Human Rights Program at Purdue Spring Forum

March 11-12, 2016
# Table of Contents

**Participant List** .................................................................................................................. 2  
**Schedule** .............................................................................................................................. 3  
**Bard College** ........................................................................................................................ 4  
  Thomas Keenan, “Free Speech” Syllabus .................................................................................. 4  
**Purdue University** .................................................................................................................. 8  
  Ann Marie Clark, “International Human Rights” Syllabus ....................................................... 8  
  Michael Jacovides, “Social and Political Philosophy” Reading List ..................................... 15  
  Rebekah Klein-Pejšová , “History of Human Rights” Syllabus ............................................. 17  
  Christopher Yeomans, “Human Rights Ethics” Syllabus ..................................................... 22  
  Christopher Yeomans, “Philosophy and Law” Syllabus ....................................................... 25  
**University of Chicago** .......................................................................................................... 28  
  Susan Gzesh, “Contemporary Issues in Human Rights” Syllabus ........................................ 28  
**University of Connecticut** .................................................................................................... 55  
  Shareen Hertel & Allison MacKay, “Assessment for Human Rights & Sustainability” Syllabus ................................................................................................................... 55  
  Elizabeth Holzer, “Refugees and Humanitarianism” Syllabus ............................................. 66  
  Glenn Mitoma, “Introduction to Human Rights” Syllabus .................................................... 73  
  Andrew Janco, “Warscapes” Syllabus .................................................................................... 78  
**University of Nebraska at Omaha** ...................................................................................... 96  
  Rory J. Conces, “Violent Conflicts, Peacebuilding, and the Ethics of Intervention” Syllabus ......................................................................................................................... 114  
**University of Washington** .................................................................................................. 123  
  Angelina Snodgrass Godoy, “Human Rights in Latin America” Syllabus ............................ 123  
**Notes** ...................................................................................................................................... 129
### Human Rights Program at Purdue
### Spring Forum
### March 11–12, 2016

**Participants:**

<table>
<thead>
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Human Rights Program at Purdue
Spring Forum
March 11-12, 2016

Friday, March 11, 2016

Participant arrival and check in at the Union Club
Hotel [http://www.union.purdue.edu/hotel/](http://www.union.purdue.edu/hotel/)

7:00pm  Dinner in the Purdue Memorial Union Anniversary Drawing Room
Welcome and introductions, brief remarks from HRP Purdue directors

Saturday, March 12, 2016

Beering Hall, conference room 1284
[https://www.purdue.edu/campus_map/index.html](https://www.purdue.edu/campus_map/index.html)

8:30-9:15am  Meet for breakfast at the forum venue, Beering Hall, room 1284

9:30-10:45am  Session One:  Approaches
• What does the university-based human rights program look like?
• Where do the vision and goals of your program fit within your institutional setting?
• What kinds of opportunities and challenges have you encountered in creating and running your program?
• Where do you find the greatest room for innovation, creativity, engagement?

10:45-11:00am  Coffee Break

11:00-12:30pm  Session Two:  Components and Structure
• Is your program more oriented toward undergraduates or graduate students, or both? How does the structure of your program reflect your orientation and vision?
• Where is your program housed and why? Advantages and disadvantages?
• Comparison of sample programs of study, undergraduate and graduate. Sample syllabi sharing [Please send a sample syllabus for this purpose].
• From which areas has your program drawn its faculty? How does the faculty slate reflect your vision of the program?

12:30-2:00pm  Lunch for forum participants

2:00-3:30pm  Session Three:  Development
• How have you developed funding for your program? Where do you find your program’s greatest funding needs?
• How do you support student study abroad, internships, projects, and research? Where do you find your greatest successes in this area?
• How have your faculty benefitted from involvement in the program?
• Based on our discussion today, where might we build areas of collaboration?

3:30-4:00pm  Concluding Comments

*Star of America airport shuttle departs at 4:35pm, arrives 6:10pm at the Indianapolis airport*
An introduction to debates about freedom of expression. What is 'freedom of speech'? Is there a right to say anything? Why? We will investigate who has had this right, where it has come from, and what it has had to do in particular with literature and the arts. What powers does speech have, who has the power to speak, and for what? Debates about censorship, hate speech, the First Amendment and Article 19 of the Universal Declaration of Human Rights will be obvious starting points, but we will also explore some less obvious questions: about faith and the secular, confession and torture, surveillance, the emergence of political agency. In asking about the status of the speaking human subject, we will look at the ways in which the subject of rights, and indeed the thought of human rights itself, derives from a 'literary' experience. These questions will be examined, if not answered, across a variety of literary, philosophical, legal and political texts, with a heavy dose of case studies (many of them happening right now) and readings in contemporary critical and legal theory.

Books
Ian Buruma, Murder in Amsterdam
Masha Gessen, Words Will Break Cement
Christopher Hitchens, Letters to a Young Contrarian
Aryeh Neier, Defending My Enemy

All other readings online or at ReservesDirect.

Requirements

1. Read all of the assigned readings in advance of seminar and more than once if possible. Come to class prepared for intensive discussion and debate. Exercise your right to speak!

2. Write three short papers, increasing in length from 3 to 10 pages, and a final take-home essay exam.
Schedule of readings

31 Aug/2 Sep Introduction: controversies

Kalefa Sanneh, "The Hell You Say," The New Yorker, 10 August 2015
http://www.newyorker.com/magazine/2015/08/10/the-hell-you-say
Kent Greenfield, "The Limits of Free Speech," The Atlantic, 13 March 2015

7/9 Sep Human rights and free speech


14/16 Sep Civil rights and free speech (the First Amendment)

Lee Bollinger and Geoffrey R. Stone, "Dialogue," Eternally Vigilant 1-31 (RD)
Robert Post, "Reconciling Theory and Doctrine in First Amendment Jurisprudence," EV 153-173 (RD)

FIRST PAPER DUE 18 SEPTEMBER

21/23 Sep Dissent and the challenge to (all) authority

Christopher Hitchens, Letters to a Young Contrarian

28/30 Sep Parrhesia and the genealogy of speaking freely

Michel Foucault, Fearless Speech (RD)

5/7 Oct Skokie and the First Amendment

Aryeh Neier, Defending My Enemy

fall break
SECOND PAPER DUE  16 OCTOBER

19/21 Oct         Blasphemy 1: the "Pussy Riot" case

Masha Gessen, Words Will Break Cement

26/28 Oct         Blasphemy 2: before and after the Danish cartoon debate

in-class screening: CBS News 60 Minutes, "State of Denmark"
readings: cartoons and selected commentaries (HRW, Zizek, Rose, Allal, Sheikh, opendemocracy.org, Ali)

2/4 Nov            Tolerance, freedom, prejudice

in-class screening: Theo van Gogh and Ayaan Hirsi Ali, "Submission"
Ian Buruma, Murder in Amsterdam
Mohammed Bouyeri, "Open Letter to Hirsi Ali"

9/11 Nov           Charlie Hebdo

[articles to be specified]

16/18 Nov          Free speech as a fiction

Stanley Fish, There's No Such Thing As Free Speech, chs. 1, 8-9 (RD)
Opinionator blog posts:
  http://opinionator.blogs.nytimes.com/2012/06/04/the-harm-in-free-speech/

THIRD PAPER DUE  20 NOVEMBER

23 Nov             The power of speech

Documents from the "media trial" and the Simon Bikindi case (ICTR)
25 Nov   no class Thanksgiving

30 Nov/ 2 Dec       Speech and performativity

Judith Butler, *Excitable Speech* (excerpts) (RD)

7 Dec              Torture, silence, and the demand for speech

Austin Sarat, "Situating Speech and Silence," in Sarat ed., *Speech and Silence in American Law*
Marianne Constable, "'Our Word is our Bond," in Sarat
Danielle Allen, "Anonymous: On Silence and the Public Sphere," in Sarat
Marianne Constable, "Brave New Words: The Miranda Warning as Speech Act," *Just Silences* 149-174 (RD)

9 Dec               no class: advising day

14/16 Dec        completion days

TAKE-HOME EXAM ESSAY DUE 16 DECEMBER
International Human Rights
Spring 2013

Professor Ann Marie Clark
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tel. 494-7437

Teaching Assistant: Philip Cardin
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<table>
<thead>
<tr>
<th>Office Hours</th>
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<th>Cardin</th>
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<td>Monday</td>
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<td>Tuesday</td>
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When you email us, please put “POL430” in the subject line!

Course Description and Objectives:
This course will expose the student to international human rights issues through reading, lectures, film, and discussion. For each topic related to the study of human rights, we will work toward the following objectives: (1) to build understanding of the interrelated legal and philosophical concepts pertaining to human rights as understood in theory and practice; (2) to learn about particular historical and ongoing situations of human rights violations; (3) to become an "expert" on the situation of one country; (4) through class discussion and written assignments, to theorize about possible causes of and solutions for international human rights violations.

Required Texts:

Other readings, posted on the course’s Blackboard “Learn” site.

The required books are available at Follett’s and University Bookstore. If you prefer to order online, ISBN numbers for the books that have been ordered for purchase are available on the Political Science web site at http://www.cla.purdue.edu/polsci/documents/Spring%2013%20textbook%20list2.pdf

They are also available in used editions. To the extent possible, additional required readings will be posted on the course web site. Course textbooks, when available, will also be placed on reserve in the undergraduate library.

Course Requirements and Evaluation
The course schedule may be changed from time to time. Such changes will be announced in class, but we will use The “Learn” web site, so always keep in touch with the course web site
between classes for the latest class news.

All reading on the syllabus is required. Please come to class prepared to discuss the day's assigned reading, including questions you may have had about the reading.

Grades will be based on a brief online worksheet early in the course, a one-page position paper, two short research papers, a midterm exam, a final exam, and class participation.

The position paper will be part of a participatory class case study in February.

The first research paper is a 5- to 6-page research paper that will consist of a report on the human rights situation and the basic political, social, and economic background of a country of your choice. We will distribute paper guidelines and a list of possible country choices early in the course. The second paper is an 8- to 10-page research and theory paper that asks you to explore theoretically the causes of repression and human rights violations in your chosen country from the first research paper, using the theories we are examining in the readings. Detailed guidelines for the papers will be given in separate handouts.

The midterm and final exam will consist of short-answer and essay questions. Exam grading will be based on demonstrated command of the material from class sessions, readings, and films.

IMPORTANT: Please do not make any finals week travel plans until you know our official final exam date assigned by Purdue. We will stick with this date for the final. The date is usually assigned and available through “MyPurdue” about the fourth week of the semester.

Participation includes two components worth 2.5 points each. The first is the quality of participation, including contributions to class discussion through your comments and questions and other evidence of engagement with the subject matter of the class. For example, seeing me during office hours also counts as participation! The second half of the 5-point participation grade will be based on attendance. I will take attendance on many days during the semester.

How attendance will be credited: A student who misses 4 attendance days or more will receive a zero on the attendance part of the participation grade. Missing 3 days will result in an attendance grade of 1 point. Missing 2 days will result in an attendance grade of 2 points. Full credit on your attendance grade will be given for one or zero days missed.

A student's final grade will be determined as follows:

On-line worksheet on human rights terms: 5%
Position Paper: 5%
Midterm (Thursday March 7): 20%
Short research paper (due Thursday March-February 21): 20%
Research and theory paper (due Thursday April 18): 25%
Final Exam (Purdue-assigned final exam time): 20%
Participation: 5%

Three more course notes:
• Makeup exam policy. Makeup exams will be given only in case of serious illness, accident, or emergency. In such a case, a student should notify Prof. Clark before the regular exam is administered and later present any available written documentation (for example, a note from a doctor to document serious illness). It is best to notify me in person by phoning me at my office in such a circumstance. If you cannot reach me in person, leave a message on my office phone (494-7437) and send an email. Email
should only be a last resort – try to reach me in person and in real time so you know I got the message. A course grade of "Incomplete" will be given only in rare and extreme cases.

- Emergency Planning Statement. As recommended by Purdue, the statement below is included with the syllabus, so you will be aware that changes may be made to the course in the event of a major campus emergency.

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. The following are ways to get information about changes in this course: the course's “Learn” web page, where an updated syllabus is maintained and class announcements can be posted, Prof. Clark’s email address: clarkam@purdue.edu, and her office phone: 494-7497.

- Academic Honesty. Finally, please read and abide by “A Word about Academic Honesty” on the last page of this syllabus.

**********

POL 430 Course Outline and Reading Assignments - Spring 2013
The reading listed by each date is the required reading for class on that day.

Part I. Introduction: Theoretical and Historical Basics
Jan. 8. Organizational meeting.

A. The Concept of Human Rights

1. What are human rights?

2. The political theory of human rights.

B. International Politics and Human Rights

1. Human rights in international law and institutions.
   Jan. 22. Read Donnelly, chs. 5, 6 and 7, “Global Multilateral Mechanisms,” “Regional Human Rights Regimes,” and “Assessing Multilateral
Mechanisms,” pp. 77-111.

2. Human rights in bilateral and multilateral relations.

C. The Holocaust and the "Banality of Evil"

** NOTE: Tues, Jan. 29 by 5 p.m.: Complete and submit on-line worksheet on human rights terms **

Jan. 29 and Jan 31. Film, The Nasty Girl (required). Before seeing the film, read "Background: The Nasty Girl" (2 pages, (Blackboard “Learn”). Also this week, be reading Arendt and working on your papers.

1. Eichmann and "the Jewish Question"
Feb. 5. Read Arendt, Eichmann in Jerusalem, pp. 1-68.
Feb. 7. Read Arendt, pp. 69-134.

2. Case study: the Abu Ghraib case. Note: attendance at each of these class sessions is very important for the success of the case study and debate.

Feb 12. U.S. Policy, Torture, the Geneva Conventions, and International Law.
Also, begin reading “Donald Rumsfeld and Prisoner Abuse at Abu Ghraib” case materials (Blackboard “Learn”).

In class, you will meet briefly in assigned groups for policy discussion.


3. Deportations from the Reich: “It did not happen everywhere”

AND also on Feb 21: ** First paper due at class time **
4. Genocide and justice

Part II. Explanations for Human Rights Abuses.

A. Economic Explanations: Human rights "trade-offs" for economic progress.

B. Economic vs. Political Rights: complementary or contradictory?

** Mar. 7. Midterm exam. **

** March 11-15: SPRING BREAK **

C. Political Explanations

D. Psychological Explanations.

1. The Political Psychology of Standing by: Political Will and a Culture of Helping
D. Psychological Explanations, continued.

2. Individual Propensities

F. Ideological Explanations

1. Mass ideologies.


Apr. 4. Continue Hotel Rwanda.


Apr. 11. Paper 2 strategy session. You will benefit most from this if you have already chosen the explanatory theories you’ll use for your country case!

Part III. The Prevention and Punishment of Human Rights Abuses

A. Legal accountability.
** April 18. Second paper due in class. Be prepared to talk about your findings. **

B. Social accountability.


** Final Exam: at official Finals Week time to be assigned by Purdue **

********

A word about academic honesty: Honesty, along with freedom of expression and mutual respect, are age-old values of university life. Honesty includes academic honesty. Please note that university regulations prohibit the "cheating, lying, stealing, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations)." (See Purdue University, University Regulations, Part 5, Section III.B.2, http://www.purdue.edu/univregs/pages/stu_conduct/stu_regulations.html.

Plagiarism involves presenting someone else's written work or ideas (including internet material) as your own, or using such material in your own work without giving due credit to the original source. Please understand that cutting and pasting material from the web without quotation marks, or paraphrasing large portions of text without giving credit to the author, is an unacceptable research practice. Make sure your work is your own. When in doubt, cite. Keep careful notes and don’t leave your cites and bibliography until the last minute!
PHIL 240 Social and Political Philosophy Reading List
Associate Professor Michael Jacovides

August 21 INTRODUCTION

Justice
August 23 JUSTICE AND LAW Plato, Republic Bk. 1 up to 352b (CMPT 75-92)
August 28 JUSTICE AND WEAKNESS Nietzsche, On the Genealogy of Morality Preface; First Treatise (entire); Second Treatise, §11 (CMPT 1253-71, 1279-80)
August 30 UTILITY AND JUSTICE Mill, Utilitarianism Ch. 2, first two ¶¶ up to “prevention of pain,” Ch. 5 (CMPT 1071-72, CMPT 1089-1102)

The Pursuit of Happiness
September 4 POLITICAL ANIMALS Plato, Republic Bk. 1 from 352b, Bk. 2 from 368c to 374e (CMPT 92-93, 100-02), Aristotle, Nicomachean Ethics 1.7, Politics 1.1-2, 3.6-9, 7.1-2 (CMPT 259-60, 361-62, 384-87, 417-18)
September 6 EQUALITY AND INEQUALITY Aristotle Politics 1.3-1.6 (CMPT 363-65)
September 11 BETTER AND WORSE PLEASURES Plato, Republic Bk. 8 557a to the end, Bk. 9 (CMPT 211-234), Mill, Utilitarianism Ch. 2 from “Now, such a theory . . . “ to “ . . . to the whole of sentient creation” (CMPT 1072-74)
September 13 AGAINST PATERNALISM Mill, On Liberty Chs. 1, 4-5 (CMPT 1010-16, 1047-68)
September 18 CAPABILITIES AND CULTURE Nussbaum, “Women and Cultural Universals”—First Take Home Due

The Origin of the State
September 20 JUSTICE AS A SOLUTION TO A PRISONERS’ DILEMMA Plato, Republic Bk. 2 up to 368c (CMPT 93-100)
September 25 THE STATE OF NATURE Hobbes, Leviathan Chs. 6, 10-11, 13-15, 17 (CMPT 593-97, 604-12, 618-30, 633-635)
September 27 LEVIATHAN Hobbes, Leviathan Chs. 18-20 (CMPT 635-48)
October 2 POLITICAL SOCIETY Locke, Second Treatise of Government Chs. 1-3, 7, 9, 11 (CMPT 712-18, 732-37, 744-46, 746-50)
October 4 BEYOND THE ULTRAMINIMAL STATE Nozick, Anarchy, State, and Utopia 4-35, 78-84, 96-118.
October 9 OCTOBER BREAK, no class
Liberty and Property
October 11 COMPULSION Aristotle, *Nicomachean Ethics* 3.1 (CMPT 273-75)
October 16 CONCEPTS OF LIBERTY Berlin, “Two Concepts of Liberty”
October 18 THE ORIGIN OF PROPERTY Hobbes, *Leviathan* Ch. 24 (CMPT 660-63),
   Locke, *Second Treatise of Government* Ch. 5 (CMPT 718-25)—Short Paper Due
October 23 THE CHAINS OF PROPERTY Nozick, *Discourse on the Origin of Inequality,*
   (CMPT 833-66, the notes are optional but terrific: CMPT 866-81)
October 25 DESERT AND DISTRIBUTION Aristotle *Nicomachean Ethics* 5.2 from 1130b6 to
   the end, 5.3, *Politics* 3.12 (CMPT 297-99, 389), Nozick, *Anarchy, State, and Utopia* 150-
   64
October 30 RECTIFICATION AND TAXATION, Nozick, *Anarchy, State, and Utopia* 167-82
November 1 COERCIVE BARGAINS Nozick, *Anarchy, State, and Utopia* 262-65
November 6 PROSTITUTION Nussbaum, “Whether from Reason or Prejudice: Taking
   Money for Bodily Services”

The Consent of the Governed
November 8 THE AUTHORITY OF THE STATE Plato, *Crito, Republic* Bk. 3 414b to the end,
   Bk. 8 547b-c (CMPT 64-74, 128-30, 205)—Second Take Home Due
November 13 CONSENT AND GOVERNMENT Locke, *Second Treatise of Government* Ch. 8,
   13 (CMPT 737-44, 751-54)
November 15 IDEOLOGY AND CAPITALISM Marx, *Manifesto of the Communist Party* §§1-2,
   “Critique of the Gotha Plan,” §1 (CMPT 1185-96, 1203-08)
November 20 THE SOCIAL CONTRACT Rousseau, *The Social Contract* 1.1-1.3, 1.6-1.8, 2.3,
   4.8 (CMPT 882-84, 887-89, 892-93, 936-41)
November 22 THANKSGIVING, no class

Democracy and Revolution
November 27 GOVERNMENT AND THE GENERAL WILL Rousseau *The Social Contract* 1.4-
   1.5, 2.1-2.2, 2.4-2.6, 2.11-12, 3.1-3.5, 3.12-18, 4.1 (CMPT 884-87, 891-92, 893-97,
   902-10, 919-25)
November 29 THE WISDOM OF CROWDS Plato, *Republic* Bk. 6 to 489a (CMPT 169-172),
   Aristotle *Politics* 3.10-11 (CMPT 387-89)
December 4 DEMOCRACY AND PREFERENCE SATISFACTION Nussbaum, “American
   Women: Preferences, Feminism, Democracy”
December 6 THE RIGHT TO REBEL Aquinas, *Summa Theologica* II-II Q. 40 a. 2 (CMPT
   486-87), Locke *Second Treatise of Government* §19 (CMPT 767-76)

December 11 Final Paper Due in my box in the Philosophy Department Office (BRNG
   7105) by 5 p.m.
History of Human Rights
HIST 33805 ~ Time TBA ~ Location TBA

There are some things worth suffering for.
– Jan Patočka, co-founder Charter 77

Professor Klein-Pejšová (PAY-shova)
Email: rkleinpe@purdue.edu
Office: University Hall 022
Office hours: TBA


The concept of – and struggle for – human rights is powerful, pervasive. Its origins, development, and strategies of implementation contested. Have human beings always had the "right to have rights"? How did the concept of "rights" arise? What does it mean, and how has it been used? This course explores human rights' genealogy and uneven historical evolution from the European Enlightenment through the late twentieth century human rights revolution and experience of globalization. We will examine Atlantic Revolutionary era articulations of “rights of man” and “human rights,” the interwar institutionalization of rights, the post-WWII shift from minority to individual human rights, the human rights revolution of the late 1970s, and the relationship between globalization and human rights using a variety of primary and secondary sources. Students will come away with a deeper understanding of a human rights narrative that belongs to the world, its politics and ideas, and our own humanity.

Required Texts:
• Lynn Hunt, Inventing Human Rights (Norton, 2007)
  • Additional required readings posted on Blackboard, marked with an asterik (*).
Course Objectives:
By the end of the course, students will have:

1) Gained a deeper understanding of the patterns and processes, ruptures and continuities in the human rights history narrative which have shaped today’s world, its politics, ideas, and ambitions;
2) Explored how human rights connects us to other people, places, and times;
3) Used primary source evidence to analyze fundamental problems in human rights history in individual writing and in group work;
4) Engaged in an environment of open inquiry to exchange ideas and interpretations of human rights concepts;
5) Become better prepared to negotiate the variable applications of human rights concepts in today’s globalized world.

By the end of the course, you will have taken a major step toward completion of the Human Rights minor and certificate!

