

**POLI 4040: International Human Rights**

Spring 2016

Thursdays and Thursdays, 1:30-2:50

0229 TUREAUD HALL

**Suggested Books:**

(note Supplemental readings can be found in the following books. Readings from these texts will be made available online or in Middleton library. They will provide additional perspective on materials discussed in the course, but are not required for the class.)

Carey, Sabine, Mark Gibney, and Steve Poe. 2010. *The Politics of Human Rights: The Quest for Dignity*. Cambridge. Cambridge University Press. 978-0521725910

Simmons, Beth. 2009 *Mobilizing for Human Rights: International Law and Domestic Politics*. Cambridge. Cambridge University Press.

**Academic Articles:**

Academic articles may be accessed through <https://scholar-google-com.libezp.lib.lsu.edu/>  
stop by office hours or speak with a reference librarian.

**Course Requirements:**

This course is reading, writing and speaking intensive; we will work to build your critical thinking skills and sharpen your analytical and presentational skills.

The structure of the class will be a mix of in-class discussion, group presentation, and lectures. To help facilitate the class discussion, it is imperative that students come

themselves with current events. Students will be expected to complete a short response to *Moodle* and come prepared to discuss them in class. In addition, students will be expected to prepare 2-3 group presentations over the course of the semester. Finally, several longer written assignments will provide opportunity to assess student responses to the class readings, films, and other sources of material on human rights.

**Grading:**

Students will be evaluated on the following: Attendance, Participation, and Reading Responses (20%), Group Presentations (20%), Gourevich Reflection Paper (5%), Film Analyses (15%), Comparative Human Rights Paper (15%), Policy Proposal Paper (25%).

**(1) Attendance, Participation, Reading Response Memos (20%) -**

Students are expected to actively participate in discussion each week. To encourage adequate preparation and evaluate reading comprehension, students will be asked to write a short response to the class readings. Several question prompts will be posted to the class *Moodle* page prior to the start of the week. Students should select one of the prompts and answer it in approximately 100-150 words.

**Reading responses are due by noon on the assigned class periods.**

In addition, emphasis will be placed on quality of in-class participation, including Attendance will be taken, and students will be provided with opportunities to participate in class discussions.

## **(2) Group Presentations (20%) -**

Each student will be responsible for developing two (or more) short group presentations (5-10 minutes) on one of the case studies and then leading a class discussion (10-20 minutes) connecting the case to the class materials.

Included along with the presentation topic for each week is a list of suggested readings. These readings are just that suggested. Other readings may be incorporated at the discretion of the group. Read and discuss what interests you about the topic. (I am also open to a change in presentation topic, though this should be done in consultation with me.)

The presentation should not just be a summary of the materials. Rather, the presenters should outline how the case should be considered within the analytical approaches described in the readings assigned to the whole class and then pose a few central questions for class discussion. I encourage presenters to see me in advance to discuss their assignment and approach.

Students will be assigned to groups of 2-3 for each presentation. If you have preferences for a specific week or topic, please let me know by email by January 21.

## **(3) Gourevich Reflection (5%) - *We Wish to Inform You...***

The class begins with an in-depth reflection on one of the most severe cases of human rights abuses in the past 25 years – the Rwandan Genocide. Each student will reflect upon Gourevich , which provides a narrative account, historical trajectory, and personal deliberation on what occurred in Rwanda. You will need to write a brief summary of *one*

Using the book as a tool, identify the principal causes and effects of the genocide and reflect on strategies for prevention. Since the Rwandan people at one point were unified and considered the same kind of people, do you think this kind of conflict can happen anywhere? How much blame should be placed on other countries for the mass killing? In total, these should be 400-600 words (typed, double-spaced, Times New Roman, 12-point font). I will grade these for thoroughness of summary and response as well as legibility of writing.

