The Global Politics of Human Rights  
Meets: Monday and Wednesday 10:45-12:00 p.m.  
Location: Farmer Education Building, Room 320  

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Office Hours: Monday and Wednesday 12:30-1:30 p.m.

*Human rights are inscribed in the hearts of people; they were there long before lawmakers drafted their first proclamation*  
- Mary Robinson, United Nations High Commissioner for Human Rights, 1997-2002

I. Course description:

The development of a global human rights regime is one of the most significant achievements of the 20th Century. However, the continuing evolution of a system of norms, rules and institutions that protect individual and group rights against the predatory and destructive actions of state and non-state actors remains one the greatest challenges of the 21st Century. Just 150 years ago, slavery was practiced in the United States. Much of the world lived under colonial rule, and discrimination--based on race, religion, ethnicity and gender--was widespread. Governments could repress their populations without fear of sanction. Mass murder, genocide, torture, systematic deprivation and economic plunder were tolerated in silence and enabled by increasingly destructive technologies and zealotry. While grave violations of human dignity have not disappeared, a paradigmatic shift in how states are expected to treat their citizenry and each other has occurred since the adoption of the Universal Declaration of Human Rights after World War II.

This course examines the political forces that have shaped gradual construction of an international human rights regime and global rights discourses. It is designed to give students a greater understanding of the process of expanding human rights protections, which has been fraught with conflict. The struggle for human rights has been characterized by a tense and difficult dynamic of advances and setbacks, in which an increasingly diverse network of actors--international institutions, governments, non-governmental organizations and individuals--participate. The course will introduce students to international human rights -- not only civil and political, but also economic, social and cultural rights -- including the widely accepted norms upon which they are based; binding treaties and implementation mechanisms; related national, regional and international institutions; and transnational networks of activists, who--in part because of greater awareness afforded by new communication technologies--are less willing to accept the limitations of traditional claims of national sovereignty and political necessity.
We will focus primarily on analyzing the political forces propelling, opposing, and altering the human rights regime over time. The course will begin by exploring the emergence and creation of the concept “human rights.” It will then review historical struggles for human rights, and the subsequent construction of the international human rights regime. Next, we will take a more in-depth sociological look at specific types of rights—civil, political, economic, social, cultural, and collective—paying special attention to social struggles over their realization.

This course fulfills the core “global politics of human rights” requirement for the ASU undergraduate Certificate in Human Rights (https://sst.clas.asu.edu/content/human-rights), and will prepare students for work with international governmental or non-governmental organizations, social movement organizations, or other institutions with an international focus.

II. Course requirements and grading policy:

A wide variety of issues will be covered during the semester, and the workload will be fairly demanding. Attendance and participation are vital to the success of the class and to your grade. Lectures diverge from assigned readings, so it is imperative that you do all readings and attend all lectures. If you are unable to attend class or turn in an assignment on time, please let me know ASAP. Do not assume late work will be accepted until you confirm it with me.

Your grade will be based on the following:
- Attendance, class participation: 15%
- Quizzes/Exams: 15%
- Memos: 40% (2x 20% each)
- Final group project (product/presentation/report): 30%

Attendance and class participation: This course is organized around class discussion of, and assessments based on, assigned readings and video materials. Obviously, readings are not optional! Students must read assigned materials carefully and thoughtfully prior to the lecture for which they are due. You may also be asked to watch films outside of class. You are required to participate meaningfully in class discussions by contributing relevant information, addressing controversial issues, and raising probing questions based on readings and films. Attendance will be tracked and grades lowered for excessive absences (defined as more than four absences for any reason). Once during the semester, you and 1-2 of your peers will review three key points from the previous week’s readings and present a current case study to illustrate those points. Plan to send the class a link to a news story or report on the case by Monday of the week you present.