Attendance Policy:
Attendance at all class sessions is mandatory. Arrive on time. An attendance sheet will be passed around to sign at the beginning of class. More than four (4) absences will result in a grade penalty (1/2 of a letter grade) for each subsequent unexcused absence. Unexcused means undocumented by a doctor's note, or other valid form of documentation. If there is an occasion where you must leave early, notify me before class starts and sit near an exit. Be courteous. Do not disrupt the professor or your fellow students. Turn off & Put away all electronic devices. Be prepared.

Grading:
Participation in class discussion 15%
Take-home exams (midterm & final, min 3, max 5 pages each typed) 50%
Case study essay (5 pages) 20%
Five Reaction Logs – you choose! (1 page each, listed as RL in syllabus) 15%

Written work for this course must adhere to the following format: double-spaced, one-inch margins, in 12 point Times New Roman font, paginated, proofread, and including Chicago Style footnotes for the case study essay. Assignments are due at the beginning of class. No email attachments. Late papers will be penalized by 5 points for each day late. Keep all graded assignments until you have received your final grade. In this way, if there are grade discrepancies, you will have the original document in your possession for consideration of final grade adjustment.
Important Notes:
• Cheating / Plagiarism: Plagiarism refers to the reproduction of another's words or ideas without proper attribution. Cheating, plagiarism, and other forms of academic dishonesty are serious offenses, and will result in a failing grade and notification of the Dean of Students Office. Don't do it.
• Course evaluations: During the 15th week of classes, you will receive an official email from evaluation administrators with a link to the evaluation site. You will have two weeks to complete the evaluation. I do not see your evaluation until after grades are submitted.
• Disclaimer: In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted on Blackboard once the course resumes or can be obtained by contacting the professor via email.

* Email etiquette: Outside of class or office hours, communicate with your professor by email. State the reason for your email in the subject line (ex: "question about essay"). Include a full salutation (ex: "Dear Professor"), and closing with your full name (ex: "Sincerely, Eleanor Roosevelt"). Use full sentences, correct grammar, and punctuation. If you fail to follow this etiquette, I will not respond to your email. I will usually respond to your emails within 24 hours, with the exception of weekends.

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Schedule of Classes:

Week 1:  Introduction to the History of Human Rights: Timelines, Arguments
M Building a chronology:
W Snapshot of human rights debates in our globalized world:
F Six controversies:

Week 2:  Genealogies: Where does the history of human rights begin?
(RL) What are three ways, or sensibilities, by which historians have approached writing about human rights, according to Cmiel?
(RL) After reading Hoffmann, where do you think the history of human rights begins?

Week 3:  Early Ethical Contributions: A Pre-history
M No Class – Labor Day
(RL) How did the ancients understand notions of liberty, equality, justice, fraternity?

Week 4:  The Rights of Man
M No Class – Rosh Hashanah
(RL) How can we trace the transition from religious ethics to a secularized version of these ethics? Which documents and declarations does Ishay chose to include as examples? Why?
Week 5: "We hold these truths to be self-evident"


W  No Class – Yom Kippur


(RL) How did Eighteenth-century readers learn to empathize "across more broadly defined boundaries"? To what extent do you find Hunt's argument convincing?

Week 6: Trajectories

M  Hunt, ch.2, "Bone of Their Bone," pp. 70-112.

W  Hunt, ch.3, "They Have Set a Great Example," pp. 113-145.

(RL) Why do declarations serve as milestones, and evidence of attitude transformation, according to Hunt? In what ways?

F  Hunt, ch.4, "There Will Be No End Of It," pp. 146-175.

Week 7: Advances and Retreats


• Discussion of case study essay assignment


(RL) Where do Hunt and Ishay differ most significantly in their analysis of 19th advances and retreats in the development of human rights?

Week 8: Interwar Institutionalization of Rights

M  No Class – Fall Break


F  Eric Weitz, "From the Vienna to the Paris System: International Politics and the Entangled Histories of Human Rights, Forced Deportations, and Civilizing Missions"*

(RL) What does Weitz mean by the transition from the Vienna to the Paris system? What issue dominates his field of vision? What is at stake?

Week 9: Perplexities

M  Take-home Midterms due. Film TBA.


F  Mark Mazower, "The Strange Triumph of Human Rights, 1933-1950"*

(RL) Where and how do we see the shift in the international system from protection of minority rights to the UN's commitment to human rights?

Week 10: Regime of Rights


W  Hannah Arendt, "The Perplexities of the Rights of Man," in ch. 9, The Origins of Totalitarianism*

(RL) Must the state be the ultimate guarantor of individual rights? Explain the relationship between displacement and the understanding of “rights” in any of these pieces.

Week 11: The Case Study Essay: individual meetings
MWF No class – individual meetings: bring your paragraph on your case study essay topic, research questions, and sources

Week 12: Cold War Parameters

(RL) Reflecting on one of the weeks’ readings: how did the passage of the Universal Declaration of Human Rights (UDHR) by the UN General Assembly in 1948 transform the ways people conceived of “human rights” their meaning and usage?

Week 13: Human Rights and the Dissident Movement
M Moyn, The Last Utopia, ch.4, "The Purity of This Struggle," pp.120-175.*

(RL) What does it mean to “live in truth”? What is the power of the powerless?
F Research & Writing Day – Essays due Monday!

Week 14: Case Study Essays and Thanksgiving Break
M Case Study Essays due! Discussion of process.
WF Thanksgiving Break

Week 15: Globalization and Human Rights

(RL) What are some of the ways in which globalization has shaped major human rights concerns? What new opportunities and challenges has globalization brought to the forefront?

Week 16: Class Conference & Wrap-Up
MWF Essay presentations

Take-home Final exams due the Monday of Finals Week by noon in my office
PHIL 50400 Human Rights Ethics

Sample Syllabus:

Week 1:  Introductions & Framing

Week 2:  Historical Overview of HR
  The Universal Declaration of Human Rights
  http://www.un.org/Overview/rights.html
  (United Nations website)

Week 3:  HUMAN RIGHTS, NATURAL LAW, NATURAL RIGHTS

Week 4:  HUMAN RIGHTS & DIGNITY

Week 5:  HUMAN RIGHTS: MORAL OR POLITICAL?

Week 7:  HUMAN RIGHTS AND SUBSISTENCE RIGHTS  
Henry Shue, *Basic Rights*

Week 8:  HUMAN RIGHTS, NATURAL RIGHTS & WELL-BEING  

Week 9:  MODERN HUMAN RIGHTS AND ITS CRITICS  

Week 10:  HUMAN RIGHTS & FEMINISM  

Week 11:  HUMAN RIGHTS & CARE ETHICS  

Week 12:  HUMAN RIGHTS & BORDERS  
Week 13: HUMAN RIGHTS: CONCERNS & ALTERNATIVES


Week 14: HUMAN RIGHTS: CONCERNS & ALTERNATIVES


Week 15: Review and Synthesis
Philosophy 260: Philosophy and Law

Associate Professor Christopher Yeomans
Office Hours: TR 1:30-2:20 in
Mech. Eng. 1012
Email: cyeomans@purdue.edu

Course Description: This course weaves philosophy and law together by taking a philosophical approach to law and a legal approach to philosophy. We will take a philosophical approach to law through a critical examination of such basic concepts in law as property, punishment, right, contract, and responsibility; and by surveying the main philosophical theories about the nature and justification of the rule of law itself. We will take a legal approach to philosophy by using legal research, reading and writing as the medium for this critical examination.

Course Objectives: At the conclusion of the course students will be able to demonstrate
(1) an understanding of philosophical concepts relating to the law: law, property, right, punishment, contract, and responsibility;
(2) the ability to read and write legal documents;
(3) the ability to use online research tools to find appropriate sources for answering legal questions; and
(4) the ability to critically evaluate the strength of different interpretations of philosophical concepts relating to the law.

Course Procedure: This course is unusual among similar philosophy courses because we will distinguish rather sharply between the content of the lectures and the content of the recitation sections. In your recitation sections you will learn legal writing skills, and a separate syllabus is available on Blackboard with a schedule of readings and assignments. In our lecture sessions we will focus on philosophical concepts and legal research strategies, as indicated by the schedule of topics below.

To practice the research skills you will be learning, we have dispensed with a textbook in favor of cases and articles that you will find using the databases and search tools at your disposal. At the end of every lecture I will give you sufficient information to find the readings for the following lecture, and also a question or two to keep in mind while you are reading it. We will have frequent quizzes (which are open-note), and the question on each quiz will just be one of the reading questions (verbatim).

Assignments:
(1) Quizzes: 20%
(2) Midterm Exam: 20%
(3) Final Exam: 20%
(4) Writing Assignments: 40%

A Note on Grading: All assignments will be graded on a 4-point, letter-grade scale according to which 4.0 is an A, 3.7 is an A-, 3.3 is a B+, 3.0 is a B, and so on.

Resources:
(1) Research: We will be working with Dr. Albert Chapman, Professor of Library Science, who has published a useful research guide: http://guides.lib.purdue.edu/phil260

(2) Academic Dishonesty: Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972] More information on the University’s policy can be found at: http://www.purdue.edu/odos/aboutodos/academicintegrity.php If you are caught violating this policy in any way, you will receive a grade of “F” in the course and will be reported to the Dean of Students.

(3) Students with Disabilities: Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University. If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student’s responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations and/or classroom modifications.
Schedule of Topics & Important Dates:

Weeks 1-3 (8/24 – 9/11): LAW

Thurs 9/3: Research Skills Workshop with Dr. Chapman. This is a crucial class session to develop skills that we will use continuously throughout the semester. If you miss this class the course will become substantially more difficult for you.

Weeks 4-5 (9/14-9/25): PROPERTY

MONDAY 9/21 IS THE WITHDRAWAL DEADLINE. By then you will have several quiz grades in addition to the grade on your first writing assignment, so you will have ample information on which to base your decision as to whether to remain in the course.

Weeks 6-7 (9/28-10/9): CONTRACT

10/12 & 10/13 October Break

Week 8 (10/14): Midterm Exam

Weeks 9-12 (10/19-11/6): RIGHTS


Weeks 15-17 (11/23-12/11): PUNISHMENT

11/25-28: Thanksgiving Break

Final Exam: As always at Purdue, TBA
The University of Chicago
Human Rights 3: Contemporary Issues in Human Rights
Autumn Quarter 2015
(HMRT 20300/30300; Law 57900; History 29500/39500; CIR/INRE 57900; GSHUM 28900/38900; LLSO 27200)
Lecture – Monday 3:00 – Discussion sections Wednesday 3:00 or 4:30 p.m.

Susan Gzesh, Executive Director, Human Rights Program & Senior Lecturer in the College - email: sgzesh@uchicago.edu (open office hours: 3 – 5:00 p.m. Tuesdays)
Teaching Assistants: Thelma Jimenez-Anglada (Romance Languages & Literature); Tyson Luechter (History); Ray Noll (Anthropology, Political Science)

Last Revised Syllabus - Autumn 2015 – November 17, 2015

This course will examine selected contemporary human rights problems. We begin with perspectives on what rights constitute “human rights” from U.S. and international perspectives. We then go back to 1948, the foundational moment of the modern human rights regime when the Universal Declaration on Human Rights was ratified by the United Nations. We will examine the topics of the refugee rights, economic rights as human rights, and the prohibition against torture.

Cross-cutting themes include American exceptionalism and the application of international human rights norms to U.S. practices, as well as the principle of the universal application of human rights to all. Case studies will demonstrate the roles of various actors in the violation and protection of human rights – UN and regional monitoring bodies and tribunals, non-governmental organizations (NGOs), national and local governments, religious institutions, photographers, film-makers, and lawyers and doctors, as well as victims, survivors, and their families.

Course requirements: The course will consist of an 80 minute weekly lecture and discussion with the entire class on Monday, followed by an 80 minute weekly discussion sections on Wednesday. (Graduate and professional students will meet in the 4:30 Wednesday discussion group.) THERE WILL BE NO DISCUSSION GROUPS ON WEDNESDAY, NOVEMBER 25, THE DAY BEFORE THANKSGIVING. All students will be required to attend class and discussion section on a regular basis. Each week, three students in each discussion group will be assigned to send questions to the discussion group leader after the Monday lecture. Repeated unexcused absences from discussion group sessions will result in a lowered grade.

Each student will complete a midterm paper of 3 – 5 pages which will serve as a topic proposal for the final paper of 15 – 18 pages (College students); 18 – 22 pages (graduate and professional students). A guide to selecting and researching human rights papers will be made available prior to the mid-term assignment.
Midterm prospectus and final paper: A tentative topic for your final paper will be submitted at your discussion group (or online) in Week 4. A draft of your mid-term prospectus will be turned into your peer review group in Week 5 (Wednesday, October 29), and the final draft of your mid-term will be presented to your instructor in Week 6 (Wednesday, November 5).

The final paper due date is Friday, December 11. Earlier dates for submission of your draft paper to your peer review group will be worked out in each discussion section. (Please inform the instructor if you will be graduating at the end of this quarter and we will make other arrangements for your final paper due date and grading.)

Grades: Your grade will be determined follows: 70% based on your final research paper; 30% on participation and attendance in your discussion section and the peer-review process (explained in a separate memo). The mid-term is ungraded, but each student will receive individualized comments from their peers and their discussion group leader.

Required books:
   John Conroy, Unspeakable Acts, Ordinary People, Univ. of California Press, 2000

CLASS SCHEDULE

Week 1, September 28 & 30 – Introduction to human rights for U.S. students: from civil rights to human rights

Monday - Introduction to the course and teaching staff. There will be a lecture on U.S. civil rights and international human rights – and a review of the enforcement mechanisms for each. When we talk about “rights” as citizens or residents or students in the U.S., what do we mean? How do historical and contemporary understandings of rights in the U.S. differ from Latin American and global concepts? In terms of substantive rights, what is recognized and what is not in each set of norms? Please compare the texts of three short rights documents, the Bill of Rights and Reconstruction Era amendments to the U.S. Constitution, the 1948 American Declaration (passed by the Organization of American States prior to the UN passage of the UDHR), and the Universal Declaration of Human Rights.

A major theme of this course is the work of human rights non-governmental organizations and other civil society groups active in human rights advocacy. Understanding the scope of rights recognized in both the U.S. and international rights regimes will help students understand how activists and practitioners make choices about their advocacy methods and targets.
Readings

U.S. Bill of Rights and Reconstruction Era Amendments (Amendments I – X and XIII, XIV, and XV) at http://www.law.cornell.edu/constitution and on Chalk;
American Declaration on the Rights and Duties of Man (1948) in the Columbia University e-book, at p. 178;
President Franklin Delano Roosevelt’s Second Bill of Rights, presented in his State of the Union Speech, January 11, 1944, http://www.fdrlibrary.marist.edu/pdfs/ffreadingcopy.pdf

Assignment for Monday class
Each student is encouraged to look at one of the following websites of a contemporary human rights organization (or any other human rights organization you are familiar with) and determine its mission, priorities, and a current campaign. We will call on volunteers to inform the class about their chosen organization; you will also have an opportunity to carry on this discussion in your Wednesday discussion group.

Suggested organizations or agencies (you are not restricted to this list):
American Civil Liberties Union - https://www.aclu.org/human-rights;
Amnesty International - www.amnestyusa.org;
B’Tselem, Israel http://www.btselem.org;
Centro de Estudios Legales y Culturales, Argentina - www.cels.org.ar
Center for Constitutional Rights, http://ccrjustice.org;
Center for Economic, Social, and Cultural Rights, http://www.cesr.org;
Centro de los Derechos Humanos Miguel Agustin Pro, http://www.centroprodh.org.mx/
Centro de los Derechos del Migrante, Mexico, www.cdmigrante.org
Community Law Centre, Cape Town, South Africa, www.communitylawcentre.org.za
European Center for Constitutional and Human Rights, Berlin, www.ecchr.eu
Human Rights Watch http://www.hrw.org;
Kovler Center for Survivors of Torture http://www.heartlandalliance.org/kovler;
PRODESC, Mexico, http://prodesc.org.mx;

Get started on reading for Week 2:
Mary Ann Glendon, A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights, Random House, 2001; pages xv – 78 (Preface & Chapters 1 – 5); and Chapter 10;

STUDENTS WILL RECEIVE AN EMAIL ON TUESDAY, SEPTEMBER 29, ASSIGNING THEM TO A DISCUSSION SECTION. ALL GRADUATE AND PROFESSIONAL STUDENTS WILL BE IN THE 4:30 DISCUSSION GROUP

ASSIGNMENT FOR WEDNESDAY DISCUSSION GROUP
Discussion groups will review major questions about the nature of rights and discuss current developments in human rights related to themes of the course. For this first meeting, please bring a news story about a current or recent human rights issue, U.S. or international. Duplication of items (i.e. several students presenting the same story) is O.K. That’s how news travels.

SUNDAY, OCTOBER 4, 5:30 P.M.
SPECIAL HUMAN RIGHTS EVENT – FILM SCREENING & TALK
Justice Albie Sachs will join film-maker Abby Ginzberg and Chicago activist Prexy Nesbitt to speak at a special screening of the film “Soft Vengeance: Albie Sachs & the New South Africa” at the School of the Art Institute Siskel Film Center, 164 N. State Street (State & Randolph). http://www.siskelfilmcenter.org/softvengeance

Justice Sachs, a lawyer and member of the African National Congress, was exiled by the South African government in the 1970s, lost his right arm and the sight of one eye in a South African government assassination attempt on him in Mozambique in 1988, and returned to South Africa as a member of the ANC team which wrote the post-apartheid Constitution. In 1994, Nelson Mandela named him to the South African Constitutional Court. We will be reading excerpts from his book later in the quarter. Justice Sachs has been a frequent visitor to the University of Chicago and served as our first Pozen Visiting Professor of Human Rights in 2010

Week 2 – (October 5 & 7) The foundational moment: how 1948 influences the trends in human rights advocacy today

Monday – A review of two perspectives on the “foundational moment” of the modern human rights movement will help ground our continuing discussion of contemporary human rights issues. Professors Glendon and Anderson each examine the path to the U.N. approval of the Universal Declaration on Human Rights and the role of the U.S and other countries in its development. Examining the U.S. domestic and international political forces at play in the post-World War 2 period can illuminate the potential for and limitations on human rights advocacy today. I have included an interesting table in which the United Nations Development Program listed the nations of the world according to their Human Development Index and then charted their ratification of the major human rights treaties.
Readings –
Mary Ann Glendon, A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights, Random House, 2001; pages xv – 78 (Preface & Chapters 1 – 5) and Ch. 10; and

Optional reading -

Wednesday discussion groups – Discussion of readings.

Week 3 – (October 12 & 14) Developing a critical eye - how to “read” film, photography, and social media images presented as human rights advocacy - film, photography, and painting – journalism and “artistic” representations of human rights violations

The current generation is developing an unprecedented “visual literacy” in images whether photographs, films, animation, or drawings, both as instant images or long-form narratives. Images can be a powerful tool in human rights advocacy. Many journalists and visual artists have applied their skills to raise public consciousness and to specific campaigns for justice where human rights have been or are being violated. However, the representation of violence and of victims can be viewed also as exploitation, a sort of pornography of violence, or of “over-estheticizing” terrible realities. The very recent photograph of the body of a drowned Syrian toddler, washed up on a Turkish beach, will be our case study.

Readings –
Leon Golub, “‘The Lie is a Truth, Too’ Selected Paintings,” from Truth Claims (on Chalk)
Susan Sontag, On Regarding the Pain of Others, 2003, excerpt on Chalk
Case study:


Wednesday - The three students responsible for responding in your discussion group are asked to complete this assignment. Other students will be asked to volunteer to present, as time allows. The assignment (ungraded) is to bring in one striking human rights image or longer media piece. Music videos are acceptable as well as more exclusively visual media such as photographs, paintings, film, or cartoons. Be prepared to tell the group what issue is represented and what you think the goal of the artist or presenter of the image is – and whether s/he succeeds in persuading you, as the audience.

Week 4 – (October 19 & 21) The human right to citizenship; the human rights of non-citizens, asylum seekers, and refugees

Three years after the adoption of the Universal Declaration of Human Rights, reflecting on citizenship, nationality, and stateless in Europe from the Treaty of Versailles through World War 2, Hannah Arendt questions whether an international human rights regime can help individuals who have lost the protection of their state of origin.. Arendt’s questions regarding whether international human rights will protect those whose own nation has abandoned or rejected them – or who have no nationality – are highly relevant today.

Reading:
Hannah Arendt, in “The Decline of the Nation State and the End of the Rights of Man,” Chap. 9, *The Origins of Totalitarianism*, Harcourt, Inc. 1976; the most important section is “II. The Perplexities of the Rights of Man,” pages 290 - 302, but read as much of the entire chapter as you can (on Chalk)

International human rights documents – is there a human right to citizenship or nationality?
Universal Declaration of Human Rights, 1948, (in the e-Book)

Wednesday – discussion of Monday readings
TOPICS FOR FINAL PAPERS WILL BE DISCUSSED AT YOUR DISCUSSION GROUPS – We want to make sure that you are on the right track to start preparing a prospectus which will be due on November 6.

Week 5 (October 26 & 28) – Refugee protection – asylum seekers, refoulement, interdiction and detention

Hannah Arendt discusses the treatment of Jewish refugees by many nations as they (and other anti-Fascists and persecuted peoples) attempted to flee the Nazis. The failure of the Western European nations to provide protection to arriving refugees – and the plight of other stateless persons in the wake of World War 2 – were inspirations for the 1951 U.N. passage of the Convention and Protocol for the Treatment of Refugees.

The 1951 Refugee Convention and its 1967 “Protocol” (an amendment to the original treaty) prohibit the return of persons who have a well-founded fear of persecution on account of race, national origin, political opinion, or membership in a social group to a state which cannot or will not protect them. Additionally, the Convention Against Torture (1987) prohibits the return of a foreigner to a country where he or she may face a substantial risk of torture. Prohibition on return under either treaty is commonly referred to by the French term “non-refoulement.”

What are the internationally recognized rights guaranteed by these instruments? How do contemporary governments allocate “burden sharing” - managing refugee flows and providing even temporary shelter and care for refugees? What are the tensions for human rights advocates working in systems that sort out fleeing persons according to whether they conform to the standard treaty definitions of refugee? Does selecting some migrants for entry justify the exclusion of everyone else? Can the commitment to “non-refoulement” be waived in a state of emergency?


Readings:
Hannah Arendt, in “The Decline of the Nation State and the End of the Rights of Man,” Chap. 9, *The Origins of Totalitarianism*, Harcourt, Inc. 1976; read the introductory material at pp. 267-269 and “The Nation of Minorities and the Stateless People,” at pp. 269 - 290 (on Chalk)
Edwidge Danticat – excerpt from *Brother, I’m Dying*, Alfred A. Knopf, 2007, on Chalk
International human rights:

Refugee Convention and Protocol, especially Article 1.A.2. defining who is a “refugee;” the time limitation (“before 1951”) was dropped in the Protocol to the Convention; and Article 33, Prohibition on Expulsion or Return.

Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, entered into force June 26, 1987, (in the Red Book, p. 71); see especially Art. 3, “No State Party shall expel, return ("refouler") or extradite a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture.”

U.S. law:

Excerpts from U.S. statutes governing refugee admissions and applications for political asylum (on the Chalk site)

Wednesday – Discussion groups – discussion of Monday readings

In discussion group, we will take time to allow you to talk to your peer group regarding the preliminary draft of your mid-term.

Week 6 (November 2 & 4) _ Contemporary case studies: the right to citizenship and the rights of non-citizens

MIDTERMS DUE WEDNESDAY (NOVEMBER 4) TO INSTRUCTOR

This week we will look at three contemporary case studies involving the right to citizenship and the rights of non-citizens (specifically the right of refugees to not be returned). How have conditions for non-citizens in danger changed, or not, since the period Hannah Arendt discusses? Has the “entry into force” of the Convention and Protocol Relating to the Status of Refugees (1951 & 1967), the Convention Against Torture and other Cruel, Inhuman, & Degrading Treatment (1987), and the American Convention of Human Rights (1978) made a difference?

Our first case study is the denaturalization and expulsion of Dominicans of Haitian ancestry - which is the starkest current example of a mass human rights violation with respect to citizenship rights. The actions of the Dominican Republic have been condemned by governments, inter-governmental human rights bodies, and civil society organizations across the world.

In the second case study, the exodus of thousands of children and their parents from the “Northern Triangle” of Central American (El Salvador, Guatemala, Honduras) through Mexico and to the U.S. in 2014 raised a challenge for civil society and migrant organizations in the receiving countries to persuade their governments to not summarily return or otherwise mistreat the arriving Central Americans.

In our third case study, we review the plight of refugees from the Middle East and Africa currently attempting to reach safety in Western Europe. The obstacles faced by the
Syrians (and other refugees and migrants from the Middle East and Africa) put to the test the basic functioning of refugee protection in Europe.

1) Case study, the Dominican Republic; denaturalization and expulsion – At the present time, it appears that the Dominican Republic has slowed or halted the threatened deportations but has not changed the direction or intent of its policy.

Readings:

2) Case study – Central Americans arrive in the U.S.
After a summer marking the arrival of thousands of Central American refugees and the establishment of new centers for detention by the U.S. government, civil society organizations appealed to international human rights entities. At an October 2014 session of the Inter-American Commission for Human Rights, a coalition of U.S. advocacy organizations, including your instructor Susan Gzesh, presented petitions regarding the violations of human rights of Central American and Mexican children arriving in the U.S. in summer 2014, seeking asylum.

Readings:
- View at least part of the October 2014 IACHR hearing at: [http://www.oas.org/es/cidh/multimedia/sesiones/153/default.asp](http://www.oas.org/es/cidh/multimedia/sesiones/153/default.asp) Our petitions were presented in the “Monday/Lunes” session at 9:00 a.m.

3) Case study – Syrians in Europe
Currently Syrian refugees and others fleeing war, poverty, and violence in the Middle East and Africa are arriving in Europe, creating a refugee crisis not seen since World War 2 where border enforcement, reception policies, and expulsions change day by day
Readings:


Week 7 (November 9 & 11) Economic rights are human rights: the right to health

We will consider the right to health – and more specifically – the right to an adequate system of healthcare – as a human rights issue. Our guest speaker, Anand Grover, is a member of the Lawyers Collective, India and former UN Special Rapporteur on the Right to Health. On Wednesday, we will discuss the ethical questions raised in the South African cases presented in the readings from Justice Albie Sachs’ book.

Reading:

Economic rights as human rights:


The human right to health and healthcare:


Legal instruments:


Wednesday - discussion groups
Week 8 (November 16 & 18)  Economic Rights are human rights: the right to shelter and the Chicago experience

Accountability for the failure to protect or violation of economic rights is still an unsettled issue. The International Covenant on Economic, Social, and Cultural Rights mandates only that States Parties strive for the “progressive realization” of economic rights insofar as their economic capacity permits. Is there a human right to shelter and housing? Over the past decade, activists in both Chicago and South Africa have brought local struggles over the lack of affordable housing to international fora. Chicago activists protesting the demolition of hundreds of units of public housing first brought international human rights into their discourse and advocacy over a decade ago. They continue to advocate before international human rights bodies today – and the Anti-Eviction Campaign has received national press notice and awards for its work, relying largely on direct action, supporting the re-occupation of foreclosed homes.

Guest speaker –
J.R. Fleming, Director of the Chicago Anti-Eviction Campaign,

The human right to housing:
http://www.nesri.org/programs/what-is-the-human-right-to-housing

Case study:
The Chicago Anti-Eviction Campaign

On Human Rights advocacy and tactics (optional reading)
Doug Johnson, “The Need for New Tactics,”
https://www.newtactics.org/sites/default/files/resources/02needfornewtactics.pdf
“Disruptive Tactics”
http://www.newtactics.org/sites/default/files/resources/08interventiondisruption.pdf

United Nations agency reports:
Special Rapporteur on the Right to Adequate Housing, web page,
http://www.ohchr.org/EN/Issues/Housing/Pages/HousingIndex.aspx
Press release: “Detroit: Disconnecting Water from People who Cannot Pay is an Affront to Human Rights,” June 2014,

Statement of UN Special Rapporteur on the Right to Housing, Cabrini Green, 2004

Week 9 (Monday ONLY, November 23) – no class, Wednesday, Nov. 25

What is torture? Why does its use persist? –

How have “modern” attitudes about torture developed? Is there really a “rights versus security” argument? Must we trade one for the other? John Conroy gives an overview of the use of torture and the factors which produce torturers and public attitudes towards torture. David Luban examines some of the arguments for and against the use of torture in interrogations in the post-9/11 era. Giorgio Agamben recounts the history of the suspension of rights and ordinary forms of governance in the “State of Exception.”

Readings –


Optional reading:


(for those of you who want to go a bit deeper into Luban’s arguments)


Other human right treaties:


Week 10 (November 30 and December 2)

Monday, November 30 – Film showing: The Battle of Algiers
We will end our course with an in-class showing of The Battle of Algiers, one of the greatest films of the late 20th Century. The film, made in cooperation with the post-colonial government of Algeria, as well as with the leadership of the anti-colonial rebellion, features both working actors and some of the actual protagonists of the story it tells. The film presents evidence for arguments both for and against the use of torture in interrogations in a “state of emergency” or “state of exception.” Discussion of the film will recap our earlier consideration of both the international human rights norms which prohibit the use of torture and the use of images and storytelling to illuminate human rights issues.

Gille Pontecorvo’s The Battle of Algiers, 1966–120 minutes
http://www.imdb.com/title/tt0058946/?licb=0.17102079380184987

Questions to think about during the film:
In the Battle of Algiers, an insurgent group has organized support among the local population and uses various tactics to challenge the French colonial government. The French-controlled local police and (later) the French Army employ various measures to assert control over the situation in the city and to defeat the opposition movement. Please think about the following questions as you watch the film:

1) At what point do the parties begin acts of violence against innocent civilians? Who starts this escalation in tactics?

2) When do the French authorities institutionalize what Agemben would characterize as a “state of exception”? Why is this done? Who are the authorities in charge before and after?

3) Did the situation in Algiers amount to a public emergency, as defined in Article 4 of the International Covenant on Civil and Political Rights? Of the measures taken by the French which would be allowable under Article 4? The mass search of homes, the checkpoints and searches and control of travel by civilians, the mass arrest for forced labor during the general strike, the summary executions (killings of insurgent leaders without trial)?

4) Does the film make a judgment about the killing of civilians as part of an insurgency’s strategy? If so, what is that judgment and do you agree with it?

5) Please describe the use of torture in interrogations and the rationale supporting the use of torture, as stated by the (partially fictional) Colonel Mathieu.

6) In addition to – or in place of – torture, what strategy might the French used to obtain information about the Algerian insurgents? What would Professor Luban say about the choices made by the French?

7) Was the use of torture necessary for the French to win the Battle of Algiers?

8) What role do the French and other foreign media have in the story? Who expresses opinions about them? How do the principal characters deal with the media?
Readings (optional):
  Jean Paul Sartre, “Preface,” to Henry Alleg, The Question, 1958 – Univ. of Nebraska Press, 2006 (on Chalk);

Wednesday, December 2 – meet in discussion groups - Your group can decide whether you want to discuss the material on the prohibition against torture or your paper topics – or both.

PAPERS ARE DUE FRIDAY, DECEMBER 11
The fundamental principle underlying the concept of human rights is that rights are inherent in the identity of all human beings, regardless of place and without regard to their citizenship, nationality, or immigration status. Human rights are universal and must be respected everywhere and always. In a world in which migration, and particularly unauthorized migration, has become a major social issue, the notion of universal rights carries a certain utopian appeal. The primary question this course will consider is: How do “human beings” become “migrants” or “refugees” when they cross borders? How does the transformation from “citizen” to “alien” affect one’s rights and role in society? Historians, social scientists, human rights advocates, and immigrants themselves are concerned with this question. This course will address whether and how international human rights protect the “alien” (or foreigner) who has left his or her country of origin to work, seek safe haven, or join family or friends in another country. The course materials will also consider the accountability of states for the human rights violations that are the fundamental cause of unauthorized migration.

We will use an interdisciplinary approach to address further questions such as:

1) Why do human beings migrate? Why would an individual move from the status of “citizen” to “alien”?
2) Are human rights truly universal? Are rights necessarily dependent on citizenship?
3) What is the meaning of citizenship? How is it acquired or lost? Are there universal standards for the granting of citizenship at birth or through naturalization? What rights may societies and nation-states grant only to citizens, but withhold from others?
4) What are the principal categories used by nation states to classify foreign entrants, visitors, and residents? What is the difference, for example, between a refugee and an economic migrant? How do these categorizations affect the rights of foreigners?
5) How do international human rights doctrines limit actions by states with respect to certain categories of foreigners such as refugees, asylum applicants, and migratory workers? What limits do human rights place on the power of states to detain or expel foreigners?

References and readings: The syllabus contains required readings for each class which are necessary for students to be able to participate in class discussions. Optional readings are included in order to guide students interested in more information about particular topics or for independent research. The syllabus contains references to contemporary international human rights treaties, conventions, agreements, and reports – which can assist the student in understanding how human rights can be used as an analytical tool.

Course requirements: You are expected to attend Monday lectures and participate in a Wednesday discussion group. One week during the term, you will be asked to submit questions.
to your discussion group leader based on the readings and lecture for that week. There will be one short writing assignment due in the second week of class. There will be a one question take-home mid-term exam and a one question take-home final exam.

**Grades:** Grades will be based on 100 points. The first writing assignment is Pass/Fail; just completing it gets you 10 points. The midterm is worth a maximum of 40 points for an A, with other grades scored accordingly. There will be a short reaction paper due before Week 8, worth 25 points for an A. You can get a maximum of 25 points (again, an A=25, etc.) for your participation in a group presentation in weeks 9 or 10. There is no final exam or research paper. Students who miss more than two classes during the term must explain their absences to the instructor. (Absences for illness or family emergencies will, of course, be excused and will not count towards any sort of penalty.)

**Required texts:**


**Suggested books for those who like to collect basic references in the field**

- Khalid Koser, *International Migration: A Very Short Introduction*, Oxford, 2007 (I won’t be including excerpts from this book, but it may be a useful background resource – one of the “upscale Cliffs notes” series published by Oxford.)
Annotated class schedule

Week 1 (January 5 & 7): Migration, aliens, and citizens

Monday: Throughout human history, people have been on the move. Residents welcomed, resisted, enslaved, or fought new arrivals. Why would someone leave her or his home to travel to live in a distant land? Some people found their citizenship status change without leaving home, through conquest or colonization. Other people were captured in war or as slaves and taken involuntarily away from the land of their birth. This week’s readings are stories of migration for a variety of reasons.

Readings (all very short readings – on Chalk)

- Genesis, Chap. 42 – 48 – The Israelites leave Palestine for Egypt because of a famine. In Egypt, they know they will find food and work.
- Marilyn Davis, Mexican Voices/American Dreams, (oral history) pp. 15 – 22. The author interviews a Mexican bracero (guest worker) of the 1940s and his wife who stayed behind and managed the family farm.
- Ariel Dorfman, Heading South, Looking North: a Bilingual Journey (autobiography) pp. 14 – 29; The author grew up between Chile, Argentina, and the U.S., constantly negotiating cultural and linguistic crossovers
- Maxine Hong Kingston, China Men (fiction), pp. 34 – 57; A young Chinese man in Fujian Province struggles to escape a suffocating future as a rural school teacher.
- Gillian Slovo, Every Secret Thing, (autobiography), pp. 100-106; A South African mother, active in the African National Congress during the apartheid years, takes her daughters into exile in England after she has been released from prison.

Assignment: Students should prepare a story from their family’s (or their own) history of migration, whether within the U.S. or international; short written summaries (250 – 1000 words) will be due on Wednesday, January 5, 2015 (2d week). One story is enough – I’m not asking for your entire genealogy. Past stories have included, “how my grandmother moved from rural Mississippi to Chicago,” “when my father came to the US from Jordan to go to graduate school and met my mother in a class,” and “when my great-grandfather escaped from being drafted into the Czar’s army.”

Wednesday: Migration stories continue What are contemporary trends in international migration? What are some of the factors that stimulate migration today, particularly undocumented migration?

Reading –


Chapter 1: Introduction, pp.1-20 (on Chalk)

Week 2 (January 12 & 14): Are rights connected to citizenship?

Monday, January 12 - Citizenship, statelessness, and the “right to have rights”

Three years after the adoption of the Universal Declaration of Human Rights, reflecting on citizenship, nationality, and stateless in Europe from the Treaty of Versailles through World War 2, Hannah Arendt questions whether an international human rights regime can help individuals who have lost the protection of their state of origin.

Reading:
Hannah Arendt, “The Decline of the Nation State and the End of the Rights of Man,” Chap. 9, The Origins of Totalitarianism, Harcourt, Inc. 1976; the most important section are pages 267 – 289, but you may want to read the entire chapter (on Chalk)

Seyla Benhabib, “‘The right to have rights:’ Hannah Arendt on the contradictions of the nation-state,” Chap. 2 (pp. 49-70) in The Rights of Others: Aliens, Residents, and Citizens, Cambridge 2004

International human rights documents:


Refugee Convention and Protocol, especially Article 1.A.2. defining who is a “refugee;” the time limitation (“before 1951”) was dropped in the Protocol to the Convention; and Article 33, Prohibition on Expulsion or Return. (in the online Columbia University compendium).

Wednesday, January 14 – Continued discussion of Monday readings
We continue to explore the question of statelessness in Hannah Arendt’s chapter. What is at stake for persons who are forcibly deprived of their nationality and the protection of their country of origin? Can children be born stateless? Persons may be born stateless in situations in which no country will recognize them as citizens. Persons may become stateless if their citizenship is revoked by their home country and they are expelled from its territory.
Reading:

Week 3 (January 21 only) Statelessness in the world today Monday,

January 19 – NO CLASS – Martin Luther King, Jr. Day

Wednesday, January 21 – - Contemporary examples of statelessness
We start the class with excerpts from a feature film about Idi Amin’s 1972 expulsion from Uganda of second and third-generation, Ugandan-born Indian ethnics. Consider the contemporary case of persons of Haitian ancestry in the Dominican Republic. What can the international community do about such a unilateral action?
Film: Mira Nair, Mississippi Masala, 1991, starring Sarita Chowdry and Denzel Washington; we will see about 15 minutes of key scenes in class. http://www.imdb.com/title/tt0102456/

Reading: Case study, the Dominican Republic –

Optional reading (use as a reference)
1954 Convention Relating to the Status of Stateless Persons, ratified by 62 countries:
http://www2.ohchr.org/english/law/stateless.htm
1961 Convention on the Reduction of Statelessness
Stephanie Hanes and Greg Constantin, “Statelessness: A Human Rights Crisis,” an online report from the Pulitzer Center for Crisis Reporting, 2012, reviews statelessness in the

Week 4 (January 26, 28) The Challenge of Citizenship

Monday, January 26 - Citizenship – What is the modern understanding of citizenship?

How is citizenship acquired or granted under different contemporary regimes? Are rights linked to citizenship? What distinctions have nation states made between citizens and aliens? What is our contemporary understanding of this distinction? While there is no international treaty concerning how nation states should grant citizenship (by birth or naturalization), nor rules for denaturalization or loss of citizenship, some of the major human rights agreements do have something to say about the topic.

Readings:
Benhabib, (text)“Transformations of Citizenship,” Chap. 4 (pp. 129-169)

Wednesday, January 28 – Continuing discussion of comparative concepts and practices of citizenship

What are the variations in modern conceptions and practices of both the acquisition and content of citizenship? Does the distinction between citizens and non-citizens matter less or more in the contemporary world? Does the human rights regimes place limits on some of the most “discriminatory” rules of acquisition and content of citizenship?

Readings:

International human rights documents:
2) Look through the two other most important foundational human rights documents (a/k/a the two other documents which comprise “The International Bill of Rights”) to find those few provisions which apply only to citizens of a nation-state:
   International Covenant on Civil and Political Rights; International Covenant on Economic, Social, and Cultural Rights.
3) You might also review these materials from Week 3 on statelessness and human rights:
1954 Convention Relating to the Status of Stateless Persons, ratified by 62 countries:
http://www2.ohchr.org/english/law/stateless.htm
1961 Convention on the Reduction of Statelessness
http://untreaty.un.org/treaty/ conventions/6_1_1961.pdf, only 37 states have ratified the Convention -
http://www.unhcr.org/3bbb24d54.html
citizenship-nationality-kenya-bangladesh-dominican-republic

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6) You might also review these materials from Week 3 on statelessness and human rights: 1954 Convention Relating to the Status of Stateless Persons, ratified by 62 countries: http://www2.ohchr.org/english/law/stateless.htm

Week 5 (February 2 & 4) – United States citizenship: Historical and contemporary issues of human rights

Monday, February 2
U.S. citizenship: Historical precedents and current debates

What historical and political factors have formed the contemporary understanding of citizenship in the U.S.? What are the differences between formal legal citizenship and citizenship as experienced or practiced? Today’s readings concentrate on formal legal citizenship and just hint at the broader discussion of citizenship as full social participation in society.

How did the end of slavery and the enactment of the 13th, 14th, and 15th Amendments after the Civil War define formal, legal U.S. citizenship? Racial exclusions from citizenship continued for some so-called “non white” immigrants into the mid-20th century.

Reading:

Films – extra texts as optional assignment:
If possible, you should see two films on the post-Civil War and mid-20th Century struggles for the incorporation of African Americans into full citizenship:
Lincoln (2012), directed by Steven Spielberg, http://www.imdb.com/title/tt0443272/; and

Reference materials:
“Citizenship and the Constitution: ius solis & ius sanguinis” from Aleinikoff, Martin, pp. 9 - 18 & 32 - 34; citizenship under U.S. law

- Article 1, Sec. 8, Clause 4 (naturalization);
- the Bill of Rights (Amendments 1 – 10) (pay attention to where the words “person” and/or “citizen” are used);
- the post-Civil War Amendments 13 (abolition of slavery), 14 & 15 (defining citizenship and equal protection); and Amendment 19 (granting women the right to vote)

Optional background reading:

See article about the petition by UC Law Librarian Lyo Louis Jacques at: http://news.lib.uchicago.edu/blog/2012/02/26/black-history-at-the-united-nations/

Wednesday, February 4 - Contemporary Issues in U.S. citizenship

The energy and force of the 1960s Civil Rights movement successfully pressured Congress to pass legislation to bring African Americans into formal incorporation into full U.S. citizenship, as well as a major bill which relieved would-be immigrants of Asian origin, Jews, Catholics, Muslims, and others of the burden of racially-determined immigration and citizenship categories. We will look at the contemporary discussion over the legal status and societal role of 11 million undocumented residents of the U.S., and the debate over whether to allow them “a path to citizenship.” We will examine how this discussion echoes the mid-19th Century discussions of the end of slavery and Reconstruction and contemporary discussions about the human rights of African Americans.

Reading:
- Tom Marshall & Michael Gonchar, “Border Politics: Debating Immigration Policy,” Dec. 10, 2014, (there is a lot of material here you can browse through; you don’t have to read/watch


Optional background –


MIDTERM EXAM: TAKE-HOME ESSAY ASSIGNMENT AVAILABLE BETWEEN FEBRUARY 4 AND FEBRUARY 9 – DUE FEBRUARY 9 AT 1:00 P.M.

Week 6 (February 9 & 11) – Refugee protection

Monday, February 9: Introduction to refugee protection – asylum seekers, refoulement, interdiction and detention

The treatment of Jewish refugees by many nations as they (and other anti-Fascists and persecuted peoples) attempted to flee the Nazis served in part as the inspiration for the post-World War 2 promulgation of the Convention and Protocol for the Treatment of Refugees. The political impulse for the Convention and Protocol was also based in the plight of anti-Communist refugees who fled countries incorporated into the Soviet bloc after World War 2. What are the internationally recognized rights guaranteed by these instruments? How do contemporary governments allocate “burden sharing” and other responsibilities for refugees among themselves? The Convention and Protocol define who is a “refugee.” The later Convention Against Torture also prohibits the return of any person who would be in danger of being tortured.


Readings:

Castles & Miller - chart on refugee flows in the Middle East and North Africa:
http://www.age-of-migration.com/na/casestudies/7.3.pdf

Edwidge Danticat – excerpt from Brother, I’m Dying, on Chalk

International human rights:


10

51
Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, entered into force June 26, 1987, in the Red Book, p. 71; see especially Art. 3, “No State Party shall expel, return (“refouler”) or extradite a person to another State where there are substantial grounds for believing that he would be in danger of being subjected to torture.”

U.S. law:
Excerpts from U.S. statutes governing refugee admissions and applications for political asylum (on the Chalk site)

Wednesday, February 11: Interdiction and detention

The detention of asylum seekers and refugees constitutes one of the major, massive violations of human rights in the world today. The deprivation of the right to non-refoulement – to not be returned to a country where you would be persecuted – is one of the most consistently violated human rights norms in the international system. Many states seek to discourage asylum seekers by limiting their access to territory (interdiction) or by detaining them pending the resolution of their claims for asylum. In today’s class we will look at two contemporary examples of interdiction and detention. Why do states engage in these practices? What are some of the humanitarian interests at stake (preventing deaths)? Do harsh measures against would-be asylum seekers stem the outflow of future unauthorized migrants from the same countries of origin?

Interdiction:
Can countries interdict asylum seekers in international waters and turn them back to where they came from?


Detention:
Can governments detain asylum seekers to discourage them from filing claims?


