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Spring 2022

## **DIPL 4106 AB Human Rights Law and Policy**

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*Seton Hall University*

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### **Recommended Citation**

Miller, Zinaida Ph.D., "DIPL 4106 AB Human Rights Law and Policy" (2022). *Diplomacy Syllabi*. 645.  
<https://scholarship.shu.edu/diplomacy-syllabi/645>

HUMAN RIGHTS LAW AND POLICY  
DIPL 4106AB  
Professor Miller  
Spring 2022

COURSE DESCRIPTION

What are human rights? What do they promise and how often is that promise achieved? This class will examine the law, politics, policy, and advocacy practices of human rights, focusing on the *dilemmas* that ensue. In addition to examining human rights as law, we will also analyze the political, policy, and philosophical implications of human rights. We will explore the role of international and domestic law in enacting and enforcing human rights claims, the institutions of international human rights law, and the relationships between different types of rights. Throughout the course, we will pay special attention to three sets of questions:

- How can one most effectively mobilize a human rights agenda? What tools do you have at your disposal? Is litigation the best way to promote a particular human right? UN monitoring? Criminal prosecution? Naming and shaming? Protest? Are human rights an end in themselves or one part of a larger strategy?
- Are human rights “part of the problem” or part of the solution? Do they mobilize or demobilize activism? Are human rights about universal guarantees, particularistic values, widespread dignity, neocolonial domination, or all of the above?
- Our world is facing unimaginable challenges: radical racial injustice, vast poverty and inequality, global health crises, threats to democracy, climate change, mass population movements, conflict and insecurity. Can a human rights agenda help us face up to those challenges? How? What should the future of human rights be?

While we will discuss many places, we will often focus on South Africa and the United States. South Africa’s experience during and after apartheid provides a key example of a national struggle for democracy and equality and of the constitutionalization of human rights. We examine the United States because it’s important to think about the context in which we are studying these issues, because the U.S. is a key player in international law and international relations, and because struggles for racial justice in the U.S. have long used the language of human rights.

By the end of the semester, students should have developed knowledge of the key concepts, doctrines and debates involved in the study of international human rights law. Students will build familiarity with legal reasoning and analysis; become skilled at identifying, critiquing, and developing legal arguments; and develop critical reading and writing faculties that extend beyond the legal field. Students will learn how to think like a lawyer, like a critic, and like an advocate – and sometimes how to think like all three at the same time. As a movement, a set of institutions, and a body of law, human rights promises a great deal. We will take those promises seriously as we ask how, whether, and where they are frustrated or fulfilled.

### COURSE MATERIALS

All materials for this course are available on Blackboard. There is no separate textbook. Please make sure to have your readings available for every class, whether printed out or onscreen.

If you have not taken Public International Law (or are eager for a refresher), you may want to take a look at one or both of the following short texts:

Mark Janis, *An Introduction to International Law* (2012)

David Bederman and Chimène Keitner, *International Law Frameworks* (2016)

### EVALUATION

**Participation and Reading (15%):** Participation is a major part of this course. *This is not a lecture course.* That means I depend upon you to help me think through the ideas, to ask questions, to come up with good arguments. **To participate well, you will also need to do your readings and participate in all class exercises.** Because this class meets once a week, the reading load is higher per class than for a twice a week class. Please know that my choices are not random; I really try to think about what would be most useful for you to read and think about before class so that we can have interesting discussions.

**How do I get an A for participation?** Participation means making useful contributions to the discussion, listening to your peers (and me), referencing the readings or other points of the discussion. It means trying to answer my questions – not because you'll be right all the time (none of us are), but because you're trying to understand the material. It also means participating in the small group exercises, volunteering information from what you discussed in those groups, and actively engaging in class discussion and debate. Legal material is tough and I know that for many of you, this is the first time you're reading cases.

