's Writer's Place, both in person and online: <https://tutoringcenter.tcnj.edu/humanities/writers-place/>

Course Schedule

I. Introduction to Human Rights

Week 1: Introduction

In this week, students will be introduced to the concept of human rights. We will focus on how we understand and define these rights, as well as their introduction to international politics.

Tuesday, August 27

- Introductions
- Syllabus and Course Requirements
- “What are Human Rights?” Activity

Friday, August 30

- **Thucydides. *History of the Peloponnesian War*. Book Five, 84-116. (The Melian Dialogue)
- **UN General Assembly (1948). *Universal Declaration of Human Rights*. 10 December 1948. Resolution 217 A (III). Available at: <https://www.un.org/en/universal-declaration-human-rights/>
- Hoffmann, Stanley (1983). “Reaching for the Most Difficult: Human Rights as a Foreign Policy Goal,” *Daedalus* 112 (4): 19-49.

Week 2: Justifications for Human Rights

In this week, students will consider what justification there might be for human rights as a concept. We will examine arguments for universal definitions of human rights, as well as how those definitions are rooted in other philosophical and social concepts. We will begin to consider the limits of and challenges to these definitions, which we will expand upon in week 3.

Tuesday, September 3

- No Class – Follow Monday Schedule

Friday, September 6

- Hoffmann, Stanley (1981). *Duties Beyond Borders: On the Limits and Possibilities of Ethical International Relations*. Syracuse, N.Y.: Syracuse University Press. Pgs. 10-27.
- Rawls, John (1993). "The Law of Peoples." *Critical Inquiry* 20 (1): 38-50, 56-59.
- **Shklar, Judith N. (1998). “The Liberalism of Fear,” in Shklar, *Political Thought and Political Thinkers*. Chicago: University of Chicago Press. Stanley Hoffmann, ed., pp. 3-20.
- **Ignatieff, Michael (2001). Selections from *Human Rights as Politics and Idolatry*. Princeton: Princeton University Press. Pgs. 22-37.
- Cohen, Joshua (2004). “Minimalism About Human Rights: The Most We Can Hope For?” *Journal of Political Philosophy* 12 (2): 190-213.

Week 3: Economic and Cultural Rights

Students will focus this week on understanding how rights may be defined in an economic sense and how they may differ across cultures. In considering these variations and challenges to defining a universalist concept of human rights, we will consider questions such as: What are basic rights? What does it mean to have economic and social rights? What types of factors impact how one might define “human rights”? Can and should they be defined in these ways? Can we think of examples of when we have heard about these aspects of human rights definitions? How does culture support or challenge a universal definition of human rights?

Tuesday, September 10

- Singer, Peter (1972). "Famine, Affluence, and Morality." *Philosophy & Public Affairs* 1 (3): 229-243.
- **Shue, Henry (1996). *Basic Rights: Subsistence, Affluence and U.S. Foreign Policy*. 2nd Edition. (First Edition: 1980) Princeton: Princeton University Press. pp. 18-29.
- Beetham, David (1995). "What Future for Economic and Social Rights?" *Political Studies* 43 (1): 41-60.
- **Sen, Amartya (1999). *Development as Freedom*. Oxford: Oxford University Press. Pgs. 3-11, 283-298.

Friday, September 13

- **Zakaria, Fareed (1994). "Culture Is Destiny: A Conversation with Lee Kuan Yew," *Foreign Affairs*. pgs. 109-126.
- Mutua, Makau (2001). "Savages, Victims, and Saviors: The Metaphor of Human Rights." *Harvard International Law Journal* 42: 201-245.
- **Donnelly, Jack (2007). "The Relative Universality of Human Rights." *Human Rights Quarterly* 29 (2): 281-306.

Week 4: State Sovereignty and Intervention

With this week's readings, students will focus on the concept of state sovereignty, an important aspect of challenges to universal definitions of human rights. We will discuss what sovereignty means and when intervention can and cannot be justified. We will examine the concepts of internal and external sovereignty and consider how each of these interact with the introduction of human rights into the international political sphere.