Week 7 (February 16 & 18) What is persecution? A look at the evolution of gender-based persecution standards

Monday, February 16 - Who “deserves” asylum? What is persecution? Evolving standards and the recognition of new categories of asylum seekers as refugees
How are the rights claims of persons fleeing persecution recognized in other states through the mechanism of political asylum adjudication? How do the terms of an international treaty influence the development of national-level norms for the treaty’s implementation? How do “human rights” map onto the Refugee Convention standards of “persecution”? The sorts of harms that force women to leave their countries and seek asylum are often inflicted by non-state actors and had traditionally been viewed as beyond the purview of political asylum adjudication. However, in the past two decades efforts by women’s organizations and their allies have succeeded in establishing that some forms of gender-based harm constitute “persecution” within the meaning of political asylum law.

Readings:

Case studies:
Suketu Mehta, “Annals of Immigration: The Asylum Seeker: For a chance at a better life it helps to make your bad story worse,” The New Yorker, August 1, 2011 (on Chalk)
National Immigrant Justice Center, “Seventh Circuit Recognizes Gender-based Asylum Claim,” August 9, 2013,

Wednesday, February 18: Representing asylum seekers
As the nature of asylum applications have changed with increasing numbers of claims based on fear of criminal violence or retaliation by labor traffickers, what have been the challenges faced by lawyers representing asylum seekers? Do the “traditional” categories of political asylum still serve the needs of people fleeing violence? Should the Refugee Act be rewritten to cover these new claims?

GUEST SPEAKER TBD

SECOND TAKE-HOME ASSIGNMENT – YOU WILL BE ASKED TO WRITE 1000 WORDS AS A “RESPONSE PAPER” TO THE BHABHA READING ABOUT POLITICAL ASYLUM AND HUMAN RIGHTS – DUE WEDNESDAY, FEBRUARY 25

Week 8 (February 23 & 25) Presentations by student groups

Monday, February 23 – Citizenship in the Dominican Republic - The Dominican Republic has attempted to limit the rights of persons of Haitian ancestry to claim Dominican citizenship, despite a regime of “birthright” (ius solis) citizenship. After more than a decade of criticism by human rights NGOs and international human rights bodies, the Dominican Republic remains intransigent. Recently, the Dominican government repudiated the decision of the Inter-American...
Court for Human Rights criticizing the new Dominican law of nationality. What is the history that underlies the controversy about Haitian and Dominican citizenship and Haitian migration into the D.R.? What role have international human rights institutions played in this controversy?

**Wednesday, February 25 – Migrant workers in the Gulf States** - The Gulf States have among the highest percentage populations world-wide of so-called “guest workers.” Recently, campaigns for the rights of non-citizen workers in the Gulf States have received attention in English-language media worldwide because of the involvement of U.S. and European institutions in large-scale construction projects in Qatar and Abu Dhabi that employ thousands of migratory workers. The Guggenheim Museum (New York) and FIFA (the world soccer federation) have planned major developments to be built by migratory labor, among other projects. What are the human rights issues at stake in these contracts? What are the campaigns that have been organized around them?

**Week 9 (March 2 & 4) – Presentations by student groups.**

**Monday, March 2 – Syrian refugees** - The Syrian refugee crisis is the largest-scale humanitarian crisis in the world today, according to the United Nations. What is the current situation? What are the possibilities for refuge, resettlement, or repatriation for the Syrians? Have neighboring countries respected their rights? What is the U.S. doing to relieve the situation?

**Wednesday, March 4 - Central American children – summer 2014 crisis** – During the past summer, an unprecedented number of unaccompanied children – and children with their mothers – fled the countries of the “Northern Triangle” (Guatemala, El Salvador, and Honduras) for the U.S. Some of them were interdicted in Mexico, while others reached the Mexico-U.S. border. The U.S. has encouraged Mexico to stop the flow of migrants in Mexico or at its southern border with Guatemala. How do official policies for the children and their mothers fulfill or fail the U.S. obligations under the Refugee Convention and Protocol and U.S. legislation?

**Week 10 (March 9 & 11) Presentations by student groups**

**Monday, March 9 - Fleeing criminal threats and violence in Mexico** The Refugee Convention and Protocol are products of a period in which persons seeking the security of refugee status were fleeing religious, ideological, or national-origin-based persecution by state authorities. In recent times, and particularly in the context of Mexico-U.S. migration, thousands of persons are fleeing for their lives because of threats from criminal gangs. Given the disappearance and probable murder of 43 Mexican students at the hands of local authorities and criminal gangs, what possible refuge might persons fleeing criminal violence in Mexico seek in the U.S.?

**Wednesday, March 11 - President Barack Obama’s Executive Action** to delay deportation for millions of U.S. undocumented residents – what was the need for this action? What initiatives (failed or successful) preceded it? Why was it necessary in the first place? What are the human rights impacts of this action?
HRTS 3298/ENGR 3195
Variable Topics: Assessment for Human Rights & Sustainability

Course Description

This course explores mixed methods and techniques for evaluating the human rights impact and sustainability of various engineering outputs. Includes case study analysis of energy, infrastructure and water resources project outcomes and their impact on people and the natural environment.

Cap: 40 seats (i.e., 20 ENGR/20 HRTS)

Course Information

Instructors: Prof. Shareen Hertel  Prof. Allison MacKay
Office: 404 Oak Hall  Office: 314 Castleman
860-486-4129  Tel: 860-486-2450
Email: shareen.hertel@uconn.edu  Email: mackaya@engr.uconn.edu
Office Hours: MWF 10:30-11:30 am  Office Hours: MW 3:45-4:45 pm

Please schedule office hours via: http://www.advapp.uconn.edu

Classes: MWF 2:30-3:20 pm, E2 321

Text: No required text. Assigned articles and reports are available through HuskyCT and must be read before class to prepare for discussion. A detailed list of readings follows the course schedule below.

Course Objectives

At the end of this course, students will be able to:

1. use appropriately core concepts of human rights, sustainability and supply chains
   -exams
   -simulation/case study

2. identify major regulatory frameworks and voluntary audit standards for human rights and environmental sustainability that are used in service and industrial sectors
   -exams
   -simulation/case study

3. apply human rights and sustainability concepts and metrics in case study analysis
   -simulation/case study

4. develop fluency in reading and analysis across inter-disciplinary literatures
   -exams (using evidence from readings and case studies)
Grading Scheme

20%  Midterm Exam (Oct. 10)
20%  Final Exam (TBA in Final Examination period)
25%  Group Case Report (written)
25%  Group Case Report (oral)

Course Policies

Course attendance is essential to success. Unless a student has a medical emergency or a personal emergency documented by the Dean of Students Office, failure to be present on the day of an exam, or failure to turn in the writing assignment at the beginning of class on the day it is due, will result in a zero for that portion of the grade.

All students who enroll in this course are assumed to have read the Academic Misconduct section of the Student Conduct Code regarding plagiarism, cheating on examinations, etc. http://www.dosa.uconn.edu/student_code.html
More information about plagiarism can be found at: http://www.irc.uconn.edu/PlagiarismModule/intro_m.htm

If there are any students in this class who have special needs because of learning disabilities or other kinds of disabilities, please discuss these with the professor within the first two weeks of class to arrange for an accommodation through the Center for Students With Disabilities. http://www.csd.uconn.edu/
## Course Schedule

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<td><strong>Speaker:</strong> Karl Frey from BVH</td>
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<td>Metrics applied – how to do 3rd party evaluation-SH</td>
<td>Lifecycle Assessment – how to do it-AM</td>
<td><strong>Midterm</strong></td>
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<td><strong>Sector analysis</strong></td>
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<td>Economic Rights: Rana Plaza, Bangladesh-SH</td>
<td>Economic rights, pt. 2-SH</td>
<td><strong>Urban design: Baltimore-AM</strong></td>
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<td>Renewables: Biofuels-AM</td>
<td>Clean Water-AM</td>
<td><strong>E-Waste-AM</strong></td>
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<td>Week</td>
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<td>10/27</td>
<td>Overview-SH</td>
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<td><strong>Oct. 28 – Gladstein Lecture – Sam Moyn</strong></td>
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<td>10/29</td>
<td>Environmental Overview-AM</td>
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<td>10/31</td>
<td>No class (Gladstein lecture)</td>
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<td><em>In-class working session</em></td>
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<td><em>Faculty review (Signup)</em></td>
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<td><em>In-class working session</em></td>
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<td><em>Student presentations</em></td>
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<td><strong>Macro – bigger questions</strong></td>
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<td>Climate Change-AM</td>
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<td>Human Rights-SH</td>
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<td>11/21</td>
<td>Business Sector</td>
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<td><strong>11/24-28 – Thanksgiving</strong></td>
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<td><strong>Research and professional frontiers</strong></td>
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<td><em>Speaker: Praxair</em></td>
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<td><em>Speaker: TBA</em></td>
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<td>12/5</td>
<td>In-class eval; Review</td>
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<td><strong>Final Exam TBA</strong></td>
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**Required Readings to Prepare for Class**

**Week 1: CONCEPTUAL FOUNDATIONS of HUMAN RIGHTS**

Monday, 8/25/14

Class introduction -- syllabus, website and grading overview.

In-class discussion of:


Wednesday, 8/27/14

Friday, 8/29/14
In class viewing of the film Blood in the Mobile. In advance of class, please:

1) Visit the site of the International Labour Organization (ILO) "Helpdesk for Business on International Labour Standards." Available in HuskyCT under "Course Weblinks" in first section on "Essential Course Links."

2) Visit the site of the Extractives Industry Transparency Initiative on the HuskyCT page under "Websites" in the section on "Extractives Industry."

Week 2: CONCEPTUAL FOUNDATIONS of SUSTAINABILITY
Monday, 9/1/14
No Class - LABOR DAY

Wednesday, 9/3/14
J. Rockstrom, Let the Environment Guide Our Development, TED Talk, Filmed July 2010 (18:10 min), Available in HuskyCT under "Course Materials" then "Course Readings" link or http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development.


UNEP “Freshwater Shortage”

Friday, 9/5/14
Week 3: **CONCEPTUAL FOUNDATIONS of SUPPLY CHAINS**  
Monday, 9/8/14

Wednesday, 9/10/14

Friday, 9/12/14

Week 4: **REGULATION & VOLUNTARY STANDARDS**  
Monday, 9/15
**Labor Rights Regulation:**  
National standards:
In advance of class, please visit the website of the US Department of Labor, "Summary of Major Laws of US Department of Labor." Available in HuskyCT under "Course Weblinks" in first section on "Essential Course Links." Or link to it directly via: http://www.dol.gov/opa/aboutdol/lawsprog.htm  
International standards:  

Wednesday, 9/17
**Environmental Regulation:**  
U.S. National Standards:  
Clean Water Act: [http://water.epa.gov/polwaste/npdes/](http://water.epa.gov/polwaste/npdes/)  
Clean Air Act: [http://www.epa.gov/air/caa/peg/](http://www.epa.gov/air/caa/peg/)  
Resource Recovery and Conservation Act:  
http://www.law.cornell.edu/wex/resource_conservation_and_recovery_act_rcra  

Cont’d next page
E.U. Standards:

International Standards:
  Basel Convention on the Transboundary Transport of Hazardous Wastes:

Friday, 9/19

Insights from UConn's experience
  In advance of class, visit the website of the UConn President's Committee on Corporate Social Responsibility (PCCSR), which can be linked to from "Websites" section on the HuskyCT page.
  Read: excerpts from the UConn Climate Action Plan – read Section 1 & 2, skim Section 3, which is posted on the HuskyCT page under "Course Readings" (or as Weblink) -- TO FIND/UPLOAD.

Week 5: REGULATION & VOLUNTARY STANDARDS (continued)
Overview of principal labor audit standards
Monday, 9/22

Social Accountability International (SA) 8000

Wednesday, 9/24

Fair Labor Association (FLA)/Workers Rights Consortium (WRC)/VERITE
Friday, 9/26
Labor rights monitoring in practice: guest lecture by Jane Hwang (Social Accountability International)\(^1\)

In advance of class, visit the website of SAI, which can be linked to from the "Websites" section on the HuskyCT page, under "CSR Monitoring Orgs and Experts."

Week 6: REGLATION & VOLUNTARY STANDARDS (continued)
Overview of principal environmental audit standards
Monday, 9/29
ISO 14000/40/41/42
For general background, see "ISO Standards Background" (direct link: http://www.standards.org/standards/listing/iso_9001). Can also be linked to from the "Websites" section on the HuskyCT page, under "CSR Monitoring Orgs and Experts."

Wednesday, 10/1
LEED and other third-party environmental standards

Friday, 10/3
Environmental monitoring in practice: guest lecture by Karl Frey, P.E. (President, BVH Integrated Services)

Week 7: THE METRICS APPLIED
Monday, 10/6
Guidelines for sustainability reporting [Alison - this reading may be too technical]

Wednesday 10/8
Life-Cycle Analysis (LCA)
Friday, 10/10

**MIDTERM EXAM**

**Week 8: SECTOR ANALYSIS THROUGH CASE STUDIES**
Monday, 10/13

**Economic Rights Sample Case Study:** Rana Plaza (Bangladesh) garment factory disaster of 2013.

In advance of class, review the comprehensive coverage of this event provided by the Business & Human Rights Resource Centre (London/New York). Available in HuskyCT under "Course Weblinks" in section on "CSR Monitoring Organizations & Experts." Or link directly at http://business-humanrights.org/en/rana-plaza-building-collapse-april-2013

**Wednesday, 10/15**

**Economic Rights sample case study, part 2**


**Friday, 10/17**

Sustainability case study, Baltimore LTER

**Week 9: SECTOR ANALYSIS THROUGH CASE STUDIES (continued)**
Monday, 10/20

**Renewables:** Biofuel

**Wednesday, 10/22**

Clean Water

**Friday, 10/24**

E-waste

**Week 10: TEAM-BASED PROJECT IMPACT ASSESSMENTS (Overview and pedagogy)**
Monday, 10/27


**Tuesday, 10/28**

Mandatory attendance at the Gladstein Lecture on Human Rights by Prof. Samuel Moyn (Harvard), on "Future of Human Rights" -- 4 p.m. Dodd Center

**Wednesday, 10/29**

NEED TO ADD PEDAGOGY READING ON ENVIRONMENTAL ASSESSMENT

**Friday, 10/31**

Class cancelled because of Gladstein Lecture
Week 11: TEAM-BASED PROJECT IMPACT ASSESSMENTS (Research and Preparation)
Monday, 11/3

Wednesday, 11/5
Team meetings with Profs. Hertel and MacKay (sign up for timeslots; bring progress reports)

Friday, 11/7
In-class working session [Is there an environmental "check-list" or other tool we could use to facilitate this session??]

Week 12: PUBLIC PRESENTATIONS OF PROJECT IMPACT ASSESSMENTS
Monday, 11/10
Groups 1, 2

Wednesday, 11/12
Groups 3, 4

Friday, 11/14
Groups 5, 6

Week 13: MACRO-LEVEL POLICY IMPLICATIONS
Monday, 11/17
*Climate change.* Read the UN Global Compact's "Guide for Responsible Corporate Engagement in Climate Policy" (2013). Available on HuskyCT under "Course Readings."

Wednesday, 11/19

Friday, 11/21
Review the website of *Net Impact,* a major clearinghouse for employment info in the sustainability and social change fields (see https://netimpact.org/ -- link also available in HuskyCT "Course Weblinks" section on "CSR Monitoring Organizations & Experts."
Read Net Impact 2011 “Corporate Careers that Make a Difference” report (https://netimpact.org/research-and-publications/corporate-careers-that-make-a-difference) -- also available as a PDF in HuskyCT "Course Readings."
Boston College Center for Corporate Citizenship’s 2013 *Profile of the Professionals* report (http://www.bcccc.net/index.cfm?pageId=2199) available in HuskyCT as PDF under "Course Readings."
**Week 14: PROFESSIONAL & RESEARCH FRONTIERS**

**Monday, 12/1**

**David Strauss, VP for Safety, Health & Environment at Praxair**


**Wednesday, 12/3**

**Invited Speaker**

**Friday, 12/5**

In-class evaluation and final review

**Week 15: FINAL EXAMS**

FINAL EXAM - date/time to be announced

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1 Hwang is SAI’s Director of Corporate Programs and Training. She oversees SAI’s global capacity building programs, which include training and technical assistance, corporate advisory services, strategic initiatives, and public-private partnerships. Hwang manages program teams at SAI HQ as well as international staff and representative offices in China, India, Brazil and elsewhere. She is the co-creator of SAI’s Social Fingerprint® program for improving management systems and social performance. Hwang has co-authored several publications on environmental and social management systems, responsible supply chains, and UN Guiding Principles, and served on several global working groups. She earned her B.A. and M.B.A from Columbia University.

2 Strauss is vice president of safety, health and environment, for Praxair, Inc. since April 1, 2013. David holds a BS degree in electrical engineering, a BA degree in psychology and a Masters degree from Colombia University in Management Science & industrial management. David joined Praxair in 1990 holding positions of increasing responsibility in the electronics materials business including general manager of North America, vice president of operations and prior to his current position managing director of Electronic Materials a global business focused on manufacturing and selling high purity metals and ceramics to the electronics industry.
REFUGEES AND HUMANITARIANISM
SOCI/HRTS 3835 (HONORS)
LH 109
MWF 10:10-11AM

Elizabeth Holzer
elizabeth.holzer@uconn.edu  OFFICE
PHONE: 860-486-4428
OFFICE HOURS: Email for appointment on MWF; 212 Manchester Hall

COURSE OBJECTIVES
This class explores the social and political challenges of living as a refugee and working in humanitarian settings with a focus on refugee camps and the institutional development of the UN High Commissioner for Refugees. The last part of class will explore alternative approaches to refuge.

ASSIGNMENTS

- Class participation (20%) (Pass/Fail): Everyone gets two free passes.
  - Evaluated through in-class assignments (and pop quizzes if attendance gets lax—which I’m sure it won’t). You should prepare these assignments before class, but you can only get credit for work completed during that class period (graded pass/fail).
  - Late assignments will not be accepted. Absences will be excused only with a note from a healthcare provider or an email from the Office of Student Services. Students who know they will be missing class on specific dates during the semester may request excused absences in the first week of classes; excused absences will be granted on a case-by-case basis.

- Enrichment activities (5%) (Pass/Fail)
  - HRI’s Research Program on Humanitarianism will sponsor several speakers, workshops and other activities on the class’s theme. You will be required to attend and report back on at least two of events during the semester.

- Test (10%) (Graded A – F)

- Research projects (40%)
  - Construct a database on a refugee camp including an annotated bibliography, five substantive area analyses, and an introductory overview. Most of your sources will be NGO reports and peer reviewed articles, but at least one should be from the perspective of a person who lived as a refugee in the camp.
    - Weekly updates (Graded individually each week, Pass/Fail)
    - Area analysis (Graded individually, A–F)
    - Final version (Graded collectively, A–F)
  - Oral presentation on alternatives (Graded collectively, Pass/Fail)

- Final paper (25%): 5 – 7 pages (graded individually, A–F)

NOTE: You cannot submit your work late and still receive full credit.
Academic Integrity (from the Writing Center’s website)

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn’s Responsibilities of Community Life: The Student Code and the Office of Community Standards: http://www.community.uconn.edu

Students With Disabilities (from the Writing Center’s website)

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately as soon as possible in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to http://www.csd.uconn.edu/.

BOOKS TO PURCHASE


Marie Beatrice Umutesi. 2004 Surviving the Slaughter http://www.amazon.com/Surviving-Slaughter-Rwandan-Refugee-Diaspora/dp/0299204944/ref=sr_1_1?_encoding=UTF8&qid=1452266263&sr=1-1&keywords=umutesi

Recommended for purchase

The memoir that you will read depends on the refugee crisis that you pick for the research project.


http://www.amazon.com/Little-Daughter-Memoir-Survival-Burma/dp/1847394264/ref=sr_1_1?ie=UTF8&qid=1452266813&sr=1-1&keywords=Little+Daughter%3A+A+Memoir+of+Survival+in+Burma+and+the+West

Jordan/Turkey/Syria: I haven’t found a memoir published from a person who lived through this crisis yet, but there are a lot of interviews (written, radio and on youtube). See what you can track down and give me a list of what you’d like to read and watch.

All other readings are available through HuskyCT or through links provided on the syllabus.

PART I: WHY USE REFUGEE CAMPS?

Week 1: What is a Humanitarian Crisis?

Wednesday, January 20
Introductions

Friday, January 22


http://www.unocha.org/where-we-work/emergencies
http://www.globalhumanitarianassistance.org/crisis-briefings

Weeks 2 and 3: History of the UNHCR and Refugee Protection Regime

Monday, January 25

http://www.unhcr.org/pages/49da0e466.html

Wednesday, January 27
Loescher, Ch. 2 – 4.

Friday, January 29
Loescher, Ch. 5 – 6

Monday, February 1
Loescher, Ch.7 – 8

Wednesday, February 3
Loescher, Ch. 9 – 10

Friday, February 5: Test on key elements of the international refugee protection regime and key terms
PART II: THE CONTEMPORARY REFUGEE CAMP REGIME

Week 4: Introducing refugee camps

Monday, February 8: What is a Refugee Camp?


http://www.doctorswithoutborders.org/events/refugeecamp/guide/index.cfm

Wednesday, February 10: The Critical Debate

Friday, February 12: Data Workshop
Umutesi, Ch. 1-3

In-class: Write a research proposal. Include a weekly progress plan, assignment of areas (by name), and team rules

Week 5: Environment

Monday, February 15
UNHCR. 2001. Practising and Promoting Sound Environmental Management in Refugee/Returnee Operations. Geneva: UNHCR: skim pp. 4-45 (i.e. read the Executive Summaries and Lessons); read pp. 46-50, 63-77;

Wednesday, February 17

Friday, February 19: Data Workshop
DUE: Research proposal (graded collectively, pass/fail)

Week 6: Health

Monday, February 22
Umutesi, Ch. 4 (see also, pp. 113-117, 143-152)
Wednesday, February 24: Guest Lecturer: Alicia Ely Yamin
Yamin, Alicia Ely. 2015. Power, Suffering and the Struggle for Dignity, Chapter 8

Friday, February 26: Data Workshop

**Week 7: Economic activities**

Monday, February 29

Wednesday, March 2

Friday, March 4: Data Workshop

**Week 8: Political activities**

Monday, March 7
Holzer, Elizabeth 2015. The Concerned Women of Buduburam, Chapters 2 and 3

Wednesday, March 9
Umutesi, pages TBA

Friday, March 11: Data Workshop

**Week 9 – 11 War**

Monday, March 21: Waging war from refugee camps; living amidst violence
Umutesi, Ch. 5 – 8

Wednesday, March 23: Humanitarian aid as a resource

Friday, March 25: Data Workshop
Monday, March 28: Host security concerns

Wednesday, March 30: Recruitment

Friday, April 1: Data workshop

Monday, April 4: Demilitarization

Wednesday, April 6: Demilitarization

Friday, April 8: Writing Workshop

PART III: ALTERNATIVES TO REFUGEE CAMPS

Week 12: Reforms

Monday, April 11

Wednesday, April 13:
http://www.migrationpolicy.org/article/local-integration-forgotten-solution
http://www.migrationpolicy.org/article/us-refugee-resettlement-program
https://cis.org/refugee-system-needs-review

Friday, April 15: In-class Prep for Oral Reports
Final version of the database due in class.