Studying for this course: You should take notes on the readings and films to help you prepare for discussions, quizzes, exams, and memos. In particular:

1. note the main points of each source, and if there is more than one source, consider how they are related (with one main point from each as an example);
2. consider what is new to you about the topics discussed and how (if at all) they have changed your conception of the global politics of human rights; and
3. develop an understanding of how the week’s readings, films, and lecture material apply to current events
I want you to engage the readings, so you should have comments and questions ready each week regarding how they relate to modern life and/or current events. Staying abreast of recent news relevant to course topics (see below, “supplemental materials”) can bolster your preparedness.

**Quizzes and exams:** I reserve the right at any time, without warning, to give a quiz. If you stay caught up on your readings and assignments, you should not have any difficulties with pop quizzes. There will be one scheduled midterm exam during Week 6. Please use your notes to prepare for this. There will be no make-up exam unless you have a documented and dire emergency that precludes you from taking the original.

**Memos:** Memos of 4-6 pages (typed, double-spaced, 12-pt. font, one-inch margins) will be required for two (2) topical areas of the course (“Human Rights and Security” – due Week 8, and “Collective & Diffuse Rights” – due Week 12). Memos should incorporate:
1) Analysis of the group of readings on each theme in light of questions I will provide.
2) A concise summary of the main arguments of key course readings (to be specified).
3) Your scholarly (not personal) reactions to or reflections on the readings

I encourage you to have discussions with your classmates, but your memo must be your own work, and in your own words. Memos must be submitted to SafeAssignment Friday of the week due by 5:00 p.m.

**Group Project:** Your group assignment will be to incorporate what you have learned about politics, human rights, and justice to analyze one of the topics featured at the Tenth Annual Human Rights Film Festival (HRFF), April 10-12, 2020 (please mark your calendars now).

Your group project tasks will be to:
1) research the history and the root causes of the situation
2) gather information (empirical data) on the current human rights reality and how politics affects the situation
3) investigate two organizations or agencies that are working to improve the situation (you may even interview someone from these organizations) and summarize their approaches
4) produce a collaborative “product” based on analysis of the information you collect to help others understand the issue and its human rights implications. Possible “products” include:
   a. A poster on your topic for display at the HRFF
   b. Informational brochures, flyers, or other kinds of handouts on your topic
   c. A self-written and produced video on your topic
   d. A PowerPoint presentation with up to 15 slides to run as a slide show between films
   e. An interactive educational activity (taking 15 minutes or less) to get the audience involved in your topic
5) attend the HRFF session related to your topic, plus one other session (you can receive extra credit for attending a third or fourth session)
6) present in class (with PPT or handouts) your final conclusions and “Plan of Action” for how your group would try to solve this problem, based on individual strategies of group members
7) produce a final group “Report and Plan of Action” (in hard copy, in perfect condition, proofread and professional, and signed by all group members) – due during finals week

More details about this project will be provided in class.
The grading scale is as follows:

(No A+)
95-100 = A
90-94 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
60-73 = D
Below 60 = E

III. Required texts:


IV. Supplementary materials

- Non-book materials will be linked through Canvas or made available otherwise
- You may be asked to watch 1-2 films outside of class, through the library or online.
- All ASU students, faculty, and staff have free access to the New York Times. You should take advantage of this opportunity to read news relevant to class: www.nytimes.com/ASU
- Current analysis of human rights can be found at: https://www.openglobalrights.org/
- You should also check independent media sources regularly for news items that relate to course readings. Some good examples include:
  - http://www.democracynow.org/
  - http://therealnews.com/t2/
  - http://www.alternet.org
  - http://www.commondreams.org
  - http://www.oneworld.net
  - http://www.opendemocracy.net

V. Miscellaneous course information:

Obvious courtesies:

- Arrive on time
- Turn off your cell phone
- Let me know in advance if you must leave early

ASU e-mail and Canvas: Course information is often disseminated by e-mail, so you will need to be sure your e-mail is working. Also, if you send me something and I do not respond within 48 hours, you should assume that I did not receive it. If it is an assignment, I suggest you bring a hard copy and put it into my mailbox instead of relying on e-mail, to ensure that you receive credit. We will be using Canvas, so please familiarize yourself with this interface if you have not done so already. It can be reached through MyASU.