And some of the articles we read are complicated. Don't worry! My only expectation is that you have read carefully and that you have made a real effort to understand as much as you can. My goal for every classroom is to make everyone feel welcome, included, safe, and confident. I include participation as part of the evaluation because it helps us get to know each other better and it helps you learn the material. **All of that said, if you are for any reason uncomfortable speaking in class, please sign up to come chat with me in office hours and we will work together to develop a participation strategy that works for you.**

## Writings (20%)

### 1. Case Brief

Everyone will write **one** case brief (assignments are posted and in the syllabus). Briefs are due **before class**. **The briefs will be submitted through Safe Assign. Late briefs will be penalized 1/3 a mark; briefs that are more than a week late will not be accepted.** Each brief will be approximately a page in length (single spaced), **12 point Times New Roman font, and should be clearly divided into four sections, with headings to identify each:**

- The title of the case, the court deciding the case, and the date of the decision.
- **Facts:** A brief, one to three sentence summary of the facts.
- **Question:** A brief, one-sentence statement, in question form, of the issue(s) in the case.
- **Holding:** A brief description of the court's decision, or "holding," on each of the issues
- **Reasoning/Analysis:** A brief summary/analysis of the court's reasoning.

### 2. Reflection: You will each be assigned *two* classes for which you will write a short reflection. I will post the list of assignments on Blackboard.

- A reflection paper should be **approximately 500 words**. It should address **three or more readings** from that week's assignment. **A stellar reflection will be well-written, concise, and demonstrate a thoughtful reflection on the materials.** You are welcome to use the week's reading questions as a guide but it is not required. Any author you discuss should be cited with a parenthetical citation with their last name and page number, e.g., (Miller, 2). You do not need a works cited page as you will only be referencing that week's readings.
- Your reflection should be 1.5 spacing, Times New Roman font, 12pt.
- Reaction papers are always **due Monday at NOON** the day before class.

- Late papers will be graded down a third of a grade; papers that are more than 3 days late will not be accepted.

3. **Midterm Exam (30%):** There will be an in-class midterm exam on March 22.

4. **Take Home Final Exam (35%):** There will be one cumulative exam for the class. I will post the exam on Blackboard on Wednesday, May 11 (reading day). **It will be due on Blackboard on Sunday, May 15.**

**NOTE: Make sure to carefully proofread all writing before you turn it in on Blackboard. We will rarely discuss statutes or trails in this class, but often statutes and trials.**

### ATTENDANCE AND PARTICIPATION

**Attendance, reading, and participation are not optional.** This class depends upon full participation. If due to circumstances beyond your control, you have to miss a class, please alert me by e-mail **BEFORE** class. Barring exceptional circumstances, you are responsible for the class reading for any missed class. **Excessive absences will result in a failing grade** for this course.

### CORONAVIRUS SAFETY

Our mask mandate remains mandatory for all classrooms and in effect until further notice. Please help keep everyone safe by making sure you are wearing an effective, well-fitted mask that covers your nose and mouth. You may not come to class without a mask and you must keep it on the entire time. Remember that you do not know everyone's personal situation, who they live with, or how they or their loved ones may be vulnerable. We are all responsible for keeping each other safe. Updates on University policy can be found here: <https://www.shu.edu/health-intervention-communication/>

### ELECTRONICS AND NOTE-TAKING

More than one study has concluded that taking notes by hand rather than by typing improves learning; when you cannot transcribe but rather have to translate class discussion and lecture into hand-written notes, you are far more likely to retain the information in more detail and for longer.<sup>1</sup> The temptation to multitask while you are on a computer not only reduces your participation but negatively affects those around you.<sup>2</sup>

<sup>1</sup> <http://www.newyorker.com/tech/clements/the-case-for-banning-laptops-in-the-classroom>.

<sup>2</sup> <http://www.sciencedirect.com/science/article/pii/S0360131512002254#>.

That said, you need access to the readings during class and I do not want to require printing all of them. In order to promote the best possible classroom discussion while allowing you to access the readings, **the rules for laptops in class are as follows: you may use your computer in one of two ways:**

1. It can be in **tablet form** (flat on your desk) or
2. You can keep it **closed on your desk** and open it only when you need to reference the readings to make a comment during discussion.

