

**Department of Sociology
Dartmouth College
Spring 2017**

Human Rights

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Course Information:

TT, 2:25-4:15

x-period: Wednesday 4:35-5:25

Office hours: Wednesday 1:30-3:30, or
by appointment

1 Course Description

After World War II and the Holocaust, nations worldwide signed the *Universal Declaration of Human Rights* (1948) recognizing the “inherent dignity and...the equal inalienable rights of all members of the human family.” Despite nations’ commitments to respect human rights, the world still struggles with genocide, torture, slavery, discrimination, and the wide-scale displacement of people. In the course, we explore the complex social forces that enable and impede human rights, as well as imagine strategies to protect the most vulnerable and advance human dignity. We ask why nations obey human rights – but yet in other instances – also disobey human rights law. What are the complex social forces that enable and impede human rights? What are the justifications for advancing human rights? While there have been major successes in the history of human rights – such as the abolition of slavery and the end of “separate but equal” – human rights have also been neglected - often in the name of culture. We ask, “Are human rights universal?”

Even as nations disobey human rights, social movements have achieved major human rights victories. We examine the role of social movements and activism as political strategies to achieve human rights, and explore how social change can occur in difficult global circumstances. As we struggle to address the challenges of torture, genocide, slavery, and discrimination, we come face to face with the vulnerability, sacrifice, and courage of human beings. Despite significant challenges, the history of human rights is marked by inspiring triumphant moments. Moments in which human struggle transforms societies toward dignity.

2 Class Format

Methodology: In the course, students will critically examine human rights case law, develop a non-governmental organization, and participate in a simulation of the United Nations Security Council.

Students will participate in the course on an individual basis. Course readings focusing on both case materials and the academic literatures will be assigned and discussed in class. For each lecture there will be a series of readings of international instruments, academic journal articles, newspaper articles, websites, and book excerpts prepared by the instructor. No class will require more than 40 (full, non-footnoted single-spaced) pages of reading (or the equivalent). In addition to the readings, often readings instructions will be provided, such as “sift” this text, or “read this text carefully” (in anticipation of class discussions). (While some texts include a full citation in this syllabus, students are not only responsible to read the excerpts provided online or the recommended page excerpts. The page excerpts to read are not necessarily provided in the syllabus, but page excerpts are expected to be provided a week in advance). Students are not responsible to read the supplementary readings. Course readings (save website-only materials) are expected to be available on the Canvas course site, accessible prior to the first day of class.

3 *Course Requirements*

Students will be required to complete readings for each class to participate in the in-class discussions. There is an individual “reflections essay” of 200-300 words that explores the personal feelings and thoughts of the student in light of her participation in the course. Students will be expected to participate in a simulation exercise at the end of the course.

4 *Assessment*

On the first day of class, the instructor intends to consult with students about the course. Changes may be made to the assessment components in consultation with the class. There are potentially seven components to the assessment, each of equal value toward the final determination of a student’s grade. The goal of having multiple assignment types is to provide students with an opportunity to think about human rights in different contexts. Each of these assessment components will be discussed in detail. The seven components are the following:

- (1) Participation
- (2) Weekly Journal (journal entry is a paragraph-long)
- (3) Commentary on a Human Rights Case (2-3 pages) (April 12)
- (4) Questionnaire on Human Rights (1-2 pages) (April 19)
- (5) Creating a New Global NGO (2-3 pages) (May 1)
- (6) United Nations Security Council Simulation: simulation includes a (1) position paper about one’s nation’s foreign policy pertaining to a relevant international human rights case (1-2 pages) and (2) the speech delivered before the United Nations (1-2 pages). The assessment of the simulation also includes the student’s performance during the simulation, with particular focus on the speech delivered before the United Nations Security Council. (The simulation takes place on May 25 and the simulation-relevant documents are due on May 31)
- (7) Reflections Essay on a topic of a personal nature in relation to human rights (100-200 words)

The final grade of the course will be graded based on the total number of points received in the course. Each of the seven component parts consists of 10 points. The final grade is calculated by tallying all the points (received from each of the assessment component parts). After converting the total points into a percentage, the grade is matched with a corresponding letter grade (see below for grading scale).