Use of technology in the classroom. It is important that all feel free to contribute in a learning environment; thus any recording of class sessions is prohibited (with the exception of those who have a DRC-approved accommodation; see below), and no one should post any verbatim accounts of class discussion or say anything that could identify a class member on social media. Computer use is limited during class time unless specifically authorized by the instructor.
Incompletes: A mark of ‘I’ (incomplete) is given by the instructor only when a student who is otherwise doing acceptable work is unable to complete a course because of illness or other conditions beyond the student’s control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “I” is recorded. When you complete the course, the instructor must submit an online grade change request. An "I" will be automatically changed to a failing grade "E" (0.00 for purposes of evaluating graduation requirements) if not completed within one calendar year. Official University policy can be found at: http://www.asu.edu/academic/manuals/ssm/ssm203-09.html.

Academic integrity: Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal, not to mention lifelong shame and regret. For more information, see http://provost.asu.edu/academicintegrity/.

Please note that plagiarism is a serious offense. Anyone caught plagiarizing could fail the plagiarized assignment and perhaps the class. Plagiarism includes failing to cite sources, failing to put quotation marks around direct quotes, representing others’ work as yours, or allowing others to represent your work as theirs. Stay away from copy-and-paste! If you have doubts about what constitutes academic dishonesty, ask me.

Writing assistance: The SST Writing Mentorship Center [check schedule for closures] offers personalized, one-on-one support for students currently enrolled in courses offered through the school. Peer mentors specialize in social science writing and can assist with any stage of the writing process. Available by appointment and walk-in. The ASU Writing Center also is available to enrolled students to help them improve their writing skills through online and in-person tutoring. The Writing Center website also contains handouts and services that can help you write better papers. You are strongly encouraged to use these services for your final paper, especially if you receive feedback regarding the need to improve your writing.

Disability Services: ASU’s Disability Resource Center (DRC) provides services to students with disabilities. If you desire accommodation for this course, please contact the DRC to establish your eligibility and make sure they can provide you with the services you need. Students with disabilities must meet the same standards, deadlines, etc. as any other student. All information regarding disability is confidential.

Discrimination: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been
harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available if you wish to discuss any concerns confidentially and privately.
COURSE OUTLINE

PART I: INTRODUCTION AND OVERVIEW OF HUMAN RIGHTS

WEEK 1: Introduction
January 13-15
Films: (two very short, very basic introductions to human rights)
• www.humanrights.com/#/what-are-human-rights
• http://www.youtube.com/watch?v=kbul3hxYGNU&list=PLCAA1D8F69131A393&index=3&feature=plpp_video

WEEK 2: What are human rights?
January 22 (no class Jan 20 - Happy MLK Day!)
Assignment
• Plagiarism and cheating quiz
Reading
• DeLaet, Introduction [10 pp.]

WEEK 3: Contesting views of human rights
January 27-29
Readings
• DeLaet, Ch. 1 & 3 [33 pp.]

Questions to consider as you prepare for class:
• How are human rights defined?
• What are the foundations of human rights?
• Are human rights universal, and if so what is the impact of culture on their development?
• Are human rights fundamentally individual or collective? Can they be both? Why?
• What are some of the conflicts and contradictions among different ideas about rights?

WEEK 4: Contending explanations for rights violations
February 3-5
Readings [60 pps.]
Questions to consider as you prepare for class:

- What are some psychological explanations for human rights violations?
- What are some ideological explanations for human rights violations?
- What are some political explanations for human rights violations?
- What are some economic explanations for human rights violations?
- How do the Five Lenses help elucidate different aspects of social phenomena?

**WEEK 5: Historical struggles for human rights**

**February 10-12**

**Readings**
- Keck and Sikkink, Ch. 2: “Historical Precursors to Modern Transnational Advocacy Networks” [40 pps.] and Ch. 3: “Human Rights Advocacy Networks in Latin America” [41]

**Film**
- *White King, Red Rubber, Black Death*—available streaming at ASU library

Questions to consider as you prepare for class:

- What are some ways that colonialism set the stage for later human rights violations?
- What are some historical precursors to today’s activism in defense of human rights?
- How should new democracies cope with the legacies of authoritarian rule and war, especially with murderers and torturers?
- What human rights lessons can be drawn from conflicts in areas as diverse as the Congo, Mexico, El Salvador, and Argentina?