**Otherwise, computers should be closed at all times and you should take your notes on paper.** If taking notes by hand will pose a particular difficulty for you, please come see me. **All use of electronics for any purpose other than class work is prohibited.** If you use your laptop for anything else, you will be subject to discipline, including reduction in grades. If I find laptops to be a consistent distraction in class, I will ban them completely.

Please know that I have absolutely no tolerance for the use of mobile phones in the classroom. **If I see your cell phone on your desk or in your hand during class, I will confiscate it for the remainder of class.** If you have an emergency situation that requires you to check your phone or email during class, please let me know before class.

#### OFFICE HOURS AND CONTACT INFORMATION.

My office hours will be on Zoom, 2:00-4:30PM Wednesdays and by appointment. On Blackboard, you will find a link to a Google doc where you can sign up for a slot. These slots are first come, first serve. Please do not change anyone else's appointment! If those times don't work for you, just send me an email and we will find another time.

My e-mail address is [Zinaida.Miller@shu.edu](mailto:Zinaida.Miller@shu.edu). I do make an effort to respond promptly to all email questions and concerns, but I will not respond to emails received after 9:00PM until the next day.

#### GENERAL INFORMATION

##### ACADEMIC INTEGRITY

Plagiarism and other forms of academic dishonesty will be reported to the administration, and may result in a lowered or failing grade for the course and up to possible dismissal from the School of Diplomacy. See University and School standards for academic conduct here: <https://www.shu.edu/student->

[life/upload/Student-Code-of-Conduct.pdf](#) and  
<http://www.shu.edu/academics/diplomacy/academic-conduct.cfm>

In a paper, where you quote language word for word from a source, you must place it in quotation marks or in a block quote and **give the exact source** for each quoted passage. Where you paraphrase something, you must **cite the source**. Where you refer to or use an author's insight or idea, you must **cite the source**. Lifting or paraphrasing language from a web site without indication and citation is plagiarism. ***Any indication of plagiarism on a case brief or response paper will result in a failing grade for the assignment and a reduction in the participation grade for the class.*** A repeated incident of plagiarism (i.e., more than one) is likely to result in a failing grade for the class and will be reported to the administration. All materials will be turned in through Safe Assign.

#### INCLUSIVE LEARNING

It is the policy and practice of Seton Hall University to promote inclusive learning environments. If you have a documented disability you may be eligible for reasonable accommodations in compliance with University policy, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and/or the New Jersey Law against Discrimination. Please note, students are not permitted to negotiate accommodations directly with professors. To request accommodations or assistance, please self-identify with the Office for Disability Support Services (DSS), Duffy Hall, Room 67 at the beginning of the semester. For more information or to register for services, contact DSS at (973) 313-6003 or by e-mail at [DSS@shu.edu](mailto:DSS@shu.edu).

#### INCOMPLETES

Incompletes will be given only in exceptional cases for emergencies. Students wishing to request a grade of Incomplete must provide documentation to support the request accompanied by a Course Adjustment Form (available from the Diplomacy Main Office) to the professor *before* the date of the final examination. If the incomplete request is approved, the professor reserves the right to specify the new submission date for all missing coursework. Students who fail to submit the missing course work within this time period will receive a failing grade for all missing coursework and a final grade based on all coursework assigned. Any Incomplete not resolved within one calendar year of receiving the Incomplete or by the time of graduation (whichever comes first) automatically becomes an "FI" (which is equivalent to an F). It is the responsibility of the student to make sure they have completed all course requirements within the timeframe allotted. Please be aware that Incompletes on your transcript will impact financial aid and academic standing.

