

POLI 4040: International Human Rights

Fall 2020

Monday & Wednesday, 3:00-20

Instructor:

Christopher Sullivan

Office: Stubbs 219

Email: csullivanlsu@gmail.com

Office Hours: Mon 11am-2pm and by appointment. (Office hours held via Zoom.)
note on office hours please email me ahead of time to let me know what you would like to discuss during office hours so that I can prepare to assist in the best way possible.

Email "office hours": 12:30-2, m-f

I prefer to structure my engagement with email. If you need a prompt response, please reach me during these hours.

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Course Description: This course focuses on government-sponsored violations of human rights, such as civil liberties restrictions, torture, political killing, and genocide. The course begins with an attempt to define human rights violations. From there, we will explore issues related to the development of international human rights standards. We will attend to why human rights violations continue in both newly emergent states and advanced democracies. The final section of the course will focus on different ways to curb human rights abuses, examining domestic and international institutions as well as the efforts of human rights NGOs.

Required Books:

- Risse, Thomas, Stephen C. Ropp, and Kathryn Sikkink, eds. The persistent power of human rights: from commitment to compliance. Cambridge University Press, 2013. 978-1107609365

- Hafner-Burton, Emilie. 2013 Making Human Rights a Reality. Princeton. Princeton University Press. 9781400846283
- Philip Gourevitch. 1998 We Wish to Inform You that Tomorrow We Will Be Killed with our Families: Stories from Rwanda New York. Picador. 9782243357
- Angela Davis. 2018. Policing the Black Man New York: Penguin.

Note: The library has licensed campus-wide access to The Persistent Power of Human Rights: From Commitment to Compliance:

<http://libezp.lib.lsu.edu/login?url=https://www.cambridge.org/core/books/persistentpower-of-humanrights/D26A23B19102926B4E77B1EDEA3773F1>

Recommended Books:

- Beth Simmons Mobilizing for Human Rights: International Law and Domestic Politics. New York. Cambridge University Press. (available as ebook <http://lib.lsu.edu/ebooks>)
- David P. Forsythe, Human Rights in International Relations New York: Cambridge, 200078-1316635186

Academic Articles:

Academic articles may be accessed through

and answer it in 2000 words. Please print these paragraphs and bring them to class.

- During class, students will be expected to engage in class discussion. Each student

taken alongside an assessment of how each student contributed to the class discussion. You are expected to make at least one substantive contribution to course discussion each class.

(2) Group Presentations (20%)

Each student will be responsible for developing two (or more) short group presentations (30 minutes) on one of the case studies and then leading a class discussion (45 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 the 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 presentations should begin with a summary, acknowledging that the other class members have not completed the additional assigned presentation readings. The group should provide a history of the case or issue, assuming that the class knows nothing in advance. The use of slides and course handouts is highly encouraged.

The presentation should not just be a summary of the materials. In addition, the presenters should describe how the case should be considered in relation to the readings assigned to the whole class, and then pose a few central questions for class discussion.

Students will be assigned to groups of four for each presentation. If you have preferences for a specific week or topic, please let me know by email by January 15th.

(3) Book Reflection (2 x 5%) -

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's book, which provides a narrative account, historical trajectory, and personal deliberation on what occurred in Rwanda. You will need to write a summary of the book's principal themes or arguments (no more than 300 words) and then respond to one or more of the following prompts: 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? Who bears the greatest responsibility for

You will work on the policy proposal project together in groups. The policy proposal should draw heavily on research discussed in class and on empirical material documenting specific abuses committed in a particular country or region. It should connect patterns of abuse to specific proposals for improving human rights in the country or region. Bonus points will be awarded for proposing creative solutions to intractable problems. In total, this paper should be 10 pages (typed, double spaced, Times New Roman, 12 point font).

Extra Credit :

An exploratory paper, which takes a look at a topic of interest to you, based on published works and/or websites. I have in mind topics which are not adequately covered in the course reading, and on which you would like more information. Part of what you have gathered, why you think the issue 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 5 pages in length (typed, double spaced, Times New Roman, 12 point font). Please cite your sources in the paper.

Extra credit papers must be completed individually and turned in by midnight on December 2.

Late Papers/Assignments:

Late papers/assignments will not be accepted except in instances of medical necessity (with a doctor's note) or death of an immediate relative (with an obituary or other official notice).

Cell / Internet Policy:

- Please refrain from using phones and computers in class, except when presenting.
- Most of us are wired most of the time and being wired has amazing advantages. However, being unwired also has major advantages.
- Your engagement in the course and opportunities for collective learning will be enhanced by maintaining focus on the classroom here and now.
- Put your cell phones on vibrate and refrain from using them during class. I do not want to see them on your desks.