Tuesday, September 17

- **Mill, John Stuart (1859). "A Few Words on Non-Intervention." *Fraser's Magazine*. Reprinted in *New England Review* 27 (3): 252-264.
- **Morgenthau, Hans J. (1967). "To Intervene or Not to Intervene." *Foreign Affairs* 45 (3): 425-436.
- **Walzer, Michael (1977). "Humanitarian Intervention." In *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books. Pgs. 100-108.
- Finnemore, Martha (1996). "Chapter 5: Constructing Norms of Humanitarian Intervention." In Peter J. Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics*. New York: Columbia University Press. Pgs. 153-185.

Friday, September 20

- Take-Home Early Term Exam (Posted by 8am, Due by 11:59pm)

This exam is open-book and will focus on the materials from the first four weeks of classes. The exam will ask students to answer essay questions utilizing both theoretical readings and empirical evidence. Bringing in evidence from outside sources with appropriate citations will be encouraged and necessary for a high mark.

II. What Can Be Done? The Development of International Law and Policy Tools

Week 5: International Pressure and Sanctions

Over the decades since the UDHR, several policy tools have developed to serve the purpose of enforcing human rights laws. These policy tools are employed by state and non-state actors, at the domestic level

and at the international level. This week, we will be discussing how countries can create pressure on regimes to address human rights violations. We will give particular attention to a commonly used tool, economic sanctions, and their record of (in)effectiveness.

Tuesday, September 24

- **Keck, Margaret E. and Kathryn Sikkink (1998). Selections from *Activists Beyond Borders: Advocacy Networks in International Politics*. Ithaca, N.Y.: Cornell University Press. Pgs. 12-13, 102-120.
- Moravcsik, Andrew (2000). "The Origins of Human Rights Regimes: Democratic Commitment in Postwar Europe," *International Organization*, vol. 54, no. 2 (spring 2000), pp. 217-52.
- Hafner-Burton, Emilie M., and Kiyoteru Tsutsui (2005). "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology* 110 (5): 1373-1411.

Friday, September 27

- Klotz, Audie (1995) "Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa." *International Organization* 49 (3): 451-478.
- **Drury, A. Cooper, and Yitan Li (2006). "U.S. Economic Sanction Threats Against China: Failing to Leverage Better Human Rights." *Foreign Policy Analysis* 2 (4): 307-324.
- **Peksen, Dursun (2009). "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1): 59-77.
- Drezner, Daniel W. (2011). "Sanctions Sometimes Smart: Targeted Sanctions in Theory and Practice." *International Studies Review* 13 (1): 96-108.

Week 6: International Law and Justice – War Crimes and Punishment

This week, we continue our examination of tools for addressing human rights violations. We now turn our attention to international bodies and, particularly, the international court system established to punish war criminals. We will consider whether this is as an effective deterrent and what other purposes it may serve for the victims of war crimes. On Friday, we will engage in a miniature "model UN," completing an activity in class in which students will take on roles as country representatives and attempt to address a human rights crisis. Students should critically analyze their own motivations and actions in this activity and keep them in mind once we turn to what has happened in history over the next few weeks.

Tuesday, October 1

- **Goldsmith, Jack L. (2003). "The Self-Defeating International Criminal Court," *Chicago Law Review* 70 (1): 89-104.
- **Simmons, Beth A. and Allison Danner (2010). "Credible Commitments and the International Criminal Court." *International Organization* 64 (2): 225-256.
- Sikkink, Kathryn (2011). *The Justice Cascade: How Human Rights Prosecutions are Changing World Politics*. New York: Norton. Pgs. 11-28, 96-98 (see particularly Figure 4.1), 115-123.
- Goldston, James A. (2019). "Don't Give Up on the ICC." *Foreign Policy* (8 August). Online: <https://foreignpolicy.com/2019/08/08/dont-give-up-on-the-icc-hague-war-crimes/>

Deadline for Group Project Proposals: Tuesday, October 1st at 11:59pm.

Friday, October 4

- UN Activity – War Crimes and International Justice: When and How Should We Intervene?

III. What Has Been Done? Human Rights in History

During the second half of the course, we will be exploring case studies of human rights violations and how those events have shaped human rights law and policy. In doing so, students will consider the theoretical readings we have examined in the first half of the course and consider what evidence exists to support the arguments for and against the various definitions and approaches to human rights. Students will also consider how their own experience in our UN activity in Week 6 compares to the functioning of human rights institutions in history.