#### CAPS

As part of our commitment to the health and well-being of all students, Seton Hall University's Counseling and Psychological Services (CAPS) offers initial assessments, counseling, crisis intervention, consultation, and referral services to the SHU community. The CAPS office is located on the second floor of Mooney Hall, room 27. Appointments can be made in-person or by calling 973-761-9500 during regular business hours, Monday-Friday, 8:45 a.m. - 4:45 p.m. In case of a psychological emergency, call CAPS (973-761-9500) at any time to speak to a crisis counselor. For more information, please visit: <https://www.shu.edu/counseling-psychologicalservices/index.cfm>



# Part I. Introductions: International Law, Human Rights, and History

## Class 1 (January 25)

### Introduction to the Course and Human Rights

## Class 2 (February 1)

### The Development of Human Rights

What do we mean when we talk about “human rights”? When did they become influential in the world? What is a human rights system and when did it begin? Why does it matter? In today’s class, we will compare different accounts of the precursors and rise of human rights in the world. We will also do a close reading of the Universal Declaration of Human Rights. Are human rights for everyone? Are some rights more important than others? More universal?

#### 1. Overview

- Bates, “History” in Moeckli et al

#### 2. The Anti-Slavery Movement

- Adam Hochschild, *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire’s Slaves* (2005), 1-8

#### 3. 1940s and the Universal Declaration of Human Rights

- Universal Declaration of Human Rights
- Alston & Goodman, 145-54 (Mary Ann Glendon, Makau Mutua, Hersch Lauterpacht on the UDHR)
- Jack Donnelly, “The Relative Universality of Human Rights” (excerpts)

#### 4. The 1970s

- Sam Moyn, “Human Rights in History,” *The Nation* (August 11, 2010)

#### 5. But wait, what about all those years in between?

- Steven L. B. Jensen, Decolonization—not western liberals—established human rights on the global agenda”, *Open Global Rights* (Sept. 29, 2016)

## Class 3 (February 8)

### Introducing International Law & International Human Rights Law

In this class, we will discuss human rights as a species of international law and international law as a reference for national law. We will focus on two cases, one from South Africa and one from the U.S., both on the death penalty. As you read them, consider the ways in which the two courts discuss international law and its role in their domestic law. After we look at the cases in detail, we will turn to some divergent perspectives on the role of international law in the United States in particular. What are the different perspectives? How does each author defend their idea? What do you think about the role of international law in domestic courts generally and in the U.S. in particular? What does all this mean for human rights as a form of international law?

### **1. An Emerging International Common Law?**

- Olivier De Schutter, *International Human Rights Law: Cases, Materials, Commentary*, Cambridge University Press, 2010 (pp. 31-34)

### **2. International Law in National Courts Case Study: Death Penalty Litigation**

- WATCH “Apartheid, 46 Years in 90 Sections,” BBC News, <https://www.youtube.com/watch/2f2k6iDFCL4>
- Alston & Goodman, *International Human Rights Law*, pp18-41, 51-56 (Pay attention to the differences between the South African and U.S. approaches in *Makwanyane* and *Roper*)
- Alison Nathan, “Arresting Juxtapositions: The Story of *Roper v. Simmons*” in *Human Rights Advocacy Stories*, pp 318-322, 329-331

### **3. International Law, Human Rights, and Sovereignty: Competing Positions**

- Harold Koh, “Transnational Legal Process After September 11<sup>th</sup>”, *Berkeley Journal of International Law* (2003-2004)
- John Bolton, “The First Post-American President and American Sovereignty”, Speech to the American Enterprise Institute (2010)
- Michael Hirsch, “Scholars Fear a More Nationalist Supreme Court Under Barrett”, *Foreign Policy* (Oct. 14, 2020)

## **Part II. Rights and Rights-Holders**

### Class 4 (February 15)

#### **Civil and Political Rights**

This week, we will discuss the general idea of civil and political rights and its development in the International Covenant on Civil and Political Rights and then focus on two particular topics: the right to be free from torture and the suspension of certain rights in times of emergency. The first set of readings is about the post-UDHR

developments at the United Nations, in particular the writing of the ICCPR and the practices of the Human Rights Committee (its monitoring body). The second set of readings is about the prohibition against torture. Focus on the arguments made about why torture should sometimes be permissible in democracies or why it should not. If we know that torture will happen, what does that mean for the prohibition? What role does popular culture play in shaping our understandings of torture? Finally we'll turn to the topic of emergency and terrorism. It turns out that the government can sometimes "suspend" our rights – lawfully. What does that mean and when can it happen? Is it a good system?