Zoom Policy:

A few notes on academic writing:

Written work will be graded for substance as well as ~~quality~~ clarity of writing. Students are highly encouraged to set appointments with the CxC writing center:
<https://sites01.lsu.edu/wp/cxc/writing/>

Course Outline:

Week 1 –Class Organization

August 24

Class Cancelled Hurricane

August 26

Class Cancelled Hurricane

Week 2

August 31

Introduction and Discussion Presentation Topic Requests Due by Midnight Friday (08/28)

09/01	Final date for dropping courses without receiving a grade of "W," 4:30 p deadline
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September 2

Freedom of Expression

- Teresa Watanabe, et al. 2015. "Colleges Confront Subtler forms of Bias." LA Times.<http://www.latimes.com/local/education/the-college-microaggression20151112-story.html>
- Greg Lukanoff and Jonathan Haidt. 2015. "The Coddling of the American Mind." The Atlantic <http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/>
- Gannon, "UChicago's Anti-Safe Space Message," <http://www.vox.com/2016/8/26/12657684/chicago-anti-safe-spaces-trigger-warnings-letter>
- Arthur Lupia and Anne Norton. "Inequality is Always in the Room: Language & Power in Deliberative Democracy." *Daedalus* (2017)

Group Presentation –International Transformation

- Risse et al. Ch 3,-90

Week 5

September 21

Reading Response Memo Due Before Class

- Hafner-Burton, 140

Group Presentation: Case study -Repressive Organizations

- David Cunningham, There's Something Happening Here (provided)
- Neil Mitchell, Agents of Atrocity(provided)
- William Stanley, The Protection Racket State (provided)

September 23

Reading Response Memo Due Before Class

- Robert Goldstein. 1978. Political s

- Pion-Berlin, David. "The National Security Doctrine, Military Threat Perception, and the "Dirty War" in Argentina." *Comparative Political Studies* 21.3 (1988): 382-407.
- Pion-Berlin, David, and George A. Lopez. "Of victims and executioners: Argentine state terror, 1975-1979." *International Studies Quarterly* 35, no. 1 (1991): 63-86.
- Osiel, Mark J. "Constructing subversion in Argentina's dirty war." *Representation* 75.1 (2001): 119-158.

Week 6

September 28

Asynchronous Learning – Film I (TBA)

September 30

Film Discussion –

09/30	Film Response Due By Classtime 09/30
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Week 7

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October 7

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October 19

Reading Response Memo Due Before Class

- Taylor Seybolt. Humanitarian Intervention Ch 1, (Provided)

Group Presentation –Past Interventions & Myanmar

- Taylor Seybolt. Humanitarian Intervention, pp 86-(provided)
- John Feffer, “The Rohingya and the Responsibility to Ignore.” Huffington Post
https://www.huffingtonpost.com/entry/the-rohingya-and-the-responsibility-to-ignore_us_59c52ca0e4b0b7022a6469f0
- Amanda Taub, “Myanmar and Ethnic Cleansing.” New York Times.
<https://www.nytimes.com/2017/09/18/world/asia/myanmar-rohingya-ethnic-cleansing.html>

October 21

Reading Response

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November 2

(pp 1-95)

November 4

(pp 95-end)

11/08	Book ResponsdI Due By Midnight 11/08
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Week 12 -International Involvement

November 9

November 23

Highest Lowest Letter

100.00 % 97.00 % A+

96.99 % 93.00 % A

92.99 % 90.00 % A- B+

89.99 % 87.00 % B

86.99 % 83.00 % B- C+

82.99 % 80.00 % C

79.99 % 77.00 % C- D+

76.99 % 73.00 % D

72.99 % 70.00 % D-

69.99 % 67.00 %

66.99 % 63.00 %

62.99 % 60.00 %

academic violation could result in a zero grade on the assignment or failing the class and a 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., Sullivan 2010). I would encourage you to follow this format and include footnotes where relevant; leaving full citations for a 'Works Referenced' page that follows the main text. Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. If you have questions regarding what is appropriate, please consult with the library's tutorials on avoiding plagiarism and proper citation formats.

Group work and unauthorized assistance:0 Tc2 (0 Td [(rf)-73 (t)-1.9 (ut)-2.1 (or4 (0.006 Tw-6 (.)-parphryong wp.1 ()12 (a)4bi4 (vi)-2 (e p)20 t4 (a)y((ul)-2 (- (ul-r)-7 (e)4 (20 (t)-a)4 (vi.) (s)9A)-