Week 13 – 14: Oral reports
You are welcome to make reading assignments for your classmates, show short videos (20 minutes or less), or bring food from your region (we have a small budget for supplies). Or you can simply present a lecture on your crisis and possible alternative strategies.

Monday, April 18: Oral reports on alternatives (group project)
Wednesday, April 20: **Oral reports on alternatives (group project)**

Friday, April 22: **Oral reports on alternatives (group project)**

Monday, April 25: **Oral reports on alternatives (group project)**

Wednesday, April 27: **Oral reports on alternatives (group project)**

Friday, April 29: **Wrap up!**
Due: First draft of final paper (optional)

**Final paper due by email during exam period**
Introduction to Human Rights

HRTS 1007 / Spring 2013
Time: T/TH 12:30---1:45pm
Location: AUST 122

Prof. Glenn Mitoma
Office: Human Rights Institute, Dodd Center
Office Hours: Tuesdays 1:45---2:45pm
    Thursdays 11:30am---12:30pm
Email: glenn.mitoma@uconn.edu

Prof. Luis van Isschot
Office: History Department, Wood Hall 314
Office Hours: Wednesdays 10:00am---12:00pm
Email: luis.van_isschot@uconn.edu

Names of 2 Classmates: Phone/email
______________________________________________________________________
______________________________________________________________________

Course Description
In recent years, “human rights” has become among the most powerful ways of thinking about and fighting for a more just world. This course provides an introduction to the interdisciplinary study of human rights as a concept, a set of laws and institutions, and as a set of political and cultural practices. We begin by considering some of the philosophical foundations of the human rights idea and the sources and functioning of international human rights law. After a brief digression into history, we then focus on several particular human rights issues including torture, refugees, and racial discrimination. Along the way, we will take different disciplinary approaches—political science, history, philosophy, anthropology, etc.—to our subject. By the end of the semester, students will have developed an understanding of the institutions and processes related to human rights and familiarity with key intellectual debates and differing policy and advocacy strategies.

Course Readings
All readings will appear on the Husky CT page for this class. It is your responsibility to find the appropriate reading online. If you have any problems accessing Husky CT, contact the help desk (6---1187).
Grading

Your final grade in this course will be based on the following criteria:

--- Quizzes: 25%
--- Midterm Exam: 25%
--- Group Presentation: 25%
--- Final Exam: 25%

Quizzes: Quizzes are given once a week online. There will be a total of 11 quizzes. The first quiz will be posted Thursday, January 31, for a 24 hour period. Because we will drop your lowest quiz grade (i.e., ONE quiz), we do not allow anyone to take a missed quiz. If you miss the window during which the quiz is posted online, you will receive a zero.

Midterm Exam: One in-class midterm exam will be given on Thursday, February 28. The exam must be taken on that date. Exceptions will only be made under the following conditions: (i) you contact us before the exam to discuss the circumstances of your absence, and (ii) you supply the proper documentation immediately upon your return (proper documentation includes doctors’ notes stating explicitly that you had to miss an exam or a note from the Dean in the case of personal emergencies). Failure to comply with the above conditions will result in an automatic zero on the exam.

Group Presentation: Groups will be formed and dates for presentations assigned during the second week of class. Additional information will be distributed at that time, but in general, you are expected to organize and participate in your group on an independent and equitable basis.

Final Exam: The take-home final exam will be distributed on Thursday, May 2. The completed exam must be returned on Tuesday, May 7. Extensions will only be made under the following conditions: (i) you contact us before the exam is distributed to discuss the reason for your extension request, and (ii) you supply the proper documentation. Failure to comply with the above conditions will result in an automatic zero on the exam.

Extra Credit: If you attend a human rights event on campus and submit a reflection within one week of the event, we drop an additional quiz. Events will be announced in class. In order to get the extra credit, you must (i) attend the event, (ii) supply a one-page reflection, including a paragraph summarizing the event, and (iii) submit it no later than ONE WEEK after the event.

Academic (Mis)Conduct and Plagiarism: Academic Misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Please see the Student Code for more details and a full explanation of the Academic Misconduct policies.
Course Outline

Week 1: 1/22 & 1/24
WHAT ARE HUMAN RIGHTS? (OR THE PROBLEM OF DEFINITIONS)
- **Assignment:** Come to Class on Thursday 1/19 with a definition of “human rights”

Week 2: 1/29 & 1/31
PHILOSOPHY
- **Group Presentations:** Groups formed and presentation dates assigned

Week 3: 2/5 & 2/7
INSTITUTIONS: THE INTERNATIONAL BILL OF RIGHTS
- **Reading:**

Week 4: 2/12 & 2/14
INSTITUTIONS: THE UNITED NATIONS SYSTEM

Week 5: 2/19 & 2/21
HISTORY: THE EIGHTEENTH CENTURY REVOLUTIONS
- **Reading:**

Week 6: 2/26 & 2/28 – MIDTERM THURSDAY 2/28
HISTORY: WORLD WAR II
- **Reading:**

**Week 7: 3/5 & 3/7**

GENOCIDE, CRIMES AGAINST HUMANITY & WAR CRIMES
- **Reading:**
- **Group Presentations: GROUP 1 AND GROUP 2**

**Week 8: 3/12 & 3/14**

TORTURE
- **Reading:**
- **Group Presentations: GROUP 3 AND GROUP 4**

**Week 9:** SPRING BREAK

**Week 10: 3/26 & 3/28**

CIVIL AND POLITICAL RIGHTS
- **Reading:** Committee to Protect Journalists, *Anatomy of Injustice: The Unsolved Killings of Journalists in Russia* (September, 2009).
- **Group Presentations: GROUP 5 AND GROUP 6**

**Week 11: 4/2 & 4/4**

REFUGEES & FORCED MIGRATION
- **Reading:**
  - “I’m no One Here”, testimonies of Colombian refugees in Ecuador, in *Throwing stones at the Moon*, edited by Sibylla Bordzinsky and Max Schoening, (Voice of Witness, 2102), 217--236.
- **Group Presentations: GROUP 7 and GROUP 8**

**Week 12: 4/9 & 4/11**

ECONOMIC & LABOR RIGHTS
- **Reading:**

- **Group Presentations: GROUP 9 and GROUP 10**

**Week 13: 4/16 & 4/18**

**WOMEN’S RIGHTS**

- **Reading:**

- **Group Presentations: GROUP 11 and GROUP 12**

**Week 14: 4/23 & 4/25**

**CHILDREN’S RIGHTS**

- **Readings:**
  - Barbara Bennett Woodhouse, "How to Think About Children’s Rights" in *Hidden in Plain Sight: The Tragedy of Children’s Rights from Ben Franklin to Lionel Tate* (Princeton Press, 2008), 29---47.

- **Group Presentations: GROUP 13 and GROUP 14**

**Week 15: 4/30 & 5/2**

**RACIAL DISCRIMINATION AND MINORITY/INDIGENOUS RIGHTS**

- **Reading:**

- **Group Presentations: GROUP 15 and GROUP 16**

**Finals Week**

**TAKE HOME FINAL EXAM DUE:**
**TUESDAY MAY 7 @ 12:00 NOON**
**IN PERSON: HUMAN RIGHTS INSTITUTE (DODD CENTER)**
Community Engaged Writing for Human Rights

Prof. Andrew Janco
HRTS 3298, ENGL 3692
Spring 2016
W 3:35-6:05
E2 323

Office: Human Rights Institute
Office Hours: Tu/Th 1-2pm, Dodd Center 114
andrew.janco@uconn.edu
SYLLABUS

Description

In this course students will create content for \textit{Warscapes}, an independent online magazine that provides a lens into current conflicts across the world. To facilitate this work, students will read and discuss a variety of war writings, including war literature and war journalism. Articles, poetry and literature from \textit{Warscapes} will provide insights into the magazine’s mission, design and theory of change. Weekly writing assignments will be evaluated through open review for development into potentially publishable blog entries, book reviews or analyses of human rights-related data and reports. As a service learning course, students will create content for our partners at \textit{Warscapes} and participate in an ongoing cycle of learning, experience and reflection.

Learning Objectives

\textit{War Literature and Journalism}:

\begin{itemize}
  \item Through reading and discussion of notable works, students will gain an appreciation of the characteristics, history and aesthetics of war writing as a genre.
  
  \item Students will read and debate works of war journalism. What makes coverage of armed conflict distinct from other subject matter? Can we identify narrative conventions in coverage of various conflicts and time periods?
  
  \item Students should have sufficient basis in to begin to identify and analyze intertextuality in works of war literature.
\end{itemize}

\textit{Service Learning}:

\begin{itemize}
  \item Class time will be divided between discussion of literature, in-class writing and reflection (largely in the form of revisions and feedback) on how students’ experiences as writers and editors relate to class materials.
  
  \item Students should gain an appreciation for the distinct style, audience and character of a publication. They will use this to evaluate potential content for inclusion or revision. This experience of working from an editor’s perspective should assist students in their own writing and publishing efforts.
\end{itemize}
Writing Assignments

There are three types of writing assignments for this course. By the end of the semester, you will have written about 8500 words or roughly 35 double-spaced pages. This workload is comparable to most 300-level English and Human Rights courses at UConn. Additionally, this course features a unique peer-review process, collaborative writing and the potential for your work to be published in a leading digital magazine. You will also gain experience working with WordPress, which is the world’s most popular online publishing platform and is used by magazines such as The New Yorker, Foreign Policy, Time, Fortune and others.

Pitch (50-150 words), 10 total
A pitch is a short proposal or concept for a written piece. You might, for example, propose a blog post on water distribution in war zones or a review of a recent book. There are many possibilities and I invite you to think creatively and to take risks. Over the semester, you will need to compose ten pitches. At least one pitch should propose an idea for a book review or review essay. At least one pitch should suggest a data report or analysis. In the first week of class, we will discuss the characteristics of a successful pitch. I will also show you how to login and to enter your pitch into WordPress. Finally, you will need to regularly visit the Pitch Page on the class web-site to rate and leave feedback for other students’ pitches.

Blog Post (1000 words), 4 total
A blog post focuses on a salient idea or problem related to armed conflicts and current events. This may highlight a commonly misunderstood element of war, comparison of issues across conflicts or contemplate developments in technologies of violence and non-violence. You have significant leeway in determining the topics of your posts. Blog entries may be co-authored.

Segments (500-800 words), 6 total
The two larger types of written content are reviews and report analyses. These will be build from segments completed by individual students as part of a group. Students in the group will need to coordinate their efforts and to synthesize their drafts either in class or online using WordPress (I’ll show you how).

Reviews may be written about a new or forthcoming book, an art exhibit or even an important new film or documentary. While there will be some variation and need for flexibility given the medium and subject matter, here are some suggested review segments:

1) Introduction to the topic, the author’s main ideas, claims and source base.
2) The genealogy in which the author operates, their methodology or interpretive framework. Why have they chosen this particular approach over others? How is their approach different from previous works? How does their project test or expand existing knowledge and frameworks?
3) Evaluation of the advantages and limitations of the author’s approach, the correspondence between their evidence and claims as well as the consequences of this new knowledge for future research.
Report analysis segments:

1) Introduction and summary of a report, event or meeting, including its authors and participants and the basic goals of the project. This will vary based on the subject. It might be a UN summit, a Human Rights Watch report, a new research initiative or the films at a human rights film festival.

2) Major findings or significance. What are the main new findings or ideas that a reader would find in the report? What were the outcomes of a meeting? This section should present the reader with the main substance of the report and its relative significance.

3) Analysis. This section offers an original interpretation or perspective on these events. Did the UN delegates truly achieve the goals of the summit? Does this report hold the potential for a new way of thinking about a problem?

These segment ideas are given to you as one way to delegate work. You are also welcome to adapt them to the needs of your specific project. As a group, set an agenda for the larger piece and delegate segments as best fits the task at hand. In some cases, it may be best to write the segments simultaneously. For others, it may be necessary to write the introduction written first, followed by significance and analysis. Once a pitch for a book report or report analysis is approved for drafting, we will establish what segments authors and tasks are needed.

In-Class Work

We will meet once a week for two and a half hours. In the class schedule (see below), you will find the work that will be expected of you for each session. This will typically include readings that should be completed before class to facilitate group discussion (usually 30-40 minutes of class time). These texts will help us to ask large questions about writing and war. It will introduce exemplary writing and give us an occasion to reflect on how language, narrative and culture inform how we think about violence and armed conflict.

Class time will also be used for group writing and collaboration. While much of our work will take place online, class meetings will give us an occasion to accomplish several important tasks.

1) Pitch evaluation and selection. In the first three weeks of the semester, our class will generate 14 ideas for content. In addition to rating these pitches online, we will take time to discuss which ideas offer workable, compelling, original and exciting ideas that are worth pursuing. Our class will work as an editorial team that will evaluate ideas without regard to their authors. We will need to assign authors to a text and to set deadlines for draft completion.

2) When needed, class time may be used for drafting and writing texts. It can be particularly useful to write segments side by side so that you can engage in dialogue with others working on the same text.

3) As an editorial team, we will need to evaluate finished drafts. Much of this work will take place online. Using Edit Flow, I will assign completed drafts to reviewers who will be responsible for evaluating the text and suggesting revisions. Instructions for this process will be given to you during the second week. Based on your feedback, we will decide the appropriate status for each text. These are “Accept
without revisions,” “Accept with revisions,” “Revise and Resubmit” and “Rejection.”

Texts that are clearly ready to publish and need very few or no revisions will be marked “Accept without revisions.” Over the semester, we will evaluate 114 blog drafts (and revised drafts) and 25 completed book reviews or report analyses. Roughly 4-5% of these texts will be selected for submission to Warscapes. We will need to be highly selective in our editorial work and to accept only the very best work for submission. In some cases, we may choose to send exemplary texts to a different publisher or to post them on MyBlogGuest for consideration by professional bloggers.

Texts that are largely very successful, but could benefit from further revisions will be marked “Accept with revisions.” These texts will be sent back to the original author with specific suggestions for revision and resubmission. Once revisions are completed, the text should be a very likely candidate for acceptance.

A response of “revise and resubmit” is often misinterpreted as a rejection. It is usually a sign that, in its current form, the text shows real potential, but requires some rewriting, re-focusing or re-envisioning. In these cases, we can decide to assign the text to a new author or ask the current author to try again from a different angle or with new materials.

Rejections are a common part of any writing career. Learning how to interpret a rejection and how to grow from it is an essential skill. In many cases, we will reject content because it is not consistent with the mission or style of Warscapes. The text may be exemplary, but it is simply meant to be published elsewhere. In other cases, we will be forced to consider available resources. How many texts can we plausibly send back for revision and re-evaluation? Rejections are an important editorial tool for managing workflow and limited resources. In general, we will reject texts that require extensive revisions or show relatively less potential or appeal as compared to the other texts being considered.

The outcome of the editorial process will have no bearing on a student’s grade for the class. It is possible to get a solid grade even if all of your texts are rejected. Publication does not guarantee an A.

Assessment

As a group we will engage in several exercises in self-assessment. This is a dynamic project and I hope we will maintain an open dialogue about what elements are working, what needs improvement and what isn’t working. In the first week we will establish a set of group goals and objectives. At the end of the semester, we will give the entire class a grade based on how well we have realized our goals as a group. This will constitute 40% of your final grade.

You will also be evaluated individually. At the end of the semester, you will be asked to gather materials into a portfolio. We will meet for an individual consultation to discuss these materials and your experience in the course. In dialogue, we will identify points of strength and areas for further development. Your individual grade will be assigned by the instructor based on the following:

- Contribution to in-class discussions
- Ability to relate class readings to written work
• Ability to collaboratively productively with other students on group projects
• Fulfillment of writing assignments
• Contribution to editorial process
• Quality of suggested revisions and ability to support fellow students as they improve their work
• Ability to respond respectfully to suggested revisions and collaborate on text improvement
• Ability, in the face of rejection, to learn and refocus in ways that foster new energy and initiative
• Contribution to class morale and effective work culture
• Attentiveness in proofreading, including spelling, punctuation, formatting, style and design.
• Overall quality of written work

Class Schedule

Week 1 - Introduction
January 20

Reading:
Warscapes: About
Lacuna: About
New Internationalist: About
takepart: About Us
Article 19: Who We Are

Writing:
2 pitches by Fri.

In-Class:
Intro. to WordPress and Edit Flow
Establish class goals and objectives

Week 2 - Blog Writing
January 27

Reading:
Eleni Condoriotis, People’s Right to the Novel, 24-33.

Writing:
2 pitches by Weds.

In-Class:
Evaluate pitches, Intro. to blogs
Intro. to peer-review processes

Week 3 - Writing and War
February 3

Reading:
Erich Remarque, All Quiet on the Western Front.

Writing: 1 blog draft by Weds., 2 pitches by Fri.

In-Class:
Evaluate blog drafts
Week 4 - Book Reviews  
February 10  
Reading:  
- Read two reviews from the reviews section on Warscapes.  
- Read one review from the London Review of Books  
- Read one review from the New York Review of Books  
Writing: 1 pitch  
In-Class:  
- Intro. to book review segments

Week 5 - War Literature  
February 17  
Reading:  
Ahmadou Kourouma, *Allah is Not Obliged.*  
Writing: 1 blog draft by Weds., 1 pitch by Fri.  
In-Class:  
- Discussion

Week 6 - Report Analysis  
February 24  
Reading:  
Habib Weyland, “Peace in Afghanistan: Challenges and Opportunities” Warscapes  
Mary Angelica Molina, “Watch Colombia Re-Imagine Itself: The Colombian Film Festival in New York” Warscapes  
Writing: 1 pitch by Fri.  
In-Class:  
- Brainstorm and list recent and upcoming reports, events and projects.

Week 7 - Anti-War Literature  
March 2  
Reading:  
Bertold Brecht, *Mother Courage and Her Children*  
Writing: 1 segment/revision  
In-Class:  
- Evaluate segment drafts, group writing
<table>
<thead>
<tr>
<th>Week 8 - Theater and War</th>
<th>Week 9 - War Journalism</th>
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</thead>
<tbody>
<tr>
<td>March 9 - remote session</td>
<td>March 23</td>
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<tr>
<td><strong>Reading:</strong></td>
<td><strong>Reading:</strong></td>
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<tr>
<td>George Brant, <em>Grounded</em></td>
<td>Kate McLoughlin, “War in print journalism” <em>CCWW</em>, 47-60.</td>
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<tr>
<td>Optional film: <em>Good Kill</em></td>
<td>Martha Gellhorn, <em>The Face of War</em></td>
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<td><strong>Writing:</strong> 1 blog draft/revision by Weds.</td>
<td>Writing: 1 blog draft/revision by Weds., 1 pitch by Fri.</td>
</tr>
<tr>
<td><strong>In-Class:</strong> Discussion of <em>Grounded</em> and <em>Good Kill</em></td>
<td><strong>In-Class:</strong> Midterm assessment of class based on goals and objectives. Midterm grade.</td>
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<tr>
<td>Evaluate drafts, group work</td>
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<tr>
<th>Week 10 - War Photography</th>
<th>Week 11 - War Documentary</th>
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<tr>
<td>March 30</td>
<td>April 6</td>
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<tr>
<td><strong>Reading:</strong></td>
<td><strong>Film (before Weds.):</strong></td>
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<tr>
<td>Susan Sontag, <em>Regarding the Pain of Others</em></td>
<td>Jeremy Scahill, <em>Dirty Wars</em> (IFCFilmsVOD)</td>
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<td>Nora Al-Badri “Greetings From Iraq” Warscapes</td>
<td><strong>Writing:</strong> 1 segment draft by Weds.</td>
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<td><strong>Writing:</strong> 1 blog draft by Weds.</td>
<td><strong>In-Class:</strong></td>
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<td><strong>In-Class:</strong> Discussion</td>
<td>Discussion of <em>Dirty Wars</em>, clips from <em>Restrepo</em>.</td>
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<td>The photography of Margaret Bourke-White</td>
<td>Evaluate segment drafts, group writing</td>
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<td>Evaluate blog drafts</td>
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<td>Week 12 - War in Mass Media</td>
<td>Week 13 - New Media and War</td>
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<td>April 13</td>
<td>April 20</td>
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<tr>
<td>Reading:</td>
<td>Reading:</td>
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<tr>
<td>Writing: 1 segment draft/revision by Weds.</td>
<td>JG Bock, <em>The Technology of Nonviolence: Social Media and Violence Prevention.</em></td>
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<td>In-Class:</td>
<td>Writing: 1 blog draft/revision by Weds.</td>
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<td>Evaluate drafts, group work</td>
<td>In-Class:</td>
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<td>Discussion</td>
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<td>Evaluate drafts, group work</td>
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<tr>
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<th>Finals Week -</th>
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<td>April 27</td>
<td>May 4</td>
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<tr>
<td>Reading:</td>
<td>Individual Portfolio Consultations</td>
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<tr>
<td>Writing: 1 segment draft/revision by Weds.</td>
<td>Online assessment of class goals and objectives. Final grade for class as a whole.</td>
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<td>In-Class:</td>
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<td>Introduction to InDesign CC</td>
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<td>Evaluate drafts, group work</td>
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**SUBMISSIONS TO WARSCAPES**

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<td>1 book review</td>
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<td>Week 14</td>
<td>1 blog</td>
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<td>Week 15</td>
<td>1 Report analysis</td>
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**STUDENT WRITING SCHEDULE**

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<tr>
<th>Week</th>
<th>Pitch (50-150 words)</th>
<th>Blog draft (1000 words)</th>
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<td>35 pages</td>
<td>[ENGL220 1 = 8700 words/student]</td>
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Bibliography


Basic Instructions for Using WordPress

1) You will receive an email from me at the start of the semester with your login and password.
2) Go to: andrewjanco.com/wp-admin
3) Enter your login and password.

Once logged in, you should see a screen like this:

This is the Dashboard. It is the main menu for WordPress. As an editor, you have the ability to edit and publish posts. But don’t worry, you don’t have access to the core settings of the site. You might kill someone’s blog entry, but you’re not going to crash the site.
To enter a pitch:
1) Click on Posts > Add New
2) In the field that says "Enter title here" enter the title of your pitch. Think of something engaging. Your fellow students will have a lot of potential ideas to consider, so give it a title that grabs attention and invites the reader to read the full pitch.

3) In the Publish box, you can change the visibility by clicking on Edit. Public posts are available to anyone with the specific URL of the post. If you click on Private, only students in the class will be able to see the text.
4) In the categories box, click on Pitch.
5) In the text box, add the text of your idea, followed by [ratings] (this will enter a field where others can rate the post).
6) Click publish!