The participation grade includes two sub-components: (1) class participation and (2) weekly class emails. Weekly emails consist of an email that each student sends to the entire class with questions and comments about the readings in anticipation of class. The email consists of a question or a brief statement of approximately one or two lines. Weekly class emails are to be sent each week (save for the first week) by Sunday at 9 pm.

Students are required to provide me copies of their entries each week, at least a day before class. The journal is to be handed in each week (save for the first week) by Monday at 9 a.m.

The commentary of a human rights case consists of an analysis and (potentially) a critique of a human rights case. The commentary is expected to be approximately 2-3 double-spaced pages, and is due on April 12.

The questionnaire consists of questions, which enable students to demonstrate their basic knowledge of human rights (that is covered in the early part of the course), as well as demonstrate their ability to analyze

a human rights case. I hope to consult students about whether they prefer that the questionnaire be completed at home (and handed in by email) or conducted in a classroom (or equivalent) setting. Responses to all questions (taken together) should not exceed 1-2 pages double-spaced. The responses to the questionnaire are to be handed back to the instructor by April 19.

The “creating an NGO” assignment consists of imagining a new NGO (non-governmental organization) or suggesting reforms to an existing NGO. The “creating an NGO” assignment is expected to be approximately 2-3 pages double-spaced, and is due on May 1.

The United Nations Security Council simulation consists of a simulation in which students are assigned a nation-state that currently serves on the UN Security Council. Students will be provided a fact pattern of a human rights case, develop a position, and deliver a speech before the Security Council. At the end of the simulation experience, students will be asked to write a commentary on the simulation by connecting their in-simulation experiences with course readings. Each of the documents of the simulation is expected to be approximately 1-2 double-spaced pages. The simulation takes place on May 25, and all documents pertaining to the simulation are due on May 31. Students will be provided with details of the simulation two weeks in advance. The final grade includes the assigned documents in addition to an assessment of the speech provided at the United Nations Security Council.

The reflections essay consists of a 100-200 words. The reflections essay explores the personal feelings and thoughts of the student in light of her participation in the course. The essay can be completed at any point during the course from March 28 to June 1. The instructor grades the assignment on a pass-fail basis, providing full points for completing the assignment.

All assignments are to be sent by email to hassan.abdel.salam@dartmouth.edu. Assessments of completed assignments will be handed back no later than the end of the following week. All assignments will be handed back to students with grades alongside comments. Final grades will be provided to all students in a confidential email with comments at the end of the course.

Grading Scale

A 93-100
A- 90-92.99
B+ 87-89.99
B 83-86.99
B- 80-82.99
C+ 77-79.99
C 73-76.99
Etc.

5 Honor Principle

Assignments are to be conducted in a manner that reflects the academic honor principles outlined in the Dartmouth Organization, Regulations, and Courses.

6 Confidentiality Policy

Please feel free to reach out to me if you have any questions or concerns about the course. I assume in-person and email communications with students are confidential.

7 Participation and Attendance

While I lecture on materials, active participation is necessary. I strongly encourage students to participate. Relatedly, attendance is crucial. At the beginning of each class, I pass around a sign-up sheet.

8 Freedom of Conscience

Within the walls of the classroom, students have the full freedom of conscience to state and defend their opinions and arguments on topics discussed in class. However, it is essential that each student respect the freedom of conscience of the other, and as a result, each student is required to respectfully listen to other students.

9 Students with Disabilities

I encourage students with disabilities enrolled in the course to reach out to me as soon as possible so that we can set up appropriate accommodations. All communications between the student and the instructor are confidential. However, it should be noted that with the consent of the student, the Student Accessibility Office might be contacted to discuss the implementation of requested accommodations.

10 Religious Holidays

If you will observe a religious holiday that is likely to conflict with your participation in the course or with the completion of a particular assignment in the course, please inform me as soon as possible so that appropriate accommodations can be planned.