For Weeks 7-11, we will focus on historical events, largely from the 20th century. These genocides and other human rights violations, as mentioned in our early weeks, have helped to define and move the concept of human rights forward over time. Through these case studies, students should focus on the details of what occurred, why it falls under human rights laws, what actions were taken, and what the outcome has been since that time.

Week 7: The Armenian Genocide and Turkey's Denial

Tuesday, October 8

- No Class – Fall Break

Friday, October 11

- Selected News Articles from 75th Anniversary
 - Anonymous (1989). "Turkey Today." *Wall Street Journal*. 19 October. Pg. A20.
 - Blitzer, Wolf (1989). "Turkey Seeks Help of Israel and U.S. Jews to Fight U.S. Senate Resolution Marking Armenian Genocide." *The Jerusalem Post*. 24 October. Pg. 2.
 - Aprahamian, Souren (1989). "Armenian Genocide: We'll Never Forget." *Wall Street Journal*. 7 November. Pg. A31.
 - Schulweis, Rabbi Harold M. (1989). "Israel and the Armenian Genocide." *Los Angeles Times*. 11 November. Pg. OC_B15.
- Akçam, Taner (2006). "Chapter 4: What Led to the Decision for Genocide?" In *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility*. New York: Metropolitan. Pgs. 109-148.
- **Bass, Gary J. (2008). "Chapter 25: Armenians." In *Freedom's Battle: The Origins of Humanitarian Intervention*. New York: Knopf. Pgs. 315-340.

Week 8: World War II – The Holocaust

Tuesday, October 15

- **Browning, Christopher R. (1993). "Chapter 18: Ordinary Men." In *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: HarperCollins. Pgs. 159-89.
- Goldhagen, Daniel Jonah (1996). "Chapter 7 – Police Battalion 101: The Men's Deeds." And "Chapter 8 – Police Battalion 101: Assessing the Men's Motives." In *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Knopf. Pgs. 203-62.

Deadline for Research Paper Proposals: Tuesday, October 15th at 11:59pm.

Friday, October 18

- Danieli, Yael (2005). "Reappraising the Nuremberg Trials and their Legacy: The Role of Victims in International Law." *Cardozo Law Review* 27 (4): 1633-1649.

- **Bass, Gary Jonathan (2000). Selections from “Chapter Five: Nuremberg.” In *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*. Princeton: Princeton University Press. Pgs. 147-181.

Week 9: The Soviet Union and Russia – The GULAG, the Iron Curtain, and Chechnya

Tuesday, October 22

- **Applebaum, Anne (2003). Selections from *Gulag: A History*. New York: Random House. Pgs. xv-xviii, xxv-xl, 50-57, 92-115.
- Havel, Václav (1992). “Dear Dr. Husák” (1975). In Paul Wilson, ed., *Open Letters: Selected Writings 1965-1990*. New York: Random House. Pgs. 50-83.

Friday, October 25

- Cornell, Svante E. (1999). "International Reactions to Massive Human Rights Violations: The Case of Chechnya." *Europe-Asia Studies* 51 (1): 85-100.
- **Gerber, Theodore P., and Sarah E. Mendelson (2002). "Russian Public Opinion on Human Rights and the War in Chechnya." *Post-Soviet Affairs* 18 (4): 271-305.
- Abresch, William (2005). "A Human Rights Law of Internal Armed Conflict: the European Court of Human Rights in Chechnya." *European Journal of International Law* 16 (4): 741-767.

Week 10: The Terror of Modern Genocide – Bosnia and Rwanda

Tuesday, October 29

- **Rohde, David (1997). Selections from *Endgame: The Betrayal and Fall of Srebrenica, Europe’s Worst Massacre Since World War II*. New York: Penguin Books. pp. xi-xx, 14-17, 213-220, 232-234, 280-282, 293-294, 307-315.
- Radio Free Europe (2005). “Srebrenica Timeline.” Available Online: <https://www.rferl.org/a/1059660.html>
- News on Dutch Responsibility in the Srebrenica massacre
 - Karasz, Palko (2019). “Netherlands Was 10 Percent Liable in Srebrenica Deaths, Top Dutch Court Finds.” *New York Times*. 19 July 2019. Available online: <https://www.nytimes.com/2019/07/19/world/europe/srebrenica-massacre-netherlands.html>
 - De Rechtspraak (2019). “Dutch State Bears Very Limited Liability in 'Mothers of Srebrenica' Case.” 19 July 2019. Online: <https://www.rechtspraak.nl/Organisatie-en-contact/Organisatie/Hoge-Raad-der-Nederlanden/Nieuws/Paginas/Dutch-State-bears-very-limited-liability-in-Mothers-of-Srebenica-case.aspx>