**WEEK 6: Construction of an international human rights regime**

**February 17-19**

**Readings**
- DeLaet, Ch. 2 and 8, as well as pp. 93-98 (“Genocide”) [16 + 24 +6 = 46]

**Key, super important UN Documents** (familiarize yourself with these documents)
- **Universal Declaration of Human Rights** (UDHR)
- **International Covenant on Civil and Political Rights** (ICCPR)
- **International Covenant on Economic, Social and Cultural Rights** (ICESCR)
- **Cheat sheet** with key instruments and their precursors (become familiar with these)

**Films**
- “For EVERYONE Everywhere – UDHR”: [http://www.youtube.com/watch?v=a3atP4IK7s8](http://www.youtube.com/watch?v=a3atP4IK7s8)
- “The Human Rights Treaty Body system”: [https://www.youtube.com/watch?v=JP0fB-_X0l8](https://www.youtube.com/watch?v=JP0fB-_X0l8)

Questions to consider as you prepare for class:

- What are the key human rights instruments?
- What are the strengths and weaknesses of non-adversarial methods for promoting international human rights?
- What is the relationship between rights and national sovereignty?
- Under what conditions are states permitted to derogate from human rights commitments under international law? Do such derogations undermine human rights?
• What are the similarities, differences, and tensions between international humanitarian law and international human rights? How do differences affect outcomes?
• According to “Just War Theory,” when is humanitarian intervention justified? When might it be called into question?
• How can we assess whether foreign policies that claim human rights objectives are truly promoting rights or simply advancing narrow national interests?

WEEK 7: Mechanisms, Actors, and Pathways (MAPs) toward human rights realization
February 24-26
Assignment
• MIDTERM QUIZ: Human Rights: concepts, mechanisms, and actors
Readings
• DeLaet, Ch. 11 [13]
• Keck & Sikkink Ch. 1: “Transnational Advocacy Networks in International Politics” [38]
• Haglund, LaDawn and Robin Stryker. 2015. “Introduction: Making sense of the multiple and complex pathways by which human rights are realized.” In Haglund & Stryker (eds.) Closing the Rights Gap: From Human Rights to Social Transformation. UC Press. [22]

Questions to consider as you prepare for class:
• What are the pros and cons of “bottom up” and “top down” approaches to human rights?
• What are the similarities and differences between organizations that advocate for human rights and those that provide relief or development assistance?
• What is the role of non-governmental organizations and social movements in changing discourses and practices of human rights and protections?
• What are some key mechanisms that can be engaged to promote protection of, respect for, and fulfillment of human rights?
• What are “Transnational Advocacy Networks”? What kinds of tactics have TANs used to promote their objectives?
• What is the “boomerang effect” of TANs? What are the conditions for success of a boomerang strategy?
• How can the MAPs framework be used to understand the various actors, mechanisms, and strategies of social transformation?

PART II: HUMAN RIGHTS AND “SECURITY”

WEEK 8: “National security” and human rights
March 2-4
Core Readings:
• DeLaet Ch. 4 [16]
Familiarize yourselves with these sources [we will use them for an in-class exercise]:


**U.S. Government Docs:**
- The so-called “Torture Memo” (Yoo)
- Department of Justice Office of Legal Counsel Memos
- Department of Defense Memo on Afghanistan Detainees

- New York Times interactive reports on the “Torture Report,” put out by the Senate Select Committee on Intelligence a few years ago:

- Searchable ACLU national security database: [https://www.aclu.org/issues/national-security](https://www.aclu.org/issues/national-security)

**Film** [watch after the readings!]
- Abu Ghraib: [https://www.youtube.com/watch?v=fRZEvNnyqLA](https://www.youtube.com/watch?v=fRZEvNnyqLA)

**Questions to consider as you prepare for class:**

- What are some norm-conflicts that arise between human rights on one hand, and national security discourses on the other?
- What are the consequences of torture on victims, perpetrators, and institutions?
- What are the key dimensions of a criminal justice approach to security threats?
- How can we assess whether policies that claim national security objectives are justified?
- What are the causes and consequences for human rights of restrictive refugee policies?