11 Consultation Policy

The course is designed on the basis of consultations with students. Consultation takes place through surveys and class discussions in the first week of the course.

Course Sessions and Readings

12 Detailed Outline of Course Sessions and Readings

Topic	Lecture
PART I	Introducing Human Rights
1 Introduction	<p>We introduce the course by exploring the idea of human rights at the national and international levels. We explore human rights as a legal concept in legislation and jurisprudence and as a sociological phenomenon in which actors and institutions compete to define human rights in an ever-changing globe. We also investigate the ambitions of human rights law to right the wrongs of states and interrogate the capacity of human rights law to “eliminate” genocide, torture, discrimination, and economic destitution. Simultaneously, we examine the social forces that disrupt and complicate the purported goals of human rights law.</p> <p>March 28</p> <ul style="list-style-type: none"> • <i>The Universal Declaration of Human Rights</i> • Taylor Branch, <i>Parting the Waters: America in the King Years, (1954-63)</i>, excerpts. • Ursula K. LeGuin, <i>The Ones Who Walk Away from Omelas</i>, (1974). • Martin Luther King, <i>Letter from a Birmingham Jail</i>, (1963). • Miguel de Cervantes, <i>Don Quixote</i>, (1605), excerpts. • Solomon Asch, <i>Group Forces in the Modification and Distortion of Judgments</i>, (1952), available at http://spark-public.s3.amazonaws.com/soc101/readings/Asch%201952-%20Group%20Forces%20in%20the%20Modification%20and%20Distortion%20of%20Judgments.pdf • David Sudnow, <i>Passing On: The Social Organization of Dying</i> 74, 100-109 (1967).
PART II	Human Rights and the Nation-State
2 The Concept and History of Human Rights: Human Rights as a Constraint on the State	<p>We historicize human rights, tracing its emergence during the medieval period with the development of the Magna Carta to the twentieth-century rise of international human rights. We explore how thinkers conceptualized human rights as a constraint on the state (or sovereign). We look to the example of President Trump’s temporary travel ban as an example of how human rights (may) represent a constraint on the state.</p> <p>March 30</p> <ul style="list-style-type: none"> • <i>Washington v. Trump</i> (2017), available at http://cdn.ca9.uscourts.gov/datastore/general/2017/02/03/17-141_TRO_order.pdf • Jack Donnelly, <i>Universal Human Rights in Theory and Practice</i>, pp. 75-93, (Cornell: Cornell University Press, 2013). • Thomas Hobbes, excerpts from <i>Great Thinkers of the Western World</i>, ed. by Ian P. McGreal, (New York: Harper Collins, 1992). • John Locke, excerpts from <i>Great Thinkers of the Western World</i>, ed. by Ian P. McGreal, (New York: Harper Collins, 1992). <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Lynn Hunt, <i>Inventing Human Rights</i>, pp. 35-70 (2007).