Friday, November 1

- **Gourevitch, Philip (1998). Selections from *We Wish to Inform You that Tomorrow We Will Be Killed with Our Families*. New York: Picador. pp. 20-24, 47-62, 75-77, 93-96, 102-107, 151-154.
- Human Rights Watch (2014). *Rwanda. Justice After Genocide: 20 Year On*. New York, NY. Pgs. 1-20.
- Moore, Jina (2018). “Betraying Justice for Rwanda’s Genocide Survivors.” *The New Yorker*. 9 July 2018. Available Online: <https://www.newyorker.com/news/news-desk/betraying-justice-for-rwandas-genocide-survivors>
- **[FILM] Hotel Rwanda. Directed by Terry George. United Artists, 2005. (Available through the library for viewing.)

Week 11: Unrest in Africa – Apartheid in South Africa and Child Soldiers

Tuesday, November 5

- **van Zyl, Paul (1999). "Dilemmas of Transitional Justice: The Case of South Africa's Truth and Reconciliation Commission," *Journal of International Affairs* 52 (2): 647 – 662.
- Kaminer, Debra, Dan J. Stein, Irene Mbanga, and Nompumelelo Zungu-Dirwayi (2001). "The Truth and Reconciliation Commission in South Africa: Relation to Psychiatric Status and Forgiveness among Survivors of Human Rights Abuses." *The British Journal of Psychiatry* 178 (4): 373-377.
- **Wilson, Richard A., John Borneman, Anne Griffiths, Deborah A. James, Sally Engle Merry, Laura Nader, Fiona Ross, Owen B. Sichone, and Richard A. Wilson (2000). "Reconciliation and Revenge in Post-Apartheid South Africa: Rethinking Legal Pluralism and Human Rights." *Current Anthropology* 41 (1): 75-98.

Friday, November 8

- **[FILM] *Beasts of No Nation*. Directed by Cary Joji Fukunaga. New York: Bleecker Street, 2015.
(Available on Netflix. Group Viewing Times TBD)

IV. What Will Be Done? Human Rights in Current Affairs

Week 12: Health and Immigration

This week, students will be examining two separate issues in current affairs: health and immigration. In our first day focusing on health, we will consider what it means for health and/or healthcare to be considered a right in terms of the government's responsibility and implementation of health policies in various settings. In the second class, our focus will turn to immigration and some of the human rights issues involved with refugees, human trafficking, and broader immigration policies.

Tuesday, November 12

- Nightingale, Elena O., Kari Hannibal, H. Jack Geiger, Lawrence Hartmann, Robert Lawrence, and Jeanne Spurlock (1990). "Apartheid Medicine: Health and Human Rights in South Africa." *JAMA* 264 (16): 2097-2102.
- **Farmer, Paul (2003). "Chapter 9: Rethinking Health and Human Rights: Time for a Paradigm Shift." In *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Pages 213-246.
- Petryna, Adriana (2004). "Biological Citizenship: The Science and Politics of Chernobyl-Exposed Populations." *Osiris* 19: 250-265.
- Hunt, Paul (2007). "Right to the Highest Attainable Standard of Health." *The Lancet* 370 (9585): 369-371.

Friday, November 15

- **Adelman, Howard (2001). "From Refugees to Forced Migration: The UNHCR and Human Security." *International Migration Review* 35 (1): 7-32.
- Jacobsen, Karen (2002). "Livelihoods in Conflict: The Pursuit of Livelihoods by Refugees and the Impact on the Human Security of Host Communities." *International Migration* 40 (5): 95-123.
- Human Rights Watch (2018). "Summary," "Recommendations," "Lack of Effective Oversight Leads to Repeated Deadly Failures," and "US and International Legal Standards." In *Code Red*:

The Fatal Consequences of Dangerously Substandard Medical Care in Immigration Detention.
New York, NY. Pgs. 1-6, 45-64.