**WEEK 9: March 9-11 - SPRING BREAK**

No Classes – suggestion to start on readings for next week and working on Memo #1

**WEEK 10: “Human security” and human rights**

March 16-18

**Assignment**
- MEMO 1 (DUE FRIDAY at 5:00 p.m.): “Human Rights and Security”

**Readings**
- Danner, Mark. 1993. The Massacre at El Mozote. [Read through p. 161 only; you do not have to read the “notes” or “documents” sections; this is a BOOK so get started early.]

**Familiarize yourselves with the ACLU critique of police militarization:**
- Skim the report here, paying particular attention to the cases, as well as race and the “War on Drugs” metaphor: [https://www.aclu.org/sites/default/files/field_document/jus14-warcomeshome-text-rel1.pdf](https://www.aclu.org/sites/default/files/field_document/jus14-warcomeshome-text-rel1.pdf)
- The overview can be found here: [https://www.aclu.org/feature/war-comes-home?redirect=war-comes-home-excessive-militarization-american-policing](https://www.aclu.org/feature/war-comes-home?redirect=war-comes-home-excessive-militarization-american-policing)

**News article:**

**Film**
A brief, cheery UN narrative on “Human Security”:
https://www.youtube.com/watch?v=cCP0Irl67pl

Questions to consider as you prepare for class:
• What are some consequences of state repression?
• What are other ways of conceptualizing security besides “national security”?
• What kind of “security” do human rights promote?
• How are these different conceptions of security in harmony or in conflict?
• What are the obstacles to security for minority populations? What are some mechanisms for
overcoming these obstacles?

PART III: ECONOMIC, SOCIAL, COLLECTIVE, AND DIFFUSE RIGHTS

Note: to get extra credit for films, watch the film, write 2-3 pages summarizing it in your own
words and explaining how it illustrates class themes (from the readings), and email that to me

WEEK 11: Categorical discrimination – gender and sexuality
March 23-25
Film [no class on Monday]
• Equal means Equal
• If you are unable to watch the film, please read Keck and Sikkink, Chapter 5
Readings [for Wednesday Zoom call]
• DeLaet Ch 7 [15 pages]
• Farmer, 2009. “On Suffering and Structural Violence.” [You already read this for Week
4, but skim it again, and re-read the section on “The Axis Gender”]
Familiarize yourselves with the human rights record of the USA:
US Human Rights Network. [skim pages 9-26 and the section on gender (307-315)]
Familiarize yourselves with these human rights documents [no need to read in depth, but be
familiar enough to reference]:
• CEDAW (International Convention on the Elimination of All Forms of Discrimination
against Women)
• ERA (Equal Rights Amendment)

In-Class Discussion Questions (via Zoom):
• How does the reality of women in the U.S. compare to CEDAW?
• What difference would CEDAW make?
• What difference would the ERA make?
Questions to consider from your readings for Memo #2:

- What is “structural violence” and how does it relate to gender?
- What are the key ways that human rights are violated across gender lines? What are the key ways that human rights based on sexual orientation are violated?
- What struggles have occurred to protect rights for specific groups? What instruments and institutions to protect rights have emerged from these struggles?
- How might framing women’s and/or LGBTQ/trans rights as “human rights” change the strategies and pathways to realization employed by activists and advocates?
- Does the pursuit of gender equity justify differential treatment of people based on gender? Can you identify cases that may call for differential treatment to advance human rights?
- Are there circumstances in which isolated or random violence against women or against people based on sexual orientation might be considered human rights issues?
- How might access to human rights for women or LGBTQ/trans people also promote access to rights for men or heterosexuals?