PART III	The Basics of Human Rights Law
<p>3</p> <p>The Basics of Human Rights</p>	<p>We continue to investigate the idea of human rights by examining its historical development and philosophical beginnings. We examine the classical liberal roots of human rights in conjunction with the history of international law as a means to understand how the contemporary international human rights regime emerged. We study the differences between negative and positive rights by exploring the development of first-generation rights focusing on civil and political rights in contrast to second-generation rights focusing on social, economic, and cultural rights. We examine various human rights regimes at the regional, national, and international levels. We also discuss major international human rights case law.</p> <p>April 4</p> <ul style="list-style-type: none"> • Jack Donnelly, <i>Universal Human Rights in Theory and Practice</i>, pp. 7-24, (Cornell: Cornell University Press, 2013). • John Stuart Mill, excerpts from <i>Great Thinkers of the Western World</i>, ed. by Ian P. McGreal, (New York: Harper Collins, 1992). • <i>Soobramoney v. Minister of Health KwaZulu Natal, 1997 (South Africa Constitutional Court) (and comment)</i>. <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • John Rawls, <i>A Theory of Justice: Revised Edition</i>, chapters 1 and 2 (Cambridge: Belknap Press, 1999). • Jack Donnelly, <i>Universal Human Rights in Theory and Practice</i>, pp. 24-40, (Cornell: Cornell University Press, 2013). • Thomas Paine, excerpts from <i>Great Thinkers of the Western World</i>, ed. by Ian P. McGreal, (New York: Harper Collins, 1992). • <i>Commissioner of Police & ORS v Acharya Jagadishwarandada Avadhita & Anor, 2 LRI 39, (Supreme Court of India, 2004)</i>. • <i>Sabin v. Turkey, European Court of Human Rights 2005</i>.
<p>4</p> <p>The International Human Rights Instrument</p>	<p>We study many of the major international human rights instruments. We explore how texts in the form of human rights conventions govern the actions of nation-states, and historicize how human rights became “law” at a global level.</p> <p>April 6</p> <ul style="list-style-type: none"> • <i>The Universal Declaration of Human Rights</i> • <i>The International Covenant on Civil and Political Rights</i> • <i>The International Covenant on Social, Economic, and Cultural Rights</i> • <i>The Convention on the Prevention and Punishment of Genocide</i> • <i>The Convention Against Torture</i> • <i>The Convention on the Elimination of All Forms of Racial Discrimination</i> • <i>The Convention on the Elimination of Discrimination against Women</i>

<p>5 Freedom & Equality</p>	<p>We explore the adjudication of freedom and equality in human rights cases.</p> <p>April 11</p> <p>Freedom</p> <ul style="list-style-type: none"> • <i>Pavel Ivanov v. Russia</i> (2007) (European Court of Human Rights) <p>Equality</p> <ul style="list-style-type: none"> • <i>Plessy v. Ferguson</i>, 163 U.S. 537, 16 S. Ct. 1138, 41 L. Ed. 256 (1896). <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Talal Asad, <i>The Construction of Religion as an Anthropological Category, Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam</i> (1993). • William Chambliss, <i>The Saints and the Roughnecks, Society</i>, Vol. 11:24-31 (1973). • Nancy Fraser, <i>From Redistribution to Recognition?: Dilemmas of Justice in a ‘Postcolonial’ Age’</i> in Nancy Fraser, ed., <i>Justice Interrupts: Critical Reflections on the ‘Postcolonial’ Condition</i> (London, Routledge, 1997). • Will Kymlicka, <i>Introduction, Multicultural Citizenship: A Liberal Theory of Minority Rights</i>, (1995). • <i>Gunduz v. Turkey</i> (2003) (European Court of Human Rights) • <i>M’Bala M’Bala v. France</i> (2015) (European Court of Human Rights) • <i>Faruk Temel v. Turkey</i> (2004) • <i>Multani v Commission Scolaire Marguerite-Bourgeoys</i> [2006] 1 S.C.R. 256, 2006 SCC 6. • <i>Brown v. Board of Education</i>, United States Supreme Court
<p>Commentary on a Human Rights Case</p>	<p>Due April 12</p>
<p>PART IV</p>	<p>Human Rights: Culturally Relative or Universal?</p>
<p>6 Human Rights: Culturally Relative or Universal?</p>	<p>We discuss one of the most recurrent debates in the human rights literature: Are human rights cultural mores or universal moral imperatives? We discuss the claims state actors make to make a case that human rights are consistent with or contrary to their cultural beliefs, traditions, and mores.</p> <p>April 13</p> <ul style="list-style-type: none"> • Michael Ignatieff, <i>Attack on Human Rights</i>, 80 <i>Foreign Affairs</i>, 102-116 (Nov.-Dec. 2001). • Amartya Sen, <i>Culture and Human Rights in Development as Freedom</i> 227-48 (Anchor Books 2000). • The New York Times, <i>Court Says Ill Child’s Interests Outweigh Religion</i>, at http://www.nytimes.com/1991/01/16/us/court-says-ill-child-s-interests-outweigh-religion.html