Deadline for Research Papers: Friday, November 15th at 5:00pm.

Week 13: Terrorism and Counterterrorism

In this week, students will first examine terrorism and how the rhetoric of human rights comes into play in terrorists' justifications of their actions. We will then turn to counterterrorism efforts and how these programs can both enforce and violate human rights.

Tuesday, November 19

- **Walzer, Michael (1977). "Chapter 12: Terrorism." In *Just and Unjust Wars: A Moral Argument with Historical Illustrations*. New York: Basic Books. Pgs. 197-206.
- Walzer, Michael (2004) "Terrorism: A Critique of Excuses." In *Arguing About War*. New Haven: Yale University Press. Pgs. 51-66.
- Lewis, Bernard (1998). "License to Kill: Usama bin Laden's Declaration of Jihad." *Foreign Affairs* 77 (6): 14-19.
- Hashmi, Sohail H. (2002). "Not What the Prophet Would Want: How Can Islamic Scholars Sanction Suicidal Tactics?" *The Washington Post*. 9 June. pg. B1.
- **Richardson, Louise (2006). "Chapter 3: What Causes Terrorism?" In *What Terrorists Want*. New York: Random House. pp. 38-70.

Friday, November 22

- **Ignatieff, Michael (2004). "Chapter Five: The Temptations of Nihilism." In *The Lesser Evil: Political Ethics in an Age of Terror*. Princeton: Princeton University Press. Pgs. 112-144.
- Gerecht, Reuel Marc (2005). "Against Rendition." *The Weekly Standard*. 16 May. Available Online: <https://www.washingtonexaminer.com/weekly-standard/against-rendition>
- U.S. Senate Armed Services Committee (2008). *Inquiry Into the Treatment of Detainees in U.S. Custody*. Washington, D.C.: U.S. Government Printing Office. Pgs. xii-xxix.

Week 14: American Exceptionalism and Today's Human Rights Challenges

In this week, students will explore what the U.S.'s role in the human rights arena has been, is presently, and will be in the future. We will examine this role in relation to alliances and modern authoritarian regimes in particular, but we will also discuss the broader implications for future U.S. human rights policy.

Tuesday, November 26

- Spiro, Peter J. (2000). "The New Sovereignists-American Exceptionalism and Its False Prophets." *Foreign Affairs* 79 (6): 9-15.
- **Koh, Harold Hongju (2005). "Chapter 5: America's Jekyll-and-Hyde Exceptionalism." In Michael Ignatieff, ed., *American Exceptionalism and Human Rights*. Princeton: Princeton University Press. Pgs. 111-143.
- Rojecki, Andrew (2008). "Rhetorical alchemy: American Exceptionalism and the War on Terror." *Political Communication* 25 (1): 67-88.
- Piccone, Ted (2018). *China's Long Game on Human Rights at the United Nations*. Brookings Institute. Available Online: <https://www.brookings.edu/research/chinas-long-game-on-human-rights-at-the-united-nations/>
- Maizland, Lindsay (2019). "Is China Undermining Human Rights at the United Nations?" Council on Foreign Relations. 9 July. Available Online: <https://www.cfr.org/in-brief/china-undermining-human-rights-united-nations>

- Human Rights Watch (2019). “North Korea: Events of 2018.” *World Report 2019*. New York, NY. Available Online: <https://www.hrw.org/world-report/2019/country-chapters/north-korea>
- Freedom House (2019). *Freedom in the World 2019: Democracy in Retreat*. Report. Washington, D.C. Available Online: https://freedomhouse.org/sites/default/files/Feb2019_FH_FITW_2019_Report_ForWeb-compressed.pdf

Friday, November 29

- No Class – Thanksgiving Break

V. Conclusion

We will wrap up the course with activities that bring together the material and push us to ask: How do these human rights issues affect me or affect communities that I care about? What can be done to promote human rights in the world today? Why is it important to understand the issues surrounding human rights, and how can we help others to better understand them?

Week 15: Conclusion – What Can We Do? What Can I Do?

Class Activity: TBD

Tuesday, December 3

- *Presentations of Group Projects*

Friday, December 5

- *Critical Reflections Activity*

Review and Final Exam

Review Session: TBD

Final Exam: TBD