WEEK 12: Categorical Discrimination – race and ethnicity
March 30-April 1

Film [no class on Monday]
- **Required** (will discuss in class via Zoom): *Say Her Name: The life and Death of Sandra Bland* (available streaming at ASU library – search for it if link doesn’t work)
- Extracredit (only in addition to your required film): *Crime + Punishment* (also at ASU)

Film notes
- Post your **required** film notes to the Week 12 Discussion Board Monday by midnight
- *Comment on the posts of at least 2 classmates by Tuesday at midnight*

Readings
- Farmer, 2009. “**On Suffering and Structural Violence**.” [You already read this for Week 4, but skim it again, and re-read the section on “The Axis of ‘Race’ or Ethnicity”]

Familiarize yourselves with the human rights record of the USA:
- USHRN. 2010. “**Universal Periodic Review Joint Reports: United States of America**.” US Human Rights Network. [You already have this from last week; for this week, *Skim* sections on race (41-82; 119-192). We will use this in our Zoom breakout groups, so have it ready]

Familiarize yourselves with this human rights document:
- **CERD** (International Convention on the Elimination of All Forms of Racial Discrimination): [We will use this in our Zoom breakout groups, so have it ready]
WEEK 13: Poverty, inequality, and structural violence
April 6-8

Film [no class on Monday]
- **Required** (will discuss in class via Zoom): *Sorry We Missed You* (Ken Loach; turn on subtitles if you can't follow the English; available streaming at ASU library – search for it if link doesn’t work)
- **Possible Extra Credit** (if I can find a digital copy): *Pixote* [Hector Babenco; this film portrays sexual and other violence and is disturbing; please be prepared if you choose to watch it]

Film notes
- Post your **required** film notes to the Week 13 Discussion Board Monday by midnight
- Comment on the posts of at least 2 classmates by Tuesday at midnight

Readings
- DeLaet, Ch. 6 (ESR) and re-read p. 211-217 on corporations from Ch. 11 [17+6=23]
- **Optional journal article** discusses *Sorry We Missed You*: Robert MacDonald. 2019. “Ken Loach’s new film tells exactly the same story as our research.” *The Conversation.*

Familiarize yourselves with the human rights record of the USA:
Familiarize yourselves with these UN/human rights documents:

- **ICESCR** (International Covenant on Economic, Social and Cultural Rights) [We will use this in our Zoom breakout groups, so have it ready]
- **Optional Protocol** to ICESCR (complaint and inquiry mechanism)

For reference only – might be helpful for Memo #2:


**In-Class Discussion Questions (via Zoom):**

- What obligations does ICESCR demand of signatories?
- How does the reality for workers and the poor (U.S. and U.K.) compare to ICESCR?
- What measures or policies could the U.S. or U.K. implement to better meet its obligations under ICESCR?
- What can activists do/what have activists done to hold the U.S. accountable to ICESCR?

**Questions to consider from your readings for Memo #2:**

- What is the relationship between poverty and human rights violations?
- What is the relationship between inequality and human rights violations?
- If a country ratifies ICESCR, could they be obligated to raise taxes, in particular when wealth and income is highly concentrated?
- If tax rates are so low that funding is not available for basic ESR programs, is this a violation of ESR obligations? What if the government argues that low tax rates mean higher growth to benefit all, including the poor?
- What are the human rights responsibilities of multinational corporations?

**WEEK 14: Collective and diffuse rights**

**April 13-15**

**Film [no class on Monday]**

- **Required** (will discuss in class via Zoom): *Defenders of the Dawn* (available streaming at ASU library – search for it if link doesn’t work)
- **Extra Credit:** *Awake: A Dream from Standing Rock* (available streaming at ASU library – search for it if link doesn’t work)

**Film notes**

- Post your required film notes to the Week 14 Discussion Board Monday by midnight
- Comment on the posts of at least 2 classmates by Tuesday at midnight

**Readings**

- DeLaet Ch 5 [22]
Familiarize yourselves with the human rights record of the USA:

- USHRN. 2010. “Universal Periodic Review Joint Reports: United States of America.” US Human Rights Network. August. [You already have this from previous weeks; skim only pages 323-328 on indigenous rights. **We will use this in our Zoom breakout groups**, so have it ready]