	<p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Jack Donnelly, Cultural Relativity and Universal Human Rights, <i>Human Rights Quarterly</i>, 6(4): Nov 1984, pp. 400-419. • Andrew Nathan, Universalism: A Particular Account in Negotiating Culture and Human Rights 350-368 (Bell et al eds., Columbia 2000).
Questionnaire	Due April 19
PART V	Compliance and Enforcement of Human Rights Law
7 Human Rights Compliance and Enforcement	<p>We explore how human rights law presupposes that states can self-comply. We explore the sociological challenges to compliance and explore why states and investigate the motivations why states comply with human rights.</p> <p>April 18</p> <ul style="list-style-type: none"> • Henry A. Kissinger, The Pitfalls of Universal Jurisdiction, <i>Foreign Affairs</i> 86 (July/Aug, 2001). • Kenneth Roth, Response, The Case for Universal Jurisdiction, <i>Foreign Affairs</i> 150 (Sept/Oct 2001). <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Wade Cole, Human Rights as Myth and Ceremony?: Reevaluating the Effectiveness of Human Rights Treaties, 1981-2007, <i>American Journal of Sociology</i> (2012). • Emilie Hafner-Burton and Kiyoteru Tsutsui, Human Rights in a Global World: The Paradox of Empty Promises, <i>American Journal of Sociology</i> (2005). • Harold Hongju Koh, Why Do Nations Obey International Law?, 106 <i>Yale L. J.</i> 2599, 2635-2648 (1997). • Oona Hathaway, Do Human Rights Treaties Make a Difference?, 111 <i>Yale L.J.</i> 1935, (2002). • Katherine Sikkink, Introduction, <i>The Justice Cascade</i>, (W.W. Norton & Company 2011).
PART VI	The Jurisdiction of Human Rights Beyond the Nation-State: The Rise of the Activist
8 The NGO and the Activist	<p>We examine the idea of activism (at the level of the individual and the NGO), and how it sociologically relates to the inter-locking concepts of governance, human rights, and international law. We explore the challenges confronted by activists and the strategies they deploy to effect social change. We specifically examine the strategy of civil disobedience. Among the activists we hope to discuss are Rosa Parks, Martin Luther King Jr., Mahatma Ghandi, William Wilberforce, and Edward Murrow.</p> <p>April 20 & 25</p> <ul style="list-style-type: none"> • Henry David Thoreau, excerpts from <i>Great Thinkers of the Western World</i>, ed. by Ian P. McGreal, (New York: Harper Collins, 1992). • Mark Engler and Paul Engler, <i>The Uprising</i>, pp. vii-1, 143-171 (2016). • Mahatma Ghandi, excerpts from <i>Great Thinkers of the Eastern World</i>, ed. by Ian P. McGreal, (New York: Harper Collins, 1995). • Robert M. Press, Courage, Principle and Ambition: Human Rights Activism in Liberia and Policy Implications for Taming Authoritarian Regimes, <i>Journal of Human Rights Practice</i> 3(1): 113-127 (2011).