### **1. Development of the ICCPR and the Human Rights Committee**

- Olivier De Schutter, *International Human Rights Law: Cases, Materials, Commentary*, Cambridge University Press, 2010 (12pp.)
- International Covenant for Civil and Political Rights
- Alston & Goodman, "Human Rights Committee", *International Human Rights*

### **2. Case Study: Torture**

- UN Convention Against Torture
- Alston & Goodman, *International Human Rights*, pp 238-264 (The Torture Prohibition)
- Susan Marks and Andrew Clapham, "Torture", *International Human Rights Lexicon*
- Carol Rosenberg, "Psychologist Who Waterboarded for the CIA to Testify at Guantanamo," *The New York Times* (Jan. 20, 2020)
- Jane Mayer, "Whatever It Takes: The Politics of the Man Behind '24'", *The New Yorker* (Feb 19, 2007)
- Kiran Grewal, "To change torture practices, we must change the entire system", *Open Global Rights* (March 15, 2017)

### **3. States of Emergency: Suspending Civil and Political Rights**

- Susan Marks and Andrew Clapham, "Terrorism", *International Human Rights Lexicon*
- Martin Scheinin, Covid-19 Symposium: To Derogate or Not to Derogate?, *Opinio Juris* (April 2020)

## **Class 5 (February 22)**

### **Economic and Social Rights**

This week we will look at another major category of human rights: economic, social and cultural rights. Although these two categories were formally separated in the two Covenants (partly for ideological and political reasons), they are now considered

indivisible and interdependent. Nonetheless, the two Covenants differ in how they frame these types of rights. How different are they? How similar? What does it look like when economic rights are put into action in national constitutions? We will use South Africa as our example here, reading two of the more famous early post-apartheid cases on economic rights.

### **1. What Are Economic, Social, and Cultural Rights?**

- International Covenant for Economic, Social, and Cultural Rights
- Alston & Goodman, *International Human Rights*, pp. 291-299, 305-6 (Competing Perspectives on Economic Rights)

### **2. Case Study: South Africa's Constitutionalization of Economic and Social Rights**

- Alston and Goodman, *International Human Rights* pp. 353-355, 358-369: (South African Constitution; *Government of South Africa v. Grootboom*; *Treatment Action Campaign v. Minister of Health*)
- Amy Kapczynski & Jonathan Berger, "The Story of the TAC Case" in *Human Rights Advocacy Stories*, 43-51, 78-79
- William Forbath, "Cultural Transformation: Deep Institutional Reform and ESR Practice: South Africa's Treatment Action Campaign," in *Stones of Hope: How African Activists Reclaim Human Rights* (ed. Lucie White and Jeremy Perelman), pp 55-56

## **Class 6 (March 1)**

### **Race, Racism, and Human Rights**

What happens at the intersection of racism, racial justice, and human rights? In the first part of class, we will discuss the most obvious way in which international law has address race: the prohibition on discrimination based. We will read a case from the Inter-American Court of Human Rights to see how that plays in practices as well as an important critique of the focus on antidiscrimination in human rights law. The rest of class will be focused on the United States. Black activists and their allies have deployed the human rights framework to address racial inequality in the U.S. since the founding of the United Nations – with varying successes and failures. Today, many Black Lives Matter activists have invoked the human rights framework too. We'll discuss what it means to think of the struggle for racial justice as a human rights struggle. What are the benefits and limitations of the framework? How do activists use human rights to advance an agenda for justice?