**Reflections are due by noon on January 26.**

## **(4) Film Analyses – *Taxi to the Dark Side, The Act of Killing and Granitos* (3 x 5%) –**

We will watch three films during the class. For each film, you need to write a brief summary (no more than 200 words) and your review/reflection on the movie. You need



is important, what conclusions you have provisionally drawn from the information you have gathered and, as appropriate, what you think are the biases or inadequacies of the sources that you used. Extra credit papers are worth up to 5 percentage points and should be 4-5 pages in length (typed, double-spaced, Times New Roman, 12-point font). Any extra credit papers must be completed individually and turned in by **April 26**.

**Late Papers/Assignments** Late papers/assignments will not be accepted except in (with an obituary or other official notice).

**Grading Policy:**

<b>Highest</b>	<b>Lowest</b>	<b>Letter</b>
100.00 %	97.00 %	A+
96.99 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	63.00 %	D
62.99 %	60.00 %	D-
59.99 %	0.00 %	F

A-, denotes distinguished mastery of the course

material.

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**Cell / Internet Policy –**

Do not engage in e-communication during class.

for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

**Plagiarism and Citation Method:**

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. The most frequently used citation method in political science is internal citation (e.g.

## Course Outline:

### Week 1

- January 14: Introduction and Discussion  
What are human rights? How should we go about studying them? And how can respect for human rights be improved?

### Week 2

- January 19 Freedom of Expression (on Campus)  
**Reading Response Memo Due By Noon**  
McMahon, John Critical Reading and Note Taking  
<http://johnmcmahon.ws.gc.cuny.edu/files/2013/10/critical-reading-workshop-handout.pdf>

*LA Times.*

### Week 3

- January 26 Human Rights and Human Wrongs II  
**Response to Gourevitch Due By Noon**  
Gourevitch, *We Wish to Inform You...* 102-end

- January 28 What are Human Rights?  
**Reading Response Memo Due By Noon**  
The UN *Universal Declaration of Human Rights*  
<http://www.un.org/Overview/rights.html>  
Donnelly Ch 1-2 (pp 7-39)

#### Additional Suggested Materials:

- Carey, Gibney, Poe (2010) Ch.1 and Ch. 2
- [https://www.youtube.com/watch?v=6XXGF\\_V8\\_7M](https://www.youtube.com/watch?v=6XXGF_V8_7M)

#### **Group Presentation - Case Study: The Philosophy of Human Rights**

- Donnelly Ch 4-5
- <http://www.humanrights.com/what-are-human-rights/brief-history/the-united-nations.html>
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*Human Rights Quarterly*. 20(2): 2.

### Week 4

- February 2 The Universality of Human Rights  
**Reading Response Memo Due By Noon**  
Donnelly Ch 6-7 (pp 93-112)

#### **Group Presentation - Case Study: Women and the Veil**

- France defends full-face veil ban at European human rights court, *Al-Jazeera*, 27 Nov. 2013.
- The New Yorker*. 29 Oct. 2015

- February 4 The International Human Rights Regime I  
**Reading Response Memo Due By Noon**

Hafner-Burton, Part II, Ch 4-5, pp 41-86

Additional Suggested Materials:

- Hafner-Burton, Ch 1
- Donnelly Ch., 11 pp 161-192
- Simmons Ch 2, 7

**Group Presentation - Case Study: America and the ICC**

- New York Review of Books*. November 19, 1998, pp. 45-47.
- The New Republic*. September 7, 1998, pp. 16-17.
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Sarah Sewell and Carl Kaysen, eds., *The United States and the International Criminal Court: National Security and International Law* (Lanham: Rowman and Littlefield, 2000), pp. 85-111

Week 5

- February 9 - No Class    Mardi Gras
  
- February 11    Film and Discussion    *Taxi to the Dark Side*

Week 6

- February 16    Film and Discussion

and human rights." *PS: Political Science & Politics* 31.03 (1998): 517-523.

□

Normative and Institutional  
Evolution of International Human  
*Human Rights Quarterly*  
19(4): 703-723.