	<p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • NGOs: A Long and Turbulent History, in the Global Journal, (2013) available at http://www.theglobaljournal.net/article/view/981/ • Human Rights Organizations, available at http://www.humanrights.com/voices-for-human-rights/human-rights-organizations/non-governmental.html • Human Rights Activism and the Role of NGOs, available at http://www.coe.int/en/web/compass/human-rights-activism-and-the-role-of-ngos • The Role of Non-Governmental Organizations in the Implementation of Human Rights, Texas International Law Journal, available at http://scholarship.law.umn.edu/cgi/viewcontent.cgi?article=1238&context=faculty_articles • Assessing the Effectiveness of Human Rights Non-Governmental Organizations (NGOs) from the Birth of the United Nations to the 21st Century: Ten Attributes of Highly Successful Human Rights NGOs, available at http://digitalcommons.law.msu.edu/cgi/viewcontent.cgi?article=1014&context=ilr • Gene Sharp, Chapter 5, From Dictatorship to Democracy (2012). • Amy C. Finnegan and Shelley K. White, Vermont and Healthcare Reform Organizing: Human Rights Promise and Praxis, Journal of Human Rights Practice 8(1):148-170 (2016). • Eric Metaxas, Introduction, Amazing Grace: William Wilberforce and the Amazing Campaign to End Slavery, pp. xiii-1 (2007). • The Murrow Legacy: Integrity or Activism?, (2013), available at http://www.acfcl.org/images/Murrow_Legacy_Chapter.pdf
PART VII	Critical Approaches to Human Rights
<p>9 Critiquing Human Rights</p>	<p>We examine the critiques of human rights.</p> <p>April 27</p> <ul style="list-style-type: none"> • Tom Sorell, Human Rights and Hacktivism: The Cases of Wikileaks and Anonymous, Journal of Human Rights Practice 7(3):391-410 (2015). • Elie Wiesel, Chapter 1, Night, trans. by Marion Wiesel, (New York: Hill and Wang, 1958). <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • David Kennedy, The International Human Rights Movement: Part of the Problem 15 Harvard Human Rights Journal 101 (2002). • Stephen Hopgood, Preface, The Endtimes of Human Rights (2015).
Creating an NGO	Due May 1

PART VIII	Practical Explorations in Human Rights and the Possibilities for Social Change
<p>10 Gender and Human Rights</p>	<p>We explore the relationship between gender and human rights. We specifically explore the case of mass rape in Congo.</p> <p>April 27</p> <ul style="list-style-type: none"> • <i>Convention on the Elimination of Discrimination Against Women</i> • Jeffrey Gettleman, Congo Sets Estimate for Rape Much Higher (2011), available at http://www.nytimes.com/2011/05/12/world/africa/12congo.html • Amber Peterman, Tia Palermo, and Caryn Bredenkamp, Estimates and Determinants of Sexual Violence Against Women in the Democratic Republic of Congo, <i>American Journal of Public Health</i> 101:6 (2010). • Human Rights Watch, Democratic Republic of Congo: Ending Impunity for Sexual Violence: New Judicial Mechanism Needed to Bring Perpetrators to Justice (2011), available at http://www.nytimes.com/2011/05/12/world/africa/12congo.html • Rape in War is Common, Devastating, and Too Often Ignored, <i>Plos Medicine</i>, (2009), available at https://sites.tufts.edu/jha/archives/50 • Mark Townsend, How the World Turned its Back on Rape Victims in Congo, <i>The Guardian</i> (2015), available at https://www.theguardian.com/world/2015/jun/13/rape-victims-congo-world-turned-away • Pete Jones, Congo: We Did Whatever We Wanted, says Soldier who Raped 53 Women, <i>The Guardian</i> (2013), available at https://www.theguardian.com/world/2013/apr/11/congo-rapes-g8-soldier • The Guardian, Rape is Being Used To Terrorise the Population, Says DRC Gynaecologist (2015), available at https://www.theguardian.com/world/2015/may/22/rape-congo-doctor-denis-mukwege • Will Store, The Rape of Men: The Darkest Secret of War, <i>The Guardian</i> (2011), available at https://www.theguardian.com/society/2011/jul/17/the-rape-of-men • The Guardian, The Literacy Injustice: 493 Million Women Still Can't Read (2014), at https://www.theguardian.com/global-development-professionals-network/2014/jun/17/literacy-women-illiteracy-development • UNICEF, Girls' Education and Gender Equality (2015), at http://www.unicef.org/education/bege_70640.html <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Sophocles Kitharidis, Rape as a Weapon of War: Combating Sexual Violence and Impunity in the Democratic Republic of Congo, and the Way Forward, <i>African Human Rights Law Journal</i> 15(2): 449-472 (2015), available at http://www.scielo.org.za/pdf/ahrlj/v15n2/12.pdf