### **1. Discrimination Based on Race in International Human Rights Law**

- David Weissbrodt and Connie de la Vega, *International Human Rights Law*

- Convention on the Elimination of All Forms of Racial Discrimination (CERD)
- Simone André Diniz v. Brazil, Inter-American Court of Human Rights, Report on the Merits
- Hope Lewis, "Race, Class and Katrina: Human Rights and (Un)natural Disaster" in *Environmental Justice in the New Millennium* (2008)
- Anna Spain Bradley, Human Rights Racism, *Harvard Human Rights Journal* 32(1)(2019), Excerpts

## 2. U.S. Racial Justice as a Human Rights Struggle

- Margaret Somers and Christopher Roberts, "Toward a New Sociology of Rights," *Annual Review of Law and Social Science*, 392-94 (2008)
- Carol Anderson, *Eyes Off the Prize: The United Nations and the African-American Struggle for Human Rights, 1944-55* (2003), Excerpts
- Alexander Hinton, "70 Years Ago Black Activists Accused the U.S. of Genocide. They Should Have Been Taken Seriously" *Politico* (Dec. 26, 2021)
- Malcolm X, "The Bullet or the Ballot" (1964)
- Frederick C. Harris, "The Next Civil Rights Movement," *Dissent Magazine* (Aug 15, 2015)
- Opal Tometti and Gerald Lenoir, Black Lives Matter Is Not a Civil Rights Movement, <https://www.opaltometti.org/black-lives-matter-is-not-a-civil-rights-movement/>
- Sejal Parmar, "The Internationalisation of Black Lives Matter at the Human Rights Council", *EJIL Talk* (June 26, 2020), <https://www.ejiltalk.org/the-internationalisation-of-black-lives-matter-at-the-human-rights-council/>

\*\*\*NO CLASS MARCH 8\*\*\*

## Class 7 (March 15)

### **The Rights of Refugees**

What does it mean to be a refugee? Legally, experientially, politically, what is a refugee? Who gets to move freely in the world and who does not? How is refugee status assessed and what protections do refugees receive? Is the system broken? How has the Covid-19 pandemic affected global movement patterns and mobility? In this class, we will discuss these questions from multiple perspectives: how international law establishes refugee rights; what the experience of being a refugee might be; and what the current status of global population movement is. What do you think of the current system? How might we rethink our understandings of population movement, sovereignty, and individual rights?

- UN Convention Relating to the Status of Refugees (1951) and Protocol to the UN Convention on Refugees (1967)
- Alice Edwards, "International Refugee Law" in *International Human Rights Law*, 513-527
- Hannah Arendt, 'We Refugees', *Menorah Journal* 30(1)(1943)(6pp)
- Terje Einarsen and Marthe Engedahl, "The universal asylum system and the 2016 New York Declaration: towards an improved 'global compact' on refugees?" in *The Future of Refugee Law* (2016) (6pp)
- E. Tendayi Achiume et. al., Introduction to the Symposium on COVID-19, Global Mobility, and International Law, *AJIL Unbound* (5pp)
- **WATCH Exodus: Our Journey to Europe**, Ep. 2 (59 min) available at <https://vimeo.com/188556030>
  - **For more information on the individuals in Exodus, see here:** <https://www.bbc.co.uk/programmes/articles/kY8dKDD7lNV7lpzdctQGf6/the-stories-behind-the-journeys>

## Class 8 (March 22)

### **MIDTERM**

## Class 9 (March 29)

### **Guest Speaker: Rajaa Altaali**

Readings TBA

## Class 10 (April 5)

### **Women's Rights**

What does it mean to say women's rights are human rights? What are women's rights and how are they different or the same as any others? In this class we will examine the prohibition on discrimination against women and the ways in which ideas of women's rights have developed over time. We will then use this as an opportunity to discuss the question of conflicting rights. We will read a series of cases from the European context in which courts grapple with restrictions on different forms of religious attire directed particularly at Muslim women.

#### **1. Women's Rights as Human Rights**

- Convention on the Elimination of Discrimination Against Women
- Alston & Goodman, *International Human Rights*, pp191-98 (Velasquez-Rodriguez and Private Violence)
- Susan Marks and Andrew Clapham, "Women", *International Human Rights Lexicon*

- Charlotte Bunch and Niamh Reilly, "Women's Rights as Human Rights: 25 Years On," in *International Human Rights of Women* (2019)
- Lisa Levenstein, "The Forgotten Origins of 'Women's Rights as Human Rights'," *Open Global Rights* (Sept. 29, 2020)