Congratulations! You've published your first pitch. To see your pitch and those of other students, go to the Pitch Page <http://andrewjanco.com/pitch-page/>. Select a pitch that looks interesting and click on Read More.
You will need to regularly check the Pitch Page throughout the semester and to comment on other students’ ideas. Read the pitch, then give it a score from 1 to 10 where you see the gold stars. If you hold the cursor over the stars you should see a scale, choose the statement that best reflects your response to the post:

1 - I really don't think this is worth talking about  
2 - I just don’t really have anything good to say  
3 - Maybe if someone explained this to me I'd see it  
4 - I'm pretty sure that this is worthwhile  
5 - There's something here, but it'll take some work  
6 - With a good bit of thinking, this can be improved  
7 - This idea has real potential, let's keep working  
8 - It's a viable idea, but I'm not in love with it  
9 - I really like this idea, it's excellent  
10 - I can't sleep at night this makes me so excited

During class, we will discuss your evaluations and ratings. Based on that discussion, we will choose texts for drafting.
When a text has been chosen for drafting:

1) Go back to Posts > All Posts and find the post in the list.
2) Go to the Publish box and change the status to Assigned.
3) In the Editorial Metadata box, enter the draft’s deadline.
4) In the Assignment field enter the name of the person working on the draft.
5) In the Publish box click on Save as Assigned.

Submitting a draft is very similar to entering a pitch, see directions below.

**Entering Drafts into WordPress**

1) Go to: andrewjanco.com/wp-admin
2) Enter your login and password.
3) Click on Posts > Add New

Entering a draft is very similar to entering a pitch.
1) Enter the title and text of the draft into the appropriate fields.
2) In the publish box change the status to draft.
3) In the Categories box, click on the appropriate type of post.
4) Click on Save Draft (in the Publish box).
5) When the draft is ready for review, change the status to “Ready for Review.”
Evaluating Drafts in WordPress

When a text is marked “Ready for Review” we will assign two reviewers who will read and respond to the text.

Evaluating drafts is an art and we will spend a good amount of time discussing this in class. The following is an outline of steps, not a description of the process.

1) Once the reviewers have been selected, their names are entered in the Assignment field in the Editorial Metadata box.

2) The reviewers will have 48 hours to read the text and compose their comments, which will respond to the following criteria with a score from one to ten: Originality, clarity, organization, authority and style. Additional written comments (50-500 words) should give the author a blunt, but caring assessment of the text as a potential publication. It should give at least two ideas for revisions. The comments should include the reviewer’s recommendation for the status of the draft (Accept with Revisions, Reject) and a brief justification. The reviewers will enter this information into the Editorial Comments field.

Students other than the reviewers and the author are welcome to comment on the draft or to respond to the reviewers’ suggestions.

Once both reviewers have submitted their comments, the post’s status should be changed to read “To Editor in Chief.” Based on the reviewers’ assessment, the post will be discussed in class. With student feedback in mind, the Instructor will change the status of the post to one of the following:

- Accept w/o Revision - The post is submitted to Warscapes.
- Accept w/ Revisions - The post is returned to the original author for revisions.
- Revise and Resubmit - The post is returned to either the original author or a new author.
Rejection - The post is archived.
PHILOSOPHY 3210: SOCIAL PHILOSOPHY  
SPRING 2009

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rconces@mail.unomaha.edu http://www.unomaha.edu/philosophy/conces.htm
Office Hours: 9:00-9:50am MW and by appointment

Gandhi, Mahatma. The Essential Gandhi, 2002. (EG)
Pojman, Louis. Global Political Philosophy, 2002. (GPP) Said,
ADDITIONAL READINGS: The assigned articles have been placed on reserve in the Reserve Room of the
University Library (R) or on Blackboard (B).

_________________________________________________________________________________________

COURSE DESCRIPTION

Western social and political philosophy has been concerned primarily with a few basic issues such as the nature of
state authority and individual autonomy, the idea of liberty and its limitations, and the concept of justice. The course
will begin with an examination of these issues, but pay considerable attention to the issue of justice, since the concept
of justice is an important consideration in the allocation of economic goods and services in today’s world. There are
numerous theoretical positions concerning this issue. The philosophical problem is to decide which among these is in
fact superior, and to give reasons for one’s assessment that will convince others. Another important concern is the
distinction between theory and practice (or thinking and acting), which is manifested in the ideal types of the theorist,
activist, and practitioner. We will begin by examining several theories of justice, including the theories of J.S. Mill,
John Rawls, Robert Nozick, and Michael J. Sandel. These figures exemplify the theorist. This will be followed by an
examination of the activist, as exemplified by Edward W. Said and Mahatma Gandhi; the intellectual, including the
hyperintellectual; and the practitioner, as portrayed by Fred Cuny, a humanitarian relief worker who was murdered in
Chechnya. The rest of the course will be devoted to how contemporary social and political philosophy has dealt with
the real-world concerns of human rights, nationalism and country building, terrorism, and interventionism.

COURSE OBJECTIVES

1. To obtain a general understanding of the basic issues of Western social and political philosophy.
2. To become familiar with several theories of justice.
3. To become familiar with the terms used by philosophers who write on these issues.
4. To examine, through readings and films, contexts in which persons move from theory to practice in their encounter
   with social injustice and their commitment to social change.
5. To begin to integrate the above elements in order to reconstitute how the world is looked at and lived in.
6. To develop a disposition to use critical thinking and communication skills.

TENTATIVE SCHEDULE OF TOPICS AND READINGS

INTRODUCTION
1. January 12: Social and Political Philosophy
   --Introductory Remarks
   --Pojman, Preface, A Word to the Student, Introduction—(GPP, pp. xiii-xvii, xix-xxi,
THE STATE VS. THE INDIVIDUAL

2. January 14: Authority and Autonomy
--Pojman, Chapter 1: “The Justification of Government: Why Should I Obey the State”
--(GPP, pp. 27-46)
--Wolf, In Defense of Anarchism—Preface to the 1998 Edition (R, pp. vii-xxv); and
1970 Preface, Chapter 1: “The Conflict between Authority and Autonomy”
(www.ditext.com/wolf/anarchy.html, pp. vii-xxv, xxvii-xix, 3-19)

January 19-Holiday

3. January 21: Liberty and the State
--Pojman, Chapter 2: “Liberty, the Limits of the State, and State Paternalism”--(GPP, pp. 47-67)

JUSTICE: THE THEORETICIAN

4. January 26: Justice as Desert
--Pojman, Chapter 5: “What is Justice?”--(GPP, pp. 112-22)

5. January 28: The Utilitarian Challenge: J.S. Mill
--Mill, Utilitarianism--(R, pp. 9-17, 52-79)

6. February 2: The Utilitarian Challenge

7. February 4: The Utilitarian Challenge

Take-Home Exam 1 (Due February 11)

8. February 9: Classical Liberalism and an Entitlement Alternative: John Locke and Robert Nozick
--Pojman, Chapter 5: “What is Justice?”--(GPP, pp. 122-29)

9. February 11: An Entitlement Alternative

10. February 16: An Entitlement Alternative
--Singer, “The Right to be Rich or Poor”--(R, pp. 37-53)

11. February 18: Contractarianism and Welfare Liberalism: John Rawls
--Pojman, Chapter 5: “What is Justice?”--(GPP, pp. 130-41)
--Rawls, A Theory of Justice (R, pp. 646-58)

12. February 23: Contractarianism and Welfare Liberalism

13. February 25: Contractarianism and Welfare Liberalism

--Sandel, “Morality and the Liberal Ideal”—(R, pp. 244-49)

JUSTICE: THE ACTIVIST

15. March 4: The Intellectual: Theory and Practice
--Nussbaum, “Public Philosophy and International Feminism”—(R, pp. 201-33)

16. March 9: The Hyperintellectual
--Conces, “The Role of the Hyperintellectual in Civil Society Building and
Democratization in the Balkans,”—(B, pp. 195-214)
--Conces, “Zulfikarpasic’s Passing: A Time to Reflect on the Important but Difficult
Role of the Hyperintellectual,” (B, pp. 7-8)

--Said, Representations of the Intellectual—Introduction and Chapters 1-3—(RI, pp. ix-xix, 3-64)

Spring Vacation March 15-22

--Said, Representations of the Intellectual—Chapters 4-6—(RI, pp. 65-121)

discussions

Attendance

REQUIREMENTS

20. March 30: Mohandas Gandhi
   --Gandhi, *The Essential Gandhi*—Preface, Foreword, Chapters 1-4—(*EG*, pp.ix-xxvi, xxvii, 3-57)

21. April 1: Mohandas Gandhi
   --Gandhi, *The Essential Gandhi*—Chapters 5-16—(*EG*, pp. 58-197)

22. April 6: Fred Cuny (1944-95)
   --Film: “The Lost American” (90 minutes) [Come to class a few minutes early]
   Evening Film: “The Girl in the Cafe” (2005): Directed by David Yates (95 minutes): 7:00-10:00PM.

23. April 8: Fred Cuny

   Take-Home Examination 2 (Due April 16)
   Evening Film: “War Photographer” (2001): Directed by Christian Frei (96 minutes): 7:00-9:00PM.

HUMAN RIGHTS, NATIONALISM, COUNTRY BUILDING, TERRORISM, AND INTERVENTIONISM

   --Pojman, Chapter 7: “Rights”—(*GPP*, pp. 156-70)
   --Blizek and Conces, “Ethics and Sovereignty”—(*B*, pp. 1-6)

25. April 15: Human Rights
   --Filice, “On the Obligation to Keep Informed about Distant Atrocities”—(*B*, pp. 397-414)

26. April 20: Nationalism, Country Building, Terrorism, and Intervention

   Evening Film: “Gaza Strip” (2002): Directed by James Longley (72 minutes): 7:00-9:00PM.

27. April 22: Nationalism, Country Building, Terrorism, and Intervention
   --Conces, A Sisyphean Tale: The Pathology of Ethnic Nationalism and the Pedagogy of Forging Humane Democracies in the Balkans”—(*B*, pp. 1-23)

28. April 27: Nationalism, Country Building, Terrorism, and Intervention

Film and Readings Paper

29. April 29: Nationalism, Country Building, Terrorism, and Intervention
   --Blizek and Conces, “Ethics and Sovereignty”—(*B*, pp. 7-11)

Closure Paper

Evaluations (Two Sets)

Last Day for Reaction Paper

REQUIREMENTS

Attendance and Participation (30 points): It is essential that you attend the lectures. A significant amount of material not in the readings will be presented in the lectures. If you do not attend on a regular basis, you’ll do poorly in the course. More than two unexcused absences may affect your final grade. More important, participating in class discussions will help you to understand and develop your own views about the issues under examination.
A few words of wisdom. First, do your best to contribute in class. Group discussion only works if you make your views known to the others. If you are able to do this, everyone in the group benefits no matter if what you say is unfounded. It is important that you express your views, even if you believe that the others will disagree with you. However, be prepared to offer reasons for your claims. If you feel you have nothing important to contribute to the class or that you lack confidence to advance and defend your views, you can still contribute by asking questions that focus on the primary difficulties that your classmates face in the discussion. Ask them to clarify their claims and to provide reasons for them. Questions are just as important to the discussion as offering arguments for your opinions. Also, if you agree with what others have said, then support them.

Second, the quality of your contributions is more important than the quantity of them. Contributing in a classroom situation is difficult for some people. But do your best to contribute, even if it means asking questions to get clarification of a point.

Third, show respect for each other. You should treat your fellow classmates with respect, which means not attacking them or making fun of them. It also means paying attention to what they have to say and to think about their claims with a certain degree of seriousness. You should give a charitable interpretation to the claims of your classmates, but remember to subject them to scrutiny and criticism.

Fourth, expect conflict in the classroom. You will not all agree on the issues. But do not take disagreement or criticism personally. All of us hold some beliefs that are questionable. One function of philosophical discussion is to try to find out which beliefs these are. Philosophizing is fundamentally interactive, whether it is with others or with yourself. That is to say, philosophizing is intrinsically conversational. It is through this rigorous activity that beliefs get developed and refined.

Readings: There is a reading assignment for most class meetings. Although the amount of reading appears to be formidable, many of the readings are fairly short and others are fairly easy to digest. However, read them carefully before we discuss them in class. You might have to read some of the more difficult philosophical articles more than once. Feel free to read other material as well. Stanley Hoffmann’s Ethics and Politics of Humanitarian Intervention and Michael Ignatieff’s Human Rights as Politics and Idolatry have been made optional texts for this purpose.

Take-Home Examinations (2 exams @ 50 points each=100 points): You will be required to complete two take-home exams. Your answers should be word processed and printed. Answers should be approximately 5 pages (1 inch margins and 11 pt. font) in length for each of the examinations. Questions for the exam will be taken from questions offered by the authors of the readings and/or questions constructed by your instructor.

Reaction Papers (4 papers @ 30 points each=120 points): You will be required to write four reaction papers dealing with the material assigned or presented in class. Each paper should be 2-4 pages long (1 inch margins, 11 pt. font, and pagination shown in the upper right corner starting on page two [this applies to all papers]) and essentially be an intelligent and thoughtful response to the claims made in the chosen material. Although a reaction paper requires close reading or viewing of the material, it should be more than a summary of the material; it should contain your reaction to reading or viewing the material. However, your paper must begin with a presentation of the argument or claims that you are responding to! Your reactions may use the first-person narrator “I” and need not follow the author’s ordering of claims. Reactions can begin with the closing claim made by the author and move to other points. The way in which you react to the material may take a variety of forms: you may argue against the work, challenging its assumptions or hidden premises; you may offer ways to expand the claims or to extend them to areas not covered by them; you may speculate about ways in which the work could have been improved; or you may compare the work to other related material. Although your reactions reflect your own thinking, you can also include a limited number of quotations from the material.

Your reaction paper should conform to standard rules of grammar and punctuation. Use paragraphs to partition your ideas and use correct spelling and complete sentences.
You are required to write one reaction paper about readings from “The State vs. the Individual” and from the sections on “Justice,” and two reaction papers from “Human Rights, Nationalism, Country Building, Terrorism, and Interventionism.” The reaction papers are due the second class after the material in question is discussed. Points will be subtracted for late work!

**Closure Paper (30 points):** A 5 page closure paper (1 inch margins and 11 pt. font) integrating and assessing the various elements of the course (such as readings, discussion, etc) is required. The closure paper is due on April 29. Questions to be addressed may include the following: What have I learned about justice in theory and practice? How have my attitudes and convictions about justice changed as a result of the course? Where do I now stand on strategies for social change?

**Film and Readings Paper (30 points):** Select one of the three evening films (April 6, April 8, and 20) and write a 4 page paper (1 inch margins and 11 pt. font) discussing how the film ties in with ideas found in some of the readings dealing with human rights (Pojman, Blizek and Conces, and Filice). The paper is due on April 27.

**INFORMATION**

**Blackboard:** Blackboard (http://blackboard.unomaha.edu) will be used to disseminate information, including the syllabus and announcements. Be sure to check Blackboard on a regular basis.

**Grading:** The grading scale will be as follows: A=100-90%; B=89-80%; C=79-70; D=69-60; F=59%-. Total Points: 310.

**Communication:** My job is to help you learn as much as you can in this course. **If you have any problem that affects your ability to attend class regularly, do the assigned reading, or write the papers and exams, please come see me or contact me by phone, e-mail, or note in my mailbox or under my office door.**
PHILOSOPHY 3210: SOCIAL PHILOSOPHY
SPRING 2015

Professor Rory J. Conces
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Office Hours: 9:00-9:50am MW and by appointment

REQUIRED TEXTS:  Geuss, Raymond. Philosophy and Real Politics, 2008. (PRP)

OTHER REQUIRED/OPTIONAL READINGS: Readings have been placed on Blackboard (B).

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COURSE DESCRIPTION

Western social and political philosophy has been concerned primarily with a few basic issues such as the nature of state authority and individual autonomy, the idea of liberty and its limitations, and the concept of justice. The course will begin with an examination of these issues, but pay considerable attention to the issue of justice, since the concept of justice is an important consideration in the allocation of economic goods and services in today’s world. There are numerous theoretical positions concerning this issue. It is natural for us to desire the definitive or the best position, but this is not to be had. It is unreasonable to think that there is “the definitive” argument concerning justice. What we have are only considerations, some of which we find to be more promising than others. Another important concern is the distinction between theory and practice (or thinking and acting), which is manifested in the ideal types of the theorist and the intellectual. The social and political philosopher as intellectual is engaged in public philosophy rather than confined to an academic debate between philosophers. The intellectual not only uncovers the abstract principles and assumptions that are found in arguments used in debates concerning the issues of the day, but they also engage or intervene in the debates themselves.

We will begin by examining several theories of justice, including the theories of J.S. Mill, John Rawls, Robert Nozick, and Amartya Sen. These figures exemplify the theorist. This will be followed by an examination of the intellectual, as exemplified by Edward W. Said, including the distinction between the hypointellectual and hyperintellectual. The rest of the course will be devoted to how contemporary social and political philosophy has dealt with the real-world concerns of nationalism and nation building, terrorism, interventionism, and Raymond Geuss’ historically oriented, realistic political philosophy.

COURSE OBJECTIVES

1. To obtain a general understanding of the basic issues of Western social and political philosophy.
2. To become familiar with several theories of justice.
3. To become familiar with the terms used by philosophers who write on these issues.
4. To examine contexts in which intellectuals move from theory to practice in their encounter with social injustice and their commitment to social change.
5. To begin to integrate the above elements in order to reconstitute how the world is looked at and lived in.
6. To develop a disposition to use critical thinking and communication skills.
7. To appreciate philosophy as an experience in which we become estranged from the familiar, in which the familiar becomes the strange. The result is that we are never quite the same. This is what it means to live an examined life, to bear witness to the tension that comes alive in our engaged critical, political, and moral life.
TENTATIVE SCHEDULE OF TOPICS AND READINGS

I. INTRODUCTION

1. January 12: Social and Political Philosophy
   --Introductory Remarks
   --Walzer (1935-), “Philosophy and Democracy”—(B, pp. 1-21)
   --FILM: Raymond Geuss: Historical Contingency and Expectations NYT (5:10) https://www.youtube.com/watch?v=zJfJ10Idk4Y (View Outside of Class)

II. THE STATE VS. THE INDIVIDUAL

2. January 14: Authority and Autonomy
   --Geuss, “Anarchy and the State”—(B, pp. 52-57)
   --Sterba, “The Decline of Wolff’s Anarchism”—(B, pp. 213-17)

3. January 21: Authority and Autonomy
   --Finish previous material/Start Justice

III. JUSTICE

4. January 26: Justice as Desert
   --Pojman, Chapter 5: “What is Justice?”—(B, pp. 112-22)

   --Mill, Utilitarianism—(B, pp. 9-17, 52-79)

6. February 2: The Utilitarian Challenge

7. February 4: The Utilitarian Challenge

   Take-Home Exam 1 (Due February 11)

   --Pojman, Chapter 5: “What is Justice?”—(B, pp. 122-29)

9. February 11: The Entitlement Theory

10. February 16: The Entitlement Theory
   --Finish Entitlement Theory/Start Contractarianism and Welfare Liberalism

    --Pojman, Chapter 5: “What is Justice?”—(B, pp. 130-41)
    --Rawls, A Theory of Justice (B, pp. 646-58)

12. February 23: Contractarianism and Welfare Liberalism

13. February 25: Contractarianism and Welfare Liberalism


    --Sen, Chapters 1-3—(IJ, pp. 31-86)

    --Sen, Chapters 4-6—(IJ, pp. 87-152)

    --Sen, Chapters 7-9—(IJ, pp. 155-207)

    --Sen, Chapters 10-12—(IJ, pp. 208-68)
   --Sen, Chapters 13-15—(IJ, pp. 269-337)

Select Writing Option by This Date
   --Sen, Chapters 16-18—(IJ, pp. 338-415)

IV. THE INTELLECTUAL
   https://www.youtube.com/watch?v=79-0AtzEc4 (View Outside of Class)
   --Said, *Representations of the Intellectual*—Introduction and Chapters 1-3—(RI, pp. ix-xi, 3-64)

   --Said, *Representations of the Intellectual*—Chapters 4-6—(RI, pp. 65-121)

23. April 8: The Hyperintellectual

Take-Home Examination 2 (Due April 15)

V. NATIONALISM, COUNTRY BUILDING, TERRORISM, AND INTERVENTIONISM
24. April 13: Nationalism, Nation Building, Terrorism, and Interventionism
   --Amin, “Strangers in the City”—(B, pp. 59-82) OPTIONAL READING

25. April 15: Nationalism, Country Building, Terrorism, and Intervention
   --Conces, “Borges’s Labyrinths, Kosovo’s Enclaves, and Urban/Civic Designing (I)—(IV)”–(B, pp. 10-11, 10-11, 10-11, 11-13)

26. April 20: Nationalism, Country Building, Terrorism, and Interventionism
   --Conces, “Rethinking Realism (or Whatever) and the War on Terrorism in a Place Like the Balkans”—(B, pp. 81-124)

VI
MOND GEUSS: HISTORICALLY ORIENTED, REALISTIC POLITICAL PHILOSOPHY RAY
27. April 22: Geuss: Political Philosophy (1946-)
   --FILM: Raymond Geuss: Philosophy and Real Politics (1:49:12)
   https://www.youtube.com/watch?v=dtEKP8aigQg (View Outside of Class)

28. April 27: Geuss: Political Philosophy
   --Geuss, *Philosophy and Real Politics*—Part I (PRP, pp. 30-55) and Part II (PRP, pp. 59-70)

Argumentative/Research Paper Due
29. April 29: Geuss: Political Philosophy
   --Geuss, *Philosophy and Real Politics*—Part II (PRP, pp. 70-101)

Evaluations (Two Forms)

REQUIREMENTS
Attendance and Participation (40 points): It is essential that you attend the lectures. A significant amount of material not in the readings will be presented in the lectures. If you do not attend on a regular basis, you will do poorly in the course. More than two unexcused absences may affect your final grade. More important, participating in class discussions will help you to understand and develop your own views about the issues under examination. A few words of wisdom. First, do your best to contribute in class. Group discussion only works if you make your views known to the others. If you are able to do this, everyone in the group benefits no matter if what you say is
unfounded. It is important that you express your views, even if you believe that the others will disagree with you. However, be prepared to offer reasons for your claims. If you feel you have nothing important to contribute to the class or that you lack confidence to advance and defend your views, you can still contribute by asking questions that focus on the primary difficulties that your classmates face in the discussion. Ask them to clarify their claims and to provide reasons for them. Questions are just as important to the discussion as offering arguments for your opinions. Also, if you agree with what others have said, then support them.

Second, the quality of your contributions is more important than the quantity of them. Contributing in a classroom situation is difficult for some people. But do your best to contribute, even if it means asking questions to get clarification of a point.

Third, show respect for each other. You should treat your fellow classmates with respect, which means not attacking them or making fun of them. It also means paying attention to what they have to say and to think about their claims with a certain degree of seriousness. You should give a charitable interpretation to the claims of your classmates, but remember to subject them to scrutiny and criticism.

Fourth, expect conflict in the classroom. You will not all agree on the issues. But do not take disagreement or criticism personally. All of us hold some beliefs that are questionable. One function of philosophical discussion is to try to find out which beliefs these are. Philosophizing is fundamentally interactive, whether it is with others or with yourself. That is to say, philosophizing is intrinsically conversational. It is through this rigorous activity that beliefs get developed and refined.