<p>11 Racial Discrimination</p>	<p>We examine the relationship between racial discrimination and human rights. We explore the social and psychological forces that enable racial animus and the discuss initiatives seeking to counter racial discrimination.</p> <p>May 2</p> <ul style="list-style-type: none"> • <i>Convention on the Elimination of Racial Discrimination.</i> • Michelle Alexander, Chapter I: The Rebirth of Caste, in <i>The New Jim Crow</i> (2010). • Racial Bias Even When We Have Good Intentions, available at https://www.nytimes.com/2015/01/04/upshot/the-measuring-sticks-of-racial-bias.html • Devah Pager, The Mark of a Criminal Record, <i>American Journal of Sociology</i> 108(5): 937-975 (2003). • Test Samples Shows Racial Bias in Beaverton and Ashland, available at http://www.oregonlive.com/washingtoncounty/index.ssf/2010/04/test_sample_shows_racial_bias.html <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • History.com, The Civil Rights Movement, available at http://www.history.com/topics/black-history/civil-rights-movement • Anders Walker, Legislating Virtue: How Segregationists Disguised Racial Discrimination as Moral Reform Following <i>Brown v. Board of Education</i>, 47 <i>Duke L.J.</i> 399, (1997). • Jerry Kang, Cyber-Race, 113 <i>Harvard L. Rev.</i> 1131, (2000).
<p>12 Genocide</p>	<p>We explore what genocide is, the social forces that enable its emergence, and the challenges to prevent and punish genocide.</p> <p>May 9</p> <ul style="list-style-type: none"> • <i>Convention on the Prevention and Punishment of Genocide.</i> • Norman M. Naimark, <i>Genocide: A World History</i>, pp. 1-7, (2016). • Larry May, How is Humanity Harmed by Genocide?, 10 <i>Int'l Legal Theory</i> 1, (2004). • Davina Ugochukwu, Feature: Judgment Summaries: International Criminal Tribunal for Rwanda, 21 <i>Human Rights Brief</i> 44 (2104). <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Dieter Kastrup, From Nuremberg to Rome and Beyond: The Fight Against Genocide, War Crimes, and Crimes Against Humanity, 23 <i>Fordham Int'l L.J.</i> 404, (1999). • Jamie Frederic Metzler, Rwandan Genocide and the International Law of Radio Jamming, 91 <i>A.J.I.L.</i> 628, (1997). • Bradley Campbell, Genocide as Social Control, <i>The Geometry of Genocide: A Study in Pure Sociology</i>, (2015)