## **2. Intersectional Human Rights**

- Hope Lewis, "Embracing Complexity: Women's Rights in Critical Race Feminist Perspective," *Columbia Journal of Law and Gender* 12(3): 510-520 (2003)

## **3. When Rights Collide: "L'Affaire Foulard" Case Study**

- Dunoff et al, *International Law*, pp. 391-413 and update
- Alston & Goodman, *International Human Rights*, pp 633-640 (*Sahin v. Turkey*)

# **Part III. Advocacy and Enforcement**

## Class 11 (April 12)

### **Enforcing Human Rights Law**

Although enforcement is in many ways a weak area of human rights, there is a long tradition of prosecuting certain international crimes whether in national courts or in specialized international tribunals. This week we will look at both, focusing first on the practice of universal jurisdiction, in which individuals including ex-heads of state can be tried for certain human rights crimes, and second on the practice of international criminal law. For both, we will be asking two types of questions: first, what is required legally to pursue a human rights prosecution? How does it actually happen? Second, is criminal law a good way to enforce human rights? Do we want more criminal punishment or less? Are human rights crimes different from domestic crimes or the same?

#### **1. Prosecuting Human Rights Violations Domestically: Universal Jurisdiction**

- Hannum et. al., "Introduction to Universal Jurisdiction"
- Henry Kissinger, "The Pitfalls of Universal Jurisdiction"
- "German Court Convicts Former Syrian Official of Crimes Against Humanity," *The New York Times* (Feb. 24, 2021)
- Vito Todeschini and Assert Khattab, "What Justice Can International Law Bring to Syrians?" *Opinio Juris* (Mar. 15, 2021)
- Watch: *The Pinochet Case* (2001), 109min.

#### **2. Prosecuting Human Rights Violations Internationally: International Tribunals**

- Susan Marks and Andrew Clapham, "International Crimes" in *International Human Rights Lexicon*
- Opening Statement, Chief Counsel for the U.S. Robert Jackson, Nuremberg, Excerpts
- Ronald C. Slye and Beth Van Schaak, *International Criminal Law: The Essentials*
- Zeid Ra'ad Al-Hussein, "Despite Setbacks, Fight Against Impunity Continues," *ICTJ Debate* (March 4, 2015)
- Thabo Mbeki and Mahmood Mamdani, "Courts Can't End Civil Wars", *New York Times*

## Class 12 (April 19)

### **Transitional Justice**

Prosecutions are only one of the ways in which societies and states approach mass atrocity and the violation of human rights over time. Others include truth commissions, reparations, and amnesties for past violence. Together with prosecutions, we call these practices "transitional justice", an enterprise that developed towards the end of the Cold War and continues today. In this class, we will examine the history and practice of transitional justice, particularly truth commissions. We will first examine the development of transitional justice in the Latin American context before turning to the case of South Africa, whose Truth and Reconciliation Commission remains the most famous in the world. Then we will discuss the application of transitional justice to the United States. Does the US need a truth and reconciliation commission?

#### **1. Introduction to Transitional Justice**

- David Weissbrodt and Connie de la Vega, *International Human Rights Law*
- Guidance Note of the Secretary-General, United Nations Approach to Transitional Justice (2010), Excerpts

#### **2. Truth & Reconciliation in South Africa**

- Truth & Reconciliation Commission Final Report. Vol I, Foreword
- WATCH The Daily Show, "Trevor Celebrates Nelson Mandela's 100<sup>th</sup> Birthday" <https://www.youtube.com/watch?v=XOVsDOG6WWw>
- AZAPO v. President of South Africa, South African Constitutional Court, 25 July 1996
- WATCH SABC, "TRC Special Report"

#### **3. Transitional Justice for the United States?**

- Yuvraj Joshi, Does Transitional Justice Belong in the United States?