### **Group Presentation - Case Study: International Anti-Slavery Coalitions**

- Keck, Margaret E., and Kathryn Sikkink. *Activists beyond borders: Advocacy networks in international politics*. Cornell University Press, 2014, pp 39-78
- David, Huw T. "Transnational advocacy in the eighteenth

- February 25 - Why do governments abuse human rights? I

**Reading Response Memo Due By Noon**

Scott, James. 2000. *Seeing Like a State* Introduction, Chapter 1  
(provided)

Additional Suggested Materials:

- Carey, Gibney, and Poe Ch

4

**Group Presentation - Case Study: Sudan**

- Straus, Scott. "Darfur and the genocide debate." *Foreign Affairs* 84.1 (2005): 123-133
- ICC vs. Sudan:* -  
*Spiegel International*. 5 March 2009.

- March 3

## Group Presentation: Case Study: Edward Snowden

□ <http://www.bostonreview.net/books-ideas/scheuerman-snowden-greenwald-harding-sagar>

*Boston Review*

<http://www.bostonreview.net/books-ideas/scheuerman-snowden-greenwald-harding-sagar>

□ Greenwald, Glenn. *No place to hide: Edward Snowden, the NSA, and the US surveillance state*. Macmillan, 2014.

- March 10 - Drone Warfare and Targeted Assassinations

### Reading Response Memo Due By Noon

Coll, Steve. 2014.

*The New Yorker*

(provided)

### Group Presentation – Drones & Global Counter-Insurgency

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*Rolling Stone*, April 16, 2012

□

*CNN*, Aug. 12, 2012.

□

*New York Times*,

July 14, 2012.

□ Kilkullen, David 2006. *The Accidental Guerrilla*. Oxford, Oxford University Press (selections)

## Week 10

- March 15 - Film and Discussion *The Act of Killing*
- March 17 - Film and Discussion *The Act of Killing*  
**Human Rights Data Review Due**

## Week 11

- March 22
  - o No Class Spring Break
- March 24
  - o No Class Spring Break



□ Davenport, Christian.  
"When democracies kill:  
Reflections from the US,  
India, and Northern Ireland."  
*International Area Studies  
Review* 15.1 (2012): 3-20.

**Group Presentation – Case Study:**

Hafner-Burton, Ch 9

□ Kathryn Sikkink and Carrie Booth Walling, "The Impact of Human Rights Trials in Latin America," *Journal of Peace Research*, Vol.44, no.4 (Jul 2007): 427-445

## Week 16

- April 26 - In-Class Research Workshop  
**Film Analysis 3 Due by Noon**
- April 28, Reflections and Final Discussion  
**Reading Response Memo Due By Noon**  
Hafner-Burton, Ch 11-12

### **Group Presentation – Advocacy**

□ *New York Times Magazine*. 8 August 1999.

□ *Ron, James, David Crow and Shannon Golden*

*Open Democracy*. 18

June 2013

□ Michael Ignatieff, *Is History Still on the Side of Human Rights?*, International Center for Transitional Justice Debate, March 2, 2015.

### **Policy Proposal Paper Due by Midnight on April 30**

## **Group Presentations:**

**January 28 - Case Study: The Philosophy of Human Rights**

**February 2 - Case Study: Women and the Veil**

**February 4 - Case Study: America and the ICC**

**February 18 - Case Study: International Anti-Slavery Coalitions**

**February 23 - Universal Jurisdiction**

**February 25 - Case Study: Sudan**

**March 1 - Case Study: Abu Ghraib Prison, Iraq (2003)**

**March 3 - Group Presentation 1 - Amnesty International Annual Country Reports**

**March 3 - Group Presentation 2 - US State Department Annual Country Reports**

**March 3 - Group Presentation 3 - Freedom House Index**

**March 8 - Case Study: Edward Snowden**

**March 10 - Drones & Global Counter-Insurgency**

**March 31 - Individual Participation in Genocide**

**April 5 - Case Study: Torture and Democracy**

**April 7 - Case Study: Human Rights in Syria**

**April 12 - Social Media and Social Movements**

**April 21 - Human Rights Prosecutions**

**April 26 - Advocacy**