<p>13 Torture</p>	<p>We study the international rules governing torture. We also study how and why nations torture, the justifications used by state actors to torture, and the social and psychological forces that enable a human being to torture another.</p> <p>May 11</p> <ul style="list-style-type: none"> • <i>The Convention Against Torture.</i> • Staley Milgram, Behavioral Study of Obedience, <i>Journal of Abnormal and Social Psychology</i> 67(4): 371-8, available at http://psycnet.apa.org/journals/abn/67/4/371/ • The Rarely Told True Story of Zimbardo's Prison Experiment, available at https://www.psychologytoday.com/blog/fulfillment-any-age/201307/the-rarely-told-true-story-zimbardo-s-prison-experiment • Amanda C de C Williams, The Psychological Impact of Torture, <i>British Journal of Pain</i>, May 7(2):102-106, available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4590125/ • Kristine Amris, and Amanda C de C Williams, Chronic Pain in Survivors of Torture, <i>Pain</i>, Volume XV, Issue 7 (October 2007), available at http://iasp.files.cms-plus.com/Content/ContentFolders/Publications2/PainClinicalUpdates/Archives/PCU07-7_1390262836391_10.pdf • Susan Sontag, Regarding the Torture of Others, in <i>New York Times Magazine</i>, May 23, 2004. • Slavoj Zizek, <i>Between Two Deaths: the Culture of Torture</i>, at http://www.16beavergroup.org/mtarchive/archives/00108.php <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Lynn Hunt, <i>Inventing Human Rights</i>, pp. 70-113 (2007). • Mary Strauss, <i>The Lessons of Abu Ghraib</i>, 66 <i>Ohio State Law Journal</i> 1269 (2005). • Memorandum for Alberto R. Gonzales-- Counsel To the President, August 1, 2002. ("The Torture Memo," signed by Assistant Attorney General Jay S. Bybee, and drafted by John Yoo), available at https://www.aclu.org/files/pdfs/safefree/yoo_army_torture_memo.pdf • Jane Mayer, <i>Outsourcing Torture</i>, <i>The New Yorker</i>, February 14 & 21, 2005. • <i>Public Committee Against Torture in Israel and Others v Israel and Others</i>, Supreme Court of Israel 1999).
<p>14 Slavery and Human Trafficking</p>	<p>We investigate the rise of slavery and human trafficking around the world, and the challenges to curb slavery.</p> <p>May 16</p> <ul style="list-style-type: none"> • Mark Lusk and Faith Lucas, <i>The Challenge of Human Trafficking and Contemporary Slavery</i>, 25(1) <i>Journal of Comparative Social Welfare</i> 49-57 (2009). • Max Fisher, <i>This Map Shows Where the World's 30 Million Slaves Live. There are 60,000 in the U.S.</i>, <i>The Washington Post</i>, available at https://www.washingtonpost.com/news/worldviews/wp/2013/10/17/this-map-shows-where-the-worlds-30-million-slaves-live-there-are-60000-in-the-u-s/?utm_term=.0eb771604388 • Kevin Bales, Zoe Trodd, and Alex Kent Williamson, <i>Chapters 1 & 2, Modern Slavery: The Secret World of 27 Million People</i> (2009).

	<ul style="list-style-type: none"> • Didi Kirsten Tatlow, 27 Million People Said to Live in ‘Modern Slavery’, The New York Times (2013). • See The National Human Trafficking Resource Center, at http://traffickingresourcecenter.org/mission <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Andrew Cockburn, 21st Century Slaves, National Geographic Magazine, (2003). • John H. Lucy, A Great Many Beginnings, 27 Million Revolutions for 27 Million Slaves (2013).
15 Poverty and Homelessness	<p>We explore the social challenges of poverty and meeting citizens’ right to housing, examining the psychological effects of eviction and homelessness, and study the social forces that impoverish and hinder the advancement of housing rights.</p> <p>May 18</p> <ul style="list-style-type: none"> • Philip Lynch, Homelessness, Human Rights, and Social Inclusion, Alternative Law Journal 30:3 (2005). • Kathryn J. Edin and h. Luke Shaefer, Introduction, \$2.00 a Day: Living on Almost Nothing in America (2016). • Matthew Desmond, Prologue, in Evicted: Poverty and Profit in the American City, (2016). <p><i>Supplementary Readings</i></p> <ul style="list-style-type: none"> • Matthew Desmond, Epilogue, in Evicted: Poverty and Profit in the American City, (2016).
16 Nationless: the Case of Refugees and Asylum Seekers	<p>We explore the humanitarian challenges of granting refugees and asylum seekers a home. In particular, we study the ways in which nation-states worldwide sought to assist or deny assistance to refugees of the Syrian civil war.</p> <p>May 23</p> <ul style="list-style-type: none"> • Human Rights Watch, Lebanon: Syrian Forcibly Returned to Syria (2014), at https://www.hrw.org/news/2014/11/07/lebanon-syrian-forcibly-returned-syria • Human Rights Watch, Refugee Rights, at https://www.hrw.org/topic/refugee-rights • Reece Jones, The European Union and the World’s Deadliest Border, in Violent Borders and the Right to Move (2016).
PART IX	The Simulation: The United Nations Security Council (May 25)
17 Simulation	<p>The goal of the simulation is to experience the complicated ways in which human rights can be promoted and interrupted at the international level.</p> <p>May 25: The simulation of the United Nations Security Council</p>
Debriefing	May 30: A final in-class debriefing of the course and the simulation.
Simulation	Simulation-relevant documents due on May 31