- Colleen Murphy, Transitional Justice in the United States
- Optional: Zinaida Miller, Transitional Justice, Race, and the United States

### Class 13 (April 26)

#### **Advocacy: The Politics and Practice of Human Rights Work**

What does it mean to “do” human rights work? There are, of course, many answers to that question and we’ve seen quite a few over the course: there are court cases, there are UN monitoring bodies, there are prosecutions. But a huge part of human rights work is finding facts and disseminating stories of what’s happening to people. This week we have two parts to our study: first, some general readings fact-finding and advocacy. Second, we’ll watch the Kony2012 video and read some critical pieces about it. Please watch the video first so that you can form your own opinions, and THEN read the pieces so you can decide whether you agree or disagree. In class, we’ll discuss the ways human rights researchers go about their work and the efficacy and shortcomings of the Kony2012 advocacy strategy.

##### **1. Fact-Finding and Transnational Advocacy**

- Alston & Goodman, *International Human Rights* (Orentlicher, “Bearing Witness”; Cohen, “Government Responses to Human Rights Reports”)
- Human Rights Watch, “About Our Research”,  
<https://www.hrw.org/about-our-research>
- Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*, **READ pp 102-110, 116-120**
- Susan Marks and Andrew Clapham, “Victims” in *International Human Rights Lexicon*

##### **2. Case Study: Kony 2012**

- **WATCH Kony 2012 video (30 minutes)**,  
<https://invisiblechildren.com/kony-2012/>
- Mareike Schomerus, “‘Make Him Famous’: The Single Conflict Narrative of Kony and Kony 2012” in *Advocacy in Conflict: Critical Perspectives on Transnational Activism*, edited by Alex de Waal
- Lars Waldorf, “White Noise” (2012)
- Teju Cole, “The White-Savior Industrial Complex,” *The Atlantic Monthly*, March 21, 2012
- Adam Branch, “Dangerous Ignorance: The Hysteria of Kony 2012”, *Al-Jazeera*, March 12, 2012

### **Part IV. New Frontiers**

## Class 14 (May 3)

### **The Present and Future of Human Rights**

The world faces many crises right now. In addition to conflict, insecurity, and population movement, we are also facing radical economic inequality, horrific poverty even in rich nations, and the existential threat of climate change, and a global pandemic. What, if anything, does human rights have to do with these problems? Where should the human rights movement go in the future? What are the pitfalls and promises? What kinds of goals can human rights accomplish? Are we tackling the right things in the right ways? Do we need different objectives and/or different strategies? Kennedy's "Part of the Problem" was written over 15 years ago and lists a series of ways in which human rights might be "part of the problem" instead of the solution. What do you think about his list? How does it compare with the Open Global Rights pieces about the future of human rights?

#### **1. Human Rights and Climate Change**

- OHCHR, "Key Messages on Human Rights, Climate Change and Migration"
- Universal Rights Group, "Human Rights, Climate Change and Cross-Border Displacement" (Aug. 2015)
- César Rodríguez-Garavito, "Can Human Rights Deal with Existential Risks to Humanity and the Planet?" *Open Global Rights* (Jan. 22, 2021)
- Sam Varvastian, "Children's climate change case at the European Court of Human Rights: what's at stake?" *The Conversation* Dec. 4, 2020)
- LISTEN: <https://soundcloud.com/user-163824213/bbc-world-service-features-glans-climate-change-action> (4 min.)

#### **2. Poverty and Inequality**

- Samuel Moyn, "Do Human Rights Increase Inequality?" *The Chronicle of Higher Education* (May 26, 2015)
- Juan Pablo Bohoslavsky, "The Pandemic of Inequality", *Open Global Rights* (Nov. 6, 2020)

#### **3. The Future of Human Rights**

- David Kennedy, "The International Human Rights Movement: Part of the Problem?", *The Dark Sides of Virtue: Reassessing International Humanitarianism* (2004)
- William F. Schulz & Sushma Raman, "The Coming Good Society: Why new realities demand new rights" *Open Global Rights* (Jan. 20, 2021)
- Karen Engle, "Human Rights or a Different Register: Taking Seriously Other Emancipatory Discourses", *Open Global Rights* (Mar. 31, 2021)

- Laurel Fletcher, "The International Human Rights Imaginary and the International Human Rights Movement," *Open Global Rights* (Mar. 26, 2021)

Class 15 (May 10)

TBA