**Readings:** There is a reading assignment for most class meetings. Although the amount of reading appears to be formidable, many of the readings are fairly short and others are fairly easy to digest. However, read them carefully before we discuss them in class. You might have to read some of the more difficult philosophical articles more than once. Feel free to read the optional readings.

**Films:** I have assigned three films that correspond to the work of Edward Said and Raymond Geuss. Watch them outside of class, preferably before you take up the assigned readings. You need not refer to them in your writing assignments, though I might allude to them in class.

**Take-Home Examinations (2 exams @ 50 points each=100 points):** You will be required to complete two take-home exams. Your answers should be word processed and printed. Answers should be 4-5 pages (1-inch margins, 12 pt. font, and pagination starting on page two) in length for each of the examinations. Questions for the exam will be taken from questions offered by the authors of the readings and/or questions constructed by your instructor. Proofread your exam! You will get one week to complete each exam.

**Writing Options:** You will be required to select one of two writing options: A or B. You must inform me via email by March 18 as to which option you have selected.

**Option A:**
**Expository/Reaction Papers (4 papers @ 30 points each=120 points):** You will be required to write four expository/reaction papers (ERPs) dealing with the material assigned or presented in class. Each paper should be 2-3 pages long (not 1 1/2 pages long, use 1-inch margins and 12 pt. font, and place pagination shown in the upper right corner starting on page two [this applies to all papers]). An ERP is supposed to be an intelligent and thoughtful response to the claim(s) made in the chosen material. **Although an ERP requires close reading or viewing of the material, it should NOT be a summary of the material; it should contain your reaction to a very specific and manageable portion of the reading.** However, your paper must begin with a presentation of the argument, problem, or claim to which you are responding! I want you to focus on a very small portion of the author’s work (e.g., you might write a 3 page reaction to a single sentence or paragraph). Papers will be downgraded if they are summaries. Your reactions may use the first-person narrator “I” and need not follow the author’s ordering of
claims. Reactions can begin with the closing claim made by the author and move to other points. The way in which you react to the material may take a variety of forms: you may argue against the work, challenging its assumptions or hidden premises; you may offer ways to expand the claims or to extend them to areas not covered by them; you may speculate about ways in which the work could have been improved; or you may compare the work to other related material. Although your reactions reflect your own thinking, you can also include a limited number of quotations from the material (source and page number should be internally cited in the following way, e.g., [Conces, 43]).

Your reaction paper should conform to standard rules of grammar and punctuation, as well as the “Referencing and Style Sheet” in FOLDER 1 in Course Documents. Use paragraphs to partition your ideas and use correct spelling and complete sentences. Please write multiple drafts and proofread your work! If at all possible, have someone competent to provide comments on your work before submitting it. Your ERPs will be graded in terms of form and substance. I am looking for polished work.

You are required to write one ERP about a reading (other than Pojman’s text) from each of the following sections: III, IV, V, and VI. The ERPs are due at the start of the class that the material in question is to be discussed or the class that follows immediately afterward (to benefit from the class lecture/discussion). Points will be subtracted for late work! The heading of the first page of each ERP should follow the sample below:

   ERP #1 by Student Name
   Rory J. Conces, “The Role of the Hyperintellectual in Civil Society
   Building Democratization in the Balkans”

Option B:
Expository/Reaction Papers (2 papers @ 30 points each=60 points): You will be required to write four expository/reaction papers (ERPs) dealing with the material assigned or presented in class. You are required to write one ERP about a reading (other than Pojman’s text) from two different sections from the following group: III, IV, V, and VI. See above for the rest of the details.

Argumentative/Researched Paper (60 points): A 7-9 page argumentative/researched paper (1-inch margins, 12 pt. font, pagination, text citations, limited footnotes, and References according to “Referencing and Style Sheet” in FOLDER 1 in Course Documents) that tackles a specific problem or issue in one of the following areas: (1) Amartya Sen’s theory of justice; (2) the hypo-hyperintellectual distinction or an identification and elaboration of a living public intellectual (he or she need not be an American and consider interviewing the person) as a hypo- or hyperintellectual; (3) nationalism, nation building, terrorism, and/or interventionism; or (4) Raymond Geuss’ Philosophy and Real Politics. Your paper should conform to standard rules of grammar and punctuation. Do not shy away from using subheadings. Your paper will be graded in terms of form and substance. Books and journal articles should be your primary resources (at least two); do not use electronic sources. Use “Tips for Writing Philosophy Papers” found in FOLDER1 in Course Documents for help in putting together this sort of paper. The key to a well-formed written piece of work (whether an ERP, a take-home exam, or research paper) is to start early, write multiple drafts, and have your work edited/proof read by others who take those tasks seriously. Use each other as sounding boards. Remember, it should be an interesting and enjoyable experience! It is due on or before April 27.

INFORMATION

Blackboard: Blackboard (http://blackboard.unomaha.edu) will be used to disseminate information, including the syllabus and announcements. Be sure to check Blackboard on a regular basis.

Grading: The grading scale will be as follows: A=100-90%; B=89-80%; C=79-70; D=69-60; F=59%-.. Total Points: 260.

Plagiarism: In this course, you will submit written work in which you make use of information and ideas found in
print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

If you have a question about using or citing another’s work, DO NOT GUESS. Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your paper to the consultation. (Adapted, with permission, from the policy of the University of Nebraska at Omaha Department of Information Systems and Quantitative Analysis Rev. March, 2010.)

**Communication:** My job is to help you learn as much as you can in this course. **If you have any problem that affects your ability to attend class regularly, do the assigned reading, or write the papers and exams, please come see me or contact me by phone, e-mail, or note in my mailbox.**

**Advice for Success:** Let me suggest a few things that you can do to achieve success in this course. (1) Complete the readings on time for each class, which means that you need to give yourself enough time to complete the assignment. Come prepared! Some of these readings might require you to read them more than once. Some of the readings are rather short (9 pages) and others are quite daunting (77 pages). (2) Submit your ERP on time. This means that you need to select the reading on which you want to write an ERP ahead of time so that you can write multiple drafts and have someone else comment on your ERP before submitting it. **Remember that the due dates for the ERPs are predicated on when we plan to discuss them in class. You must be mindful of these dates.** (3) The argumentative/researched paper should be selected by those students who have a keen interest in some specific problem or issue. Again, it should be worked on over the course of at least a couple weeks (preferably longer) so that your ideas and writing are able to mature. (4) Watching the films might help your ideas to coalesce and ferment in order to write an interesting paper. (5) Get to know the others in class so that you can use them as sounding boards for your ideas. Perhaps one of them will read your work prior to its submission.
The Politics and Practice of Human Rights

Political Science 3240/8245
International Studies 4140
University of Nebraska Omaha
Spring 2017

Tuesday & Thursday 1:00 pm - 2:15 pm
Arts and Sciences Hall 313

Brett J. Kyle
bkjyle@unomaha.edu
www.brettkyle.com

Office: Arts and Sciences Hall 275
Office Hours: T & Th 11:30 am - 12:30 pm;
T & Th 2:30-4:00 pm
(And by appointment)

Course Description
This course provides a theoretical and empirical basis for understanding human rights and accountability across the globe. The course is organized around the tension between the idea of universal human rights and the acute exercise and protection of such rights—“human rights are only imaginable with appeal to the global and universal…and only concrete when they are local.”¹ We begin by defining human rights and delving into critical views of the concept. We then explore the challenges of civil society mobilization and protecting people under the auspices of human rights in both the intra-state and inter-state context. Particularly under conditions of political change, transitional justice measures seek accountability for state-led human rights crimes. The principal debate of the field—between pursuing justice or prioritizing political stability—has been joined by further questions of (1) how effective trials, truth commissions, and amnesties are at achieving either of these goals and (2) how not only to hold accountable those responsible but also how to provide restoration for those affected. These questions return us to the issue of human rights in practice, and provoke new debate on reformulating our understanding of human rights in terms of vulnerability and resilience, incorporating a broader range of threats and potential responses among individuals and groups throughout the world.

Prerequisites
This is an upper-level Political Science course. Undergraduate: PSCI 2210 or junior standing or permission of the instructor. Graduate: PSCI 2210 or equivalent is recommended.

Course Materials


Individual class readings are available on the UNO online system, Blackboard.

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

Attendance & Participation: 15%

Quizzes: 10%

Five (5) reaction memos: 5% each (25% total)

Research project: 50% (including a 1-page proposal, paper, and class presentation)

**Attendance & Participation (15%)**
The course will require active student participation. Students are expected to do the assigned readings and to come to class prepared to share your questions, comments, and ideas. Plan to ask and answer questions, clarify readings, to discuss course material, and to participate in activities. The classroom offers you a forum to engage with your peers and to learn from each other. I expect everyone to promote an active learning environment by supporting each other intellectually, asking questions, and by being an aggressive learner.

A few basic ground rules:

- **Always be present, physically and mentally**
- Treat everyone in the class with patience and respect
- Be curious and ask questions of your classmates, of our readings, and of me
- When you speak, remember that you are in dialogue with the entire class. Speak to and listen to all of your classmates
- You are responsible for your own learning and accountable for your own work—you are ultimately in charge of your own educational experience

**Quizzes (10%)**
There will be periodic short quizzes to test recollection and comprehension of key points from lectures and readings. Material and dates for quizzes will be announced as they approach.

**Reaction Memos (Five memos: 5% each = 25% total)**
During the course of the semester, each student must write a total of four reaction memos. Each paper should be one page in length and single-spaced type (1” margins, Times New Roman, 12 pt font). The reaction papers should have three parts, including a summary of the readings for that session, a discussion of how the readings relate to each other and to previous material (readings and lectures as appropriate), and a critical evaluation of the arguments. There are multiple readings for each class session—selected because they typically offer differing perspectives and/or introduce multiple considerations. The goal of the memos is to provide you with an opportunity to prepare for in-class discussion by writing your own thoughts in which you synthesize the readings, reflect on them, and assess them in the context of where they fit in the major themes of the course. Because you will write only four throughout the semester, you have flexibility on when you choose to do them, but a reaction memo for a particular session’s readings must be submitted at the time of that session.
Research Project (Proposal Memo: 5%, Paper 25% = 30% total)
During the semester, you will write a 9-10 page research paper (double-spaced, 1” margins, 12 pt Times New Roman font) in which you identify and investigate a contemporary human rights challenge in one country in the world. You will analyze the issue itself as well as the political, legal, and social context in which the human rights movement operates (or is restricted from operating) in the country. Your paper will propose action on how to address the human rights challenge you have identified.

The paper-writing process will begin with identifying the issue and country/ies in which you are interested by Thursday, February 4. The next class meeting, Tuesday, February 9, will be a class research session at the Criss Library (Room 249) where we will talk more about sources, citations, and research. You will have time to search for and retrieve research materials. The next step is to prepare a one-page research proposal, due February 11, presenting the issue, discussing its importance as a human rights issue, and providing a preliminary reference list of at least three sources. I will approve the proposal and/or ask you to revise before proceeding with the research project.

The full paper will be due March 15. Further instructions will be distributed in class.

Policy Presentation (20%)
In Week 14-16, you will give an in-class presentation based on your paper. The elements of the presentation are those of the paper—you will describe the issue, explain its importance, the context in which it is occurring, and make a recommendation on how best to address it. Think of this as a miniature lesson on the issue that you will provide for your peers. Each presentation will also involve a question and answer period, in which you will be expected to answer questions from the instructor and from your peers. To that end, each student will be assigned as a discussant for at least one classmate’s presentation. Your performance as a discussant will be part of your own presentation grade. Marlina Davidson of the UNO Speech Center will give guest talks in our class on Tuesday, February 2 and Tuesday, March 29 on how to prepare for the presentation. You are required to hold a consultation with the UNO Speech Center in Week 12-13, regarding the in-class presentation you will give in Week 14-16. More on the UNO Speech Center below. Further instructions will be distributed in class.

UNO Speech Center
The UNO Speech Center Consulting Room provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Consulting Room can help you with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speechmaking process, whether you are just starting to develop topic ideas or nearly finished with preparing a presentation.

Make an appointment by calling the Speech Consulting Room at 554-3201 or stopping by Arts & Sciences Hall 185. Appointments must be reserved at least 48 hours in advance of scheduled consultation date, allowing the Speech Center to ensure adequate facilitation and instruction.
UNO Writing Center
The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, visit their website at www.unomaha.edu/writingcenter or visit them at their main location in Arts and Sciences Hall, Room 150. I strongly encourage you to meet with the Writing Center both early in the semester as you formulate and organize your ideas for the paper and later in the semester once you have written a draft of the paper.

Academic Integrity
You must maintain academic integrity at all times. Plagiarism/cheating are serious academic crimes, and I will pursue any infringements seriously and actively. At a minimum, any infringement will result in a grade of “zero” on the assignment. For more information on University of Nebraska Omaha policies on academic integrity, please see: http://www.unomaha.edu/student-life/achievement/student-conduct-and-community-standards/policies/academic-integrity.php

Special Accommodations
Accommodations are provided for students who are registered with Disability Services and make their requests sufficiently in advance. For more information, contact Disability Services (MBSC 111, Phone: 402-554-2872, TTY: 402-554-3799) or go to the website: www.unomaha.edu/disability.

Late Policy
On daily/weekly assignments, no late work will be accepted. For the policy paper assignment, late papers will be penalized by two-thirds of a letter grade per day late. For example, an “A+” paper one day late would receive a grade of “A-.”

Schedule of Class Meetings
Week One: Introduction to the course
- UN General Assembly, Universal Declaration of Human Rights, 10 December 1948, 217 A (III).

Week Two: Violence, Human Rights Concepts
Week Three: Theoretical Foundations in the Study of Human Rights

Week Four: Theoretical Foundations in the Study of Human Rights
- Identify country and HR challenge for research project

Week Five: Critical History of Human Rights
- 1-page paper proposal due

Week Six: Realizing Human Rights, international law

Week Seven: Realizing Human Rights, international law and local practice

Week Eight: Realizing Human Rights, national and international activism

Week Nine: Realizing Human Rights, international intervention
• Bellamy, Alex. “Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq,” *Ethics & International Affairs* 19:2 (2005), pp. 31-54.

Week Ten: Transitional Justice—Trials, Truth Commissions, Amnesties
• **Policy paper due in class**
• Mallinder, Louise, “Can Amnesties and International Justice be Reconciled?”

Week Eleven: Spring break (NO CLASSES HELD)

Week Twelve: Restorative Justice—Reparations, Reform, Institutions, Vetting, Memory
Week Thirteen: Does Transitional Justice Work?
• Reiter, Andrew G. *Fighting over Peace: Spoilers, Peace Agreements, and the Strategic Use of Violence*.

Week Fourteen: **Student Presentations**

Week Fifteen: **Student Presentations**

Week Sixteen: Vulnerability and Resilience
CACT 8226/RELI 8226/RELI 4220: VIOLENT CONFLICTS,
PEACEBUILDING, AND THE ETHICS OF INTERVENTION
SPRING 2016 (TOTALLY INTERNET MEDIATED)

Professor Rory J. Conces
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http://www.unomaha.edu/religion
Office Hours: 9:00-9:50am MW and by appointment

PRIMARY TEXTS:

ADDITIONAL MATERIAL IN BLACKBOARD (BB):

Articles

Books (Excerpts Taken From)

OTHER MATERIAL OF INTEREST:

114
COURSE DESCRIPTION

This course offers a challenging exploration of violent conflict, mechanisms of peacebuilding, human rights, and intervention. Part one will examine the causal factors of violent intrastate and interstate conflicts (particularly religion and ethno-nationalism), as well as religious terrorism with an emphasis on grievances, organizations, and responses. Part two will take the following discussion into a case study analysis of conflicts in two regions: the Balkans (Bosnia and Kosovo) and Palestine (i.e., Israel and the Occupied Territories). Part three will explore peacebuilding as a transformative process through the themes of religious (in)tolerance, religious pluralism and hospitality, Track Two diplomacy (interfaith dialogue and faith-based diplomacy), dealing with the past, forgiveness, reconciliation, evocative objects and urban design, enclave living and group polarization, enemy images, and the role of the intellectual. Part four investigates human rights theory and policy, and the ethics of intervention. The course format will be both lecture and discussion.

PERFORMANCE OBJECTIVES STATED AS LEARNING OUTCOMES

The learning outcomes include (1) identify causal factors of violent intrastate and interstate conflicts, (2) identify causes of and responses to (religious) terrorism, (3) develop advanced undergraduate and graduate-level critical writing skills, (4) understand the history of the conflicts in Bosnia and Palestine, (5) recognize the difference between peacekeeping and peacebuilding, (6) understand the various dimensions of peacebuilding as a transformative process, (7) recognize the different kinds of intellectuals and how they impact the peacebuilding process, and (8) comprehend the interface of human rights theory and policy, and the ethics of intervention.

TENTATIVE SCHEDULE OF TOPICS AND READINGS/FILMS

Prior to Week 1: Discussion Board: Personal Introductions Forum

I. VIOLENT CONFLICT AND TERRORISM

WEEK 1 (Jan 11-Jan 17)

Violent Conflicts
--GSDRC (Governance, Social Development, Humanitarian, Conflict) Chapter 1-Understanding Violent Conflict (http://www.gsrdrc.org/go/conflict) [BB]
--Gerrie ter Haar, Chapter 1: “Religion: Source of Conflict or Resource for Peace?” (BOB, pp. 3-24) [BB]
--Stefan Wolff, “Chapter 2: “Ethnicity and Nationalism” (EC, pp. 25-57) [BB]

Discussion Board Question(s) 1

January 18 Martin Luther King Day

WEEK 2 (Jan 18-Jan 24)

Violent Conflicts
--Stefan Wolff, Chapter 3: “What Causes Ethnic Conflicts?” (EC, pp. 58-88) [BB]

Discussion Board Question(s) 2

WEEK 3 (Jan 25-Jan 31)

Religious Terrorism
--Jessica Stern, Part I, Chapter 5; Part II: “Holy War Organizations,” Chapters 6-7 (TNG)

Discussion Board Question(s) 3

WEEK 4 (Feb 1-Feb 7)

Religious Terrorism
--Jessica Stern, Part II. Chapters 8-10 (TNG)

Discussion Board Question(s) Continuation of 3

II. SPECIFIC CONFLICTS: THE BALKANS (BOSNIA) & PALESTINE (ISRAEL/OCCUPIED TERRITORIES)

WEEK 5 (Feb 8-Feb 14)

The Balkans (Background)
--BACKGROUND: Neal G. Jesse and Kristen P. Williams, “Bosnia: War in the Balkans” (ECS, pp. 141-88) [BB]
-- Michael Sells, Chapter 1: “Religion, History, and Genocide in Bosnia-Herzegovina” (JWB, pp. 23-43) [BB]
-- Film: “The Roots of War: Bloody Bosnia” (1992, 56 minutes) (Christopher Talczewski)
  https://www.youtube.com/watch?v=5oM6_kgApMw
-- Film: “Beirut to Bosnia: Muslims and the West—To the Ends of the Earth Part 3” (1992, 50 minutes) (Robert Fisk)
  https://www.youtube.com/watch?v=SpMAYHmGEKs
-- Films/Readings Paper 1

WEEK 6 (Feb 15-Feb 21)

The Balkans
-- Gerard D. Powers, “Religion, Conflict and Prospects for Peace in Bosnia, Croatia, and Yugoslavia” (RWB, pp. 218-45) [BB]
-- Vamik D. Volkan, “Bosnia-Herzegovina: Chosen Trauma and Its Transgenerational Transmission” (IB, pp. 86-97) [BB]
-- Discussion Board Question(s) 4

WEEK 7 (Feb 22-Feb 28)

Palestine (Background) and Fanaticism
-- BACKGROUND: “Israel and Palestine: A History” (PA, pp. 302-21) [BB]
-- BACKGROUND: Neal G. Jesse and Kristen P. Williams, “Israel and Palestine: Two Peoples, One Land” (ECS, pp. 281-338) [BB]
-- Film: “The Iron Wall” (2006, 57 minutes) (Mohammed Alatar)
  https://www.youtube.com/watch?v=dh6kLY5Q1zA
-- Film: “The Anatomy of Fanaticism” by Professor Amos Oz (2003, 22 minutes)
  https://www.youtube.com/watch?v=RpCdwIXcXbA
-- Amos Oz, “Clearing the Minefields of the Heart” (IPPE, pp. 125-29) [BB]
-- Amos Oz, How to Cure a Fanatic (HCF, pp. vii-viii, 3-71)
-- Films/Readings Paper 2

WEEK 8 (Feb 29-March 6)

Palestine
-- Sari Nusseibeh, What is a Palestinian State Worth? Introduction and Chapter 1 (WPSW, pp. 1-20, 21-43)
-- Sari Nusseibeh, What is a Palestinian State Worth? Chapters 2 and 3 (WPSW, pp. 44-60, 61-92)
-- ERP Undirected 1

WEEK 9 (March 7-March 13)

Palestine
-- Sari Nusseibeh, What is a Palestinian State Worth? Chapters 4 and 5 (WPSW, pp. 93-123, 124-49)
-- Sari Nusseibeh, What is a Palestinian State Worth? Chapters 6 and 7, and Epilogue (WPSW, pp. 150-93, 194-217, 218-24)
-- ERP Undirected 2

III. PEACEBUILDING

WEEK 10 (March 14-March 20)

Track II Diplomacy: Interfaith Dialogue
-- Richard H. Solomon, Foreword (IDP, pp. vii-x) [BB]
-- David R. Smock, Introduction (IDP, pp. 3-11) [BB]
-- Jaco Cilliers, “Building Bridges for Interfaith Dialogue” (IDP, pp. 47-60) [BB]
-- David Steele, “Contributions of Interfaith Dialogue to Peacebuilding in the Former Yugoslavia” (IDP, pp. 73-88) [BB]
-- Friar Ivo Markovic, “Would You Shoot Me, You Idiot?” (PA, pp. 97-122) [BB]
-- Discussion Board Question(s) 5

March 21-27 Spring Vacation
WEEK 11 (March 28-April 3)
Integrated Philosophy as Peacebuilding
--BACKGROUND: Father Sava Janjic, “The Cybermonk” (PA, pp. 123-47) [BB]
--Rory J. Conces, “Using Public Evocative Objects to Support a Multiethnic Democratic Society in Kosovo (I) Friendly and Enemy Images” and “(II) Fields of Existence vs. Fields of Battle” (UPEO, pp. 10-11, 9-10) [BB] PowerPoint
--ERP Directed 1

WEEK 12 (April 4-April 10)
Integrated Philosophy as Peacebuilding
--Rory J. Conces, “Epistemical and Ethical Troubles in Achieving Reconciliation, and Then Beyond” (EET, pp. 25-47) [BB]
--ERP Directed 2

IV. HUMAN RIGHTS, THE ETHICS OF INTERVENTION.
WEEK 13 (April 11-April 17)
Human Rights
--Discussion Board Question(s) 6

WEEK 14 (April 18-April 24)
Human Rights and the Ethics of Intervention
-- Rory J. Conces and William L. Blizek, “Ethics and Sovereignty” (ES, pp. 1-11) [BB]
--Rory J. Conces, “Justifying Coercive and Non-Coercive Intervention: Humanitarian and Strategic Arguments” (JC, pp. 133-52) [BB]

WEEK 15 (April 25-May 1)
The Ethics of Intervention
--Stanley Hoffman, “Humanitarian Intervention in the Former Yugoslavia” (EPHI, pp. 38-60) [BB]
--Coady, C.A.J.,”War for Humanity: A Critique” (EFI, pp. 274-95) [BB]
--ERP Directed 3 (Covers Weeks 14 and 15)
--Evocative Object Project (Graduate Students Only) Due

REQUIREMENTS

Discussion Board Participation (132 points): Generally speaking, it is essential that you read the assigned material and participate in discussion board activities. (The course week begins on Monday at 1:00am and ends on Sunday at midnight CDT.) These activities can serve a variety of purposes, including demonstration of knowledge of key concepts, ability to answer complex questions, community building, reflection, critical and creative thinking, and student leadership. Another important purpose of discussion board is to build a community of learners. Peer interaction is an integral part of becoming part of a vibrant learning community. Netiquette is also important as you become a member of this community. However, good manners on the Internet should not deter you from engaging in rational disagreement. We always want to move from mere disagreement to rational disagreement. Rational disagreement, however, is not the end all. Interestingly enough, it is in the process of engagement that important insights become possible and that you will better understand your own views about issues under examination.
More specifically, a significant portion of your grade will be based on your participation in discussion board. I will post a
discussion question(s) 6 times throughout the semester (Weeks 1, 2, 3-4, 6, 10, and 13). The discussion questions will be
based on the reading assignments for that week(s). You will be expected to answer each of the questions and the follow-up
questions of your classmates and/or professor, plus comment at least 3 times per discussion board forum on the
answers of your classmates. Your grade will be based on the number of discussions you participate in, the number of
questions you ask and answer, and the overall quality of your comments. **Check the Grading Rubric for Discussion
Board for details (in Course Documents).**

Your participation grade will be marked as follows:

- 22 total points for each discussion board forum.
- 10 points are awarded for the original posting of your answer(s) to my question(s).
- 12 points are awarded for subsequent postings with your classmates and/or professor.