Familiarize yourselves with these UN/human rights documents [no need to read word-for-word]:

- UN Declaration on the Rights of Indigenous Peoples (UNDRIP) [**We will use this in our Zoom breakout groups**, so have it ready]
- Right to Development at a Glance (based on UN Declaration on the Right to Development)
- What are Environmental Rights (Based on Environmental Human Rights)

**In-Class Discussion Questions (via Zoom):**

- What rights does UNDRIP grant to indigenous peoples? What obligations does UNDRIP demand of signatories?
- How does the reality for indigenous peoples compare to UNDRIP?
- What are the linkages between indigenous rights and environmental human rights?
- In what ways are indigenous rights similar to collective or diffuse rights? In what ways are they different?

**Questions to consider from your readings for Memo #2:**

- What are the similarities and differences between struggles for individual rights and struggles for collective “goods” (development, peace, a healthy environment)?
- When conflicts between collective and individual rights occur, how should they be resolved? Which should take priority?
- When conflicts between different kinds of collective rights occur, what criteria should be used to resolve them?
- What obligations does the international community have to prevent collective rights violations, including genocide? How might these obligations change depending on the nature of the violations (e.g., genocidal massacres vs. “slow industrial genocide” due to actions of corporations producing globally consumed goods vs. chronic deprivation-related deaths)?

**PART IV: ACCOUNTABILITY AND RIGHTS REALIZATION**

**WEEKS 15: Punitive justice**

April 20-22

Assignment

- MEMO 2 (DUE FRIDAY at 5:00 p.m.): “Economic, Social, Collective, and Diffuse Rights”
- *Required* (we will discuss in class via Zoom): 500 Years: Life in Resistance
- *Extra Credit*: either Granito: How to Nail a Dictator; OR 3RD OPTION The Judge and the General

Film notes
• Post your required film notes to the Week 15 Discussion Board Monday by midnight
• Comment on the posts of at least 2 classmates by Tuesday at midnight

Readings
• DeLaet, Ch. 9 [26 pp.]
• Mullen, Matthew. 2015. “Reassessing the focus of transitional justice: the need to move structural and cultural violence to the centre.” Cambridge Review of International Affairs 28(3): 462-479.

In-Class Discussion Questions (via Zoom):
• What are the benefits of criminal trials? Give examples from the films and readings.
• What are the drawbacks of criminal trials? Again, give real-world examples.
• What other mechanisms operate alongside criminal trials to help produce justice?

Questions to consider from your readings for Memo #3:
• What goals does punitive justice emphasize?
• What kinds of institutions are designed to realize punitive justice, and how do advocates, activists, and communities utilize them?
• What are the impacts of human rights trials on later abuses, democracy, future conflict, and the rule of law?
• What are the strengths and weaknesses of a punitive approach to human rights violations?

WEEK 16: Restorative justice, truth commissions, and other non-criminological strategies
April 27-29 [LAST WEEK OF CLASSES]

Film [no class on Monday]
• Required (will discuss in class via Zoom): Facing the Truth (Bill Movers) (120 min; available streaming at ASU library – search for it if link doesn’t work)
• Extra Credit: you can choose one of these:
  o The Tiniest Place (110 min; about El Salvador; available streaming at ASU)
  o One Day after Peace (86 min; about Israel/Palestine and South Africa)

Film notes
• Post your required film notes to the Week 16 Discussion Board Monday by midnight
• Comment on the posts of at least 2 classmates by Tuesday at midnight

Readings
• DeLaet, Ch. 10 [17 pp.]
In-Class Discussion Questions (via Zoom):
- TBD

Questions to consider from your readings for Memo #3:
- What goals does restorative justice emphasize?
- What kinds of institutions are designed to realize restorative justice, and how do advocates, activists, and communities utilize them?
- What are the impacts of restorative approaches for communities and victims?
- What are the strengths and weaknesses of a restorative approach to human rights violations?

MAY 6: FINAL Memo #3 due at 12:00 p.m.