**Your first assignment due before January 11 is to create a portrait (including a photo) of yourself on discussion board.** There will be an Introductory Forum for the portraits. A few paragraphs should suffice. Make it interesting and informative, perhaps including interests, hobbies, and places you have travelled to over the years. Please respond to a couple of your classmates in the forum.

**Films/Readings Papers (30 points each):** You will be required to write and submit two short films/reading papers (2-3 typewritten pages for undergraduates and 3-4 typewritten pages for graduate students; 12-point Times New Roman font; double-spaced with 1-inch margins and pagination in the upper right corner beginning on p. 2; keep quotes to a minimum; it should include an introduction as well as a conclusion) that deal with the films/reading during Weeks 5 and 7. **Please write multiple drafts and proofread your work!**

**Paper 1 (Week 5) (Due February 14)**

The purpose of this assignment is to integrate the reading by Michael Sells on religion, history, and genocide in Bosnia
and Herzegovina with the two films directed by Talczewski and Fisk that deal with the 1990s conflict in Bosnia. It is a
piece of expository, not persuasive, writing that conveys several important claims found in Sells’ essay and explains how
the films relate these claims in a dramatic way. The films provide a vividness to these claims, so it is through references
to specific sequences of the films that the paper provides the reader with deeper insights into the claims. The heading at
the top of the first page should follow the samples below:

```
FRP 1 Bosnia or FRP 2 Palestine
Ron Jones or Ron Jones
```

Your paper should be submitted via the Assignment section of Blackboard. **It is due by 11:59pm on Sunday, February 14.** The filename for your paper must be YourLastName-Films/Readings Paper# (e.g., ConcesFilms/ReadingsPaper1).

Both Films/Readings papers will be graded on the following criteria:

- **A (27-30 pts.):** The claims are clearly enumerated in the introduction, as well as how they are addressed in the
  films. Every subsequent paragraph contributes significantly to the development of a particular claim and how one or
  both films relate the claim in a dramatic way. The conclusion “pulls together” the body of the paper and judges
  how effective the films are in expressing the selected claims. In terms of style and content, the paper is a pleasure to
  read; ideas are presented with clarity and follow each other logically and effortlessly. The paper is virtually free of
  sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

- **B (24-26 pts.):** The claims are clearly enumerated in the introduction, as well as how they are addressed in the
  films. Every subsequent paragraph contributes significantly to the development of a particular claim and how one or
both films relate the claim in a dramatic way. The conclusion “pulls together” the body of the paper and judges how effective the films are in expressing the selected claims. In terms of style and content, the paper is still clear and progresses logically, but it is somewhat weaker because of awkward word choice, sentence structure, or organization. The paper may have a few (approximately 3) instances of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

• C (21-23 pts.): The claims are not clearly enumerated in the introduction, as well as how they are addressed in the films. Each subsequent paragraph contributes somewhat to the development of a particular claim and how one or both films relate the claim in a dramatic way. The conclusion is more of a summary of the paper and does not adequately judge how effective the films are in expressing the selected claims. In terms of style and content, the paper is not easy to read, but it still has said some important things. The paper may have several instances (approximately 6) instances of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

• D (18-20 pts.): The introduction is not clear. Individual paragraphs may have interesting insights, but the paragraphs are poorly put together. The conclusion, if there is one, does not function as such. In terms of style and content, the paper is difficult to read and to understand, but the reader can see there was some effort to engage the assignment. The paper may have several instances (approximately 6) instances of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

• F (0-17 pts.): A paper that sinks below the criteria for a D.

**Paper 2 (Week 7) (Due February 28)**

The purpose of this assignment is to integrate the ideas from the two readings by Amos Oz (which should include the claims regarding emotional minefields, compromise and imagination, and fanaticism) with the film directed by Alatar that deals with the security wall and the extensive infrastructure in the West Bank. It is a piece of expository, not persuasive, writing that conveys several important claims found in Oz’s works and explains how the film relates these claims in a dramatic way. The film provides a vividness to these claims, so it is through references to specific sequences of the film that the paper provides the reader with deeper insights into the claims. The paper should not address the two background readings and the film “The Anatomy of Fanaticism.” Those are to help you understand the historical context and to assist you in relating Amos Oz the person to his ideas. Your paper should be submitted via the Assignment section of Blackboard. It is due by 11:59pm on Sunday, February 28. The filename for your paper must be YourLastName-Films/Readings Paper# (e.g., ConcesFilms/ReadingsPaper#1). See the grading criteria above.

**Expository/Reaction Papers (ERPs) (five papers @ 30 points each=150 points):** You will be required to write five ERPs dealing with the material assigned. Each paper (2-3 typewritten pages for graduate students; 12-point Times New Roman font; double-spaced with 1-inch margins and pagination in the upper right corner beginning on p. 2; keep quotes to a minimum; should include an introduction as well as a conclusion) is an intelligent and thoughtful exposition and response to some of the claims, arguments, or concepts found in a week’s readings two weeks for the last ERP). Each paper should be divided into an “Exposition” section and a “Reaction” section. As specified on the tentative schedule, two ERPs will be undirected, meaning that you will select the item(s) to be addressed, and three ERPs will be directed, meaning that the instructor will designate the item(s) to be addressed.

Although an ERP requires close reading of the material, it is more than an exposition of a particular claim, argument, or concept. It should contain your assessment of or reaction to that claim, argument, or concept. Of course, you need to lay out the claim, argument, or concept that you are responding to, but it also means that you must incorporate your own reflections in the paper. Focus on a particular claim, argument, or concept that surface in both readings and give your assessment of it. It should not be a summary!
Your reactions may use the first-person narrator and need not follow the author’s ordering of claims. Reactions can begin with the closing claim made by the author and move to other points. The way in which you react to the material may take a variety of forms; you may argue against the work, challenging its assumptions or hidden premises; you may offer ways to expand the claims or to extend them to areas not covered by them; you may speculate about ways in which the work could have been improved; or you may compare the work to other related material. Although your reactions reflect your own thinking, you can also include a very limited number of quotations from the material (cite the reference in the following way: [Mahmutćehajić, 32]). **Please write multiple drafts and proofread your work!** The heading at the top of the first page should follow the sample below:

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ERP Undirected 1
Ron Jones
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Your paper should be submitted via the Assignment section of Blackboard. The filename for your paper must be YourLastName-ERPUD# or -ERPD# (e.g., ConcesERP1). You will be required to write an Undirected ERP for Week 8 and Week 9 and Directed ERPs for Weeks 11, 12, and 14-15 for a total of 5. **Each paper is due on the Sunday of the respective week by 11:59pm.**

**ERPs will be graded on the following criteria:**

- **A (27-30 pts.):** The claims, arguments, or concepts that are to be addressed are clearly laid out in the first section sub-headed “Exposition.” In the second section sub-headed “Reaction,” you assess or react to that exposition in a clear, engaging, and insightful manner. In terms of style and content, the paper is a pleasure to read; ideas are presented with clarity and follow each other logically and effortlessly. The paper is virtually free of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

- **B (24-26 pts.):** The claims, arguments, or concepts that are to be addressed are clearly laid out in the first section sub-headed “Exposition.” In the second section sub-headed “Reaction,” you assess or react to that exposition in a clear, engaging, and insightful manner. In terms of style and content, the paper is still clear and progresses logically, but it is somewhat weaker because of awkward word choice, sentence structure, or organization. The paper may have a few (approximately 3) instances of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

- **C (21-23 pts.):** The claims, arguments, or concepts are not clearly laid out in the first section. The second section includes a less than clear, engaging, and insightful assessment or reaction. In terms of style and content, the paper is not easy to read, but it still has said some important things. The paper may have several instances (approximately 6) instances of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

- **D (18-20 pts.):** The first section is not at all clear. The second section is not clear, engaging, and insightful. It is poorly worked out. In terms of style and content, the paper is difficult to read and to understand, but the reader can see there was some effort to engage the assignment. The paper may have several instances (approximately 6) instances of sentence fragments, misspellings, fused sentences, punctuation errors, and wrong word choices.

- **F (0-17 pts.):** A paper that sinks below the criteria for a D.

**Evocative Object Project (100 points) (Graduate Students Only):** Graduate students will be required to submit an evocative object project. The project objectives will consist in laying out the relevant category or categories (e.g., ethnicity, race, religion, sexual orientation, and class) of objects that are evocative for certain groups of people within a specific neighborhood, city, region, in the U.S. or elsewhere; discussing the ways in which these objects are provocative to the other and how they serve as boundary markers and warning signs for enclave living in that area; providing a substantial photographic and/or video portrayal of these evocative objects and boundary markers and warning signs; and presenting a regiment to deal with these objects and to diminish the subsequent enclave living as a form of peacebuilding.
Given that the project relates to readings for weeks 11 and 12, you need to start your research early and learn about evocative objects and enclaves. Your primary sources should include at least 4 books and 5 journal articles (all with pagination). Please go beyond my work. **The key to a well-formed written piece of work is to start early, write multiple drafts, and have your work edited/proof read by others who take those tasks seriously.**

The project will be submitted as a research paper (18-20 typewritten double-spaced pages; 12-point New Times Roman font; with 1-inch margins and pagination starting on page 2) and a corresponding PowerPoint of 20-30 BW/color photos (including a map of the area) or a 15-20 minute video clip of these objects within the context of enclave living supporting the claims made within the paper. The paper should include an abstract, introduction, conclusion, bibliography, and subheadings. Use internal citation wherever possible, but *footnotes* when needed (Chicago style). Your final draft is due by 11:59pm on May 1.

**The project grade will be based upon the following CRAP:**

- **Conceptual Framework** (demonstrates clear understanding of key concepts)
- **Research Focus** (meets the objectives set forth above)
- **Analytical Engagement** (exhibits critical and innovative thinking, and crafts a coherent argument)
- **Presentation** (shows consistency in style, clarity, and organization; takes grammar, spelling, and punctuation seriously)

Your project should be submitted via the Assignment section of Blackboard. The file name for your project must be YourLastName-EOP (e.g., ConcesEOP). The heading at the top of the first page should be the same.

**INFORMATION**

**Blackboard:** Each student must have a working UNO e-mail account and operating knowledge of Blackboard ([http://blackboard.unomaha.edu](http://blackboard.unomaha.edu)). Blackboard will be used to disseminate information, including the syllabus, course documents, assignments, and announcements. Be sure to check Blackboard frequently for messages.

**Timeliness:** Please complete assignments when they are due. If unusual circumstances prevent you from completing an assignment on time, you must contact me before the deadline to discuss setting a new due date. The setting of a new due date may still result in a point reduction to the work.

**Citation and Reference Style:** Source citations and reference style should conform to *The Chicago Manual of Style* (15th or 16th editions). Chicago Style can be found at [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). This style manual can be found in many libraries, including the UNO library.

**Points and Grading Scale:** The total number of points for undergraduates is 342 and 442 for graduate students. The following scale will be used: A=100-90%; B=89.75-80%; C=79.75-70; D=69.75-60; F=59.75%-.. However, final grades will include pluses and minuses. There is neither curving nor extra credit of any kind. **Late work will be reduced by one letter grade!** An “I” will be given only in the event of an emergency. A student must have completed a majority of the required work in order to be eligible for an “I.”

**Readings:** Although the amount of reading may appear to be formidable, many of the readings are fairly short and others are fairly easy to digest.

**Communication:** I will respond to your messages within 24 hours on weekdays and within 48 hours on weekends, unless otherwise notified. I will return the films/reading papers and the ERPs with comments and/or grades within about a week. It may take longer with the evocative object project. Although I will read all your postings on discussion board, not all comments posted by students will get individual responses from me.
My job is to help you learn as much as you can in this course. **If you have any problem that affects your ability to do the work, please come see me or contact me by phone or e-mail.**

**Academic Honesty/Plagiarism:** All work in this course must be your own work. In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Consequences for plagiarism and other forms of academic dishonesty are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

If you have a question about using or citing another’s work, **DO NOT GUESS.** Check with your instructor or a consultant at the UNO Writing Center. Bring a printout of the original source and your paper to the consultation.

(Adapted, with permission, from the policy of the University of Nebraska at Omaha Department of Information Systems and Quantitative Analysis Rev. March, 2010.)
LSJ 322/SIS 324: Human Rights in Latin America
Winter Quarter 2016

Professor Angelina Snodgrass Godoy
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Teaching Assistants: Emily Willard eawill@uw.edu (Sections AA+AB)
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Class Catalyst site: https://catalyst.uw.edu/workspace/agodoy/18007/

Course Description
As recently as thirty years ago, much of Latin America’s Southern Cone was ruled by the iron grip of military dictatorships like Augusto Pinochet’s regime in Chile, and many Central American countries were immersed in ruthless civil wars. The global human rights movement was just beginning to take root, as resistance to state repression spread and an international network began to mobilize. Eventually, human rights would become a central way to organize longstanding struggles for justice and democracy in the region. Today, all Latin American countries but Cuba are headed by democratically-elected governments; yet human rights challenges remain urgent. The focus has shifted: rather than restraining a murderous state from infringing on civil and political rights, today’s human rights activists often rally around social and economic challenges, some of which have shaped politics in the region since the Conquest. Indeed, many of today’s human rights issues are rooted in the past: the courtroom has become the front line of struggle in many countries, as survivors of state violence demand justice for past atrocities. But others respond to new and emerging challenges, among them trade agreements, environmental devastation, and threats to biodiversity. In this class, we will explore the roots and contemporary realities of human rights movements in Latin America.

The examination of these topics should allow us to pose broader questions about the meaning of human rights in a globalized world, the efficacy of international instruments for rights enforcement, and the complex challenges that linger in the aftermath of authoritarianism and state-sponsored terror. However, it will probably not lead us to any consensus on “the right answer” to the many challenges facing Latin America. In fact, this course may leave you with more questions than answers. You will read and hear things you agree, and disagree, with; this is intentional. The goal is not to convince students of any single interpretation, but rather to encourage you to develop your own ideas, interpretations, and approaches, and to continue these inquiries beyond the course.

Prior familiarity with Latin America is not required for this course, although it will definitely help. All students, whatever their level of previous familiarity, are encouraged to enhance their understanding of the region by reading newspapers with in-depth international coverage, subscribing to relevant listserves, and keeping abreast of current developments.

Course requirements and expectations
Regardless of your class background, political orientation, profession, GPA, or legal residence/documentation status, you are welcome in this class. Please let me know how I can best foster an environment in which you feel comfortable participating as much as possible. The human rights problems our world faces are complex and thorny, and I do not believe any one (political, cultural, ethnic, or occupational) group holds the answers for how to solve them; if we’re ever going to get anywhere, we need a diversity of voices to be valued in human rights discussions. I really care about making sure that happens in this class, but I need your help in figuring out how best to make this work.

Grading
All students are expected to attend class meetings, complete all assigned readings, take the assigned midterm, and participate actively in discussions in class. Your course grade will be assessed as follows: 30% participation in class discussions (this includes both lecture and section); 30% midterm; and 40% final paper.

**Response papers**

Students are required to write response papers on the readings – one per week. These are relatively short and informal papers (not more one single-spaced page) in which you are invited to reflect on the readings and course themes. You should not summarize the readings, unless the question asks you to; it’s safe to assume your reader will also have read them. What we want to know is what you think of them. What (if anything) surprised you? What has left you thinking? How does this challenge, or confirm, ideas you had previously? You may include personal reflections and opinions – the point of these papers is to share your own ideas and reactions – but you must also be reacting to the readings and/or class discussions. **Post your response paper to your section’s GoPost discussion board (accessible through the class Catalyst site, https://catalyst.uw.edu/workspace/agodoy/18007/) by 9:00 am on the day for which they’re assigned in the outline below. Late response papers will not be accepted. Response papers are counted as part of your participation grade.**

**Midterm**

There will be a take-home midterm due on February 4. There will be no make-up opportunity for this exam except under circumstances of severe illness, corroborated in writing.

**Final paper**

You are expected to write a 10 pp. final paper due Monday, March 14. Late papers will not be accepted except under circumstances of severe illness, corroborated in writing.

**Required readings/films**

All readings are available through the class Catalyst site. You are also assigned to watch two films over the course of the quarter; in both cases, these are available on YouTube.

**Additional note**

The materials presented in this class will include testimonies of torture, rape, and other violent acts; it is impossible to come to grips with the human rights history of the Americas without delving into such topics. This can, however, be upsetting. If you have been diagnosed with PTSD, you may want to consult an instructor for advance warning as to which readings and films might include triggers for you.

**COURSE OUTLINE**

**Week One: Background on Latin American history and 20th century reform movements**

What are the major human rights concerns in Latin America, then and now? How have human rights ideas shaped Latin America, and how have Latin American ideas shaped human rights?

<table>
<thead>
<tr>
<th>Tuesday, January 5</th>
<th>• Amnesty International, Americas Regional Overview from <em>The State of the World’s Human Rights</em> 2014/15</th>
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| Week Two: The authoritarian period: Southern Cone case studies  
What kinds of abuses took place, and why? What was the logic behind repression? Can you relate at all to these experiences? | Tuesday, January 12 | • Patricia Weiss Fagen, “Repression and State Security” pp. 39-71 in Corradi et al., *Fear at the Edge*  
• Marjorie Agosín, “Here are our albums…” from *An Absence of Shadows*, White Pine Press, 2002 | | Thursday, January 14 | • Horacio Verbitsky, selections from *The Flight: Confessions of an Argentine Dirty Warrior*  
• Film (required), *Machuca* (watch online for free at https://www.youtube.com/watch?v=ubAv6ZmWxEk)  
• Claribel Alegria, “Desde El Puente/ From the Bridge” pp. 26-33 in *Poetry Like Bread: Poets of the Political Imagination*, Martín Espada, ed. (Curbstone Press, 2000). | Response paper due: Do you see any reflections of the psychological effects of repression described in the Sluzki article in Machuca? |
• Film, *Voces Inocentes* (available with English subtitles at: https://www.youtube.com/watch?v=z6BIWzasA3o) | Response paper due: How do the films *Machuca* and *Innocent Voices* illustrate the dynamics of everyday life during political crisis/war in authoritarian Latin America? What do you think everyday life would have been like under these regimes? |
**Week Four: Atrocity environments**
How do we make sense of mass abuses? What are some limitations of human rights approaches?

| Tuesday, January 26 | • Juan Gelman, selections from *Unthinkable Tenderness* Berkeley: University of California Press, 1997 (pages 33-35 and 181-183)  
• Martha Huggins et al, Conclusion to *Violence Workers* Berkeley: University of California Press, 2002  
What do you think of the escraches? |

**Week Five: Midterm**

| Tuesday, February 2 | Work on midterm |
| Thursday, February 4 | Midterm due | No response paper this week |

**Week Six: Rethinking Human Rights**
It’s commonly assumed that as countries transition to democracy, this leads to the end of widespread human rights abuses. What assumptions about democracy and the law underlie this idea, and to what extent should these be rethought?

Do you agree with Kim Holmes? Why or why not? |

**Week Seven: Globalization, Aid, and Free Trade**
Aren’t these good things? Or… wait, how do we know?

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<tr>
<th>Tuesday, February 16</th>
<th>• Jonathan Glennie, “Colombia’s Unethical Development,” <em>The Guardian</em></th>
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**Week Eight: Corporate Social Responsibility**

| Tuesday, February 23 | • Katherine Mangu-Ward, “The Age of Corporate Environmentalism” *Reason* 2006  
• Danny Wilson, “Corporate Environmental Responsibility” *Harvard Political Review* October 4, 2010  
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<td>Thursday, February 25</td>
<td>• Cesar Rodríguez-Garavito, “Nike's law: the anti-sweatshop movement, transnational corporations, and the struggle over international labor rights in the Americas” pp 64-91 in <em>Law and Globalization from Below: Towards a Cosmopolitan Legality</em>, 2005</td>
</tr>
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**Week Nine: Contemporary Criminal Violence**

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**Week Ten: Migration and Human Rights**
### Tuesday, March 8
- Mitch Moxley, “Starting from the Bottom: Why Mexicans are the Most Successful Immigrants in America. A new study from UC Irvine and UCLA challenges our definition of success.” Slate
  [http://www.slate.com/articles/news_and_politics/uc/2014/04/starting_from_the_bottom_why_mexicans_are_the_most_successful_immigrants.html](http://www.slate.com/articles/news_and_politics/uc/2014/04/starting_from_the_bottom_why_mexicans_are_the_most_successful_immigrants.html)
- Purple Group visit

### Thursday, March 10
- Otto René Castillo, “Apolitical Intellectuals”
- (optional) Danusha Veronica Goska, “Political Paralysis” pp 47-55 in *The Impossible Will Take A Little While*
- No response paper due