

## POLITICAL SCIENCE 24724: HUMAN RIGHTS AND POLITICAL VIOLENCE

### CONTACT INFORMATION:

Professor: Michele Leiby  
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### COURSE DESCRIPTION:

“Progress in human rights is one of the 20<sup>th</sup> century’s hallmark achievements. One hundred years ago, more than half of the world lived under colonial rule; no country permitted all of its citizens to vote; and state terrorists operated with impunity, protected by the norm of non-interference in the internal affairs of other countries. Discrimination on the basis of race, ethnicity, religion and gender were accepted official practices. A mere fifty years ago, the systematic mass murder of European Jewry by the Nazis was met with virtual silence while it was occurring. There were no strong pressures for humanitarian intervention to stop genocide, and even neutral states refused to open their borders to fleeing refugees. But today, a half century after the adoption of the Universal Declaration of Human Rights, there has been a profound transformation in the way that governments are expected to treat their people and each other – even if they often do not comply.” (-Terry Lynn Karl)

In this class, we will celebrate the successes and advancements of human rights initiatives around the world, while studying the areas in which progress has been slow or backslides have occurred. We will examine questions such as: What are human rights? Are they universal or culturally determined? Why do governments sometimes violate the basic rights and fundamental freedoms of their own people? How do societies move on after mass atrocity? Each of the above research questions will be paired with an in-depth case study. Topics for discussion include: torture during the Global War on Terrorism, wartime sexual violence in the Democratic Republic of Congo, election-related violence in Iraq and Iran and land rights of indigenous communities in the Americas. By the end of the semester, students will have increased their empirical knowledge of human rights around the world, as well as the theoretical and methodological obstacles to the scientific analysis of human rights.

### STUDENT LEARNING OBJECTIVES:

Learning Goals	Relevant Sessions	Assessments
Learn how to think about human rights in a critical and scientific way (focus on empirical facts, not rhetoric and not feelings or moral judgments)	Pervasive, with particular focus on: Sept 18-27	Literature Review Group Project Mid-term and Final Exam
Learn to critically evaluate and create causal arguments	Pervasive, with particular focus on: Sept 25-27 Oct 18-25 Nov 6-8	Literature Review Mid-term and Final Exam
Learn about recent and ongoing human rights crises in the world	Pervasive, with particular focus on: Oct 4-Nov 8	Group Project Mid-term and Final Exam

Learn to critically assess academic literature on human rights issues	Pervasive	Weekly assigned readings Literature Review
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**REQUIRED TEXT:**

All required readings can be found on the Woodle page.

**HOW TO CONTACT ME:**

As noted above, I will be available for office hours 3 hours a week. Every week, a sign-up sheet will be posted outside of my office door, denoting 15-minute time slots. You are responsible for stopping by and signing up for an appointment on the sign-up sheet. Any missed office hour appointment (without prompt notification) will be counted as an absence and will be reflected in your grade.

**GRADES:**

Students will be evaluated through their performance on exams, written assignments, a group project as well as class participation and attendance. The breakdown for the grades is as follows:

Midterm Exam	20%
Final Exam	20%
Literature Review	20%
Group Activity	25%
Professionalism	15%

**STUDENT PROFESSIONALISM:**

Students are expected to attend all lectures, and come prepared to discuss the readings or other materials. Students are strongly encouraged to ask questions, comment on the day's topics, and otherwise participate in the class discussion. Active engagement with the material is critical to your success in this class. In addition to the assigned readings, students are expected to monitor current events as related to the course or to the weekly topic(s). Two reliable sources you may access online are: The New York Times at <http://www.nytimes.com> or the BBC World Service at <http://www.bbc.co.uk>. Students' preparedness will be evaluated through their response to the day's Discussion Qs. These will be collected and graded on a ✓/✓- basis. Each ✓- received will result in a 1pt deduction from the student's "Professionalism" score.

Laptops and other electronic devices are not permitted in class without explicit permission from the professor. If you are granted permission to use a laptop in class, it must ONLY be used to take notes (this excludes reading course assignments, surfing Google, checking email/facebook). Cell phones should be turned off before class begins. The use of a cell phone or other electronic device during a quiz/exam will result in an automatic 0 for the assignment.

Grades for "Professionalism" will be allocated as follows:

- 0-1pts- You sleep in class, are disruptive, miss more than three classes and/or fail to meet the requirements stated under "Professionalism" listed above.
- 2-5pts- You come to class but are inattentive and/or miss more than three classes.
- 6-9pts- You have consistent attendance, are consistently prepared and consistently attentive.
- 10-12pts- You satisfy all of the requirements in previous category *and* you consistently volunteer substantive questions and substantive comments that reflect time spent reading and thinking about the course.
- 13-15pts- You satisfy all of the requirements in previous category *and* you consistently share observations, introduce new insights or thoughts that raise the discussion

to a superior level of inquiry.

GROUP ACTIVITY: The purpose of this assignment is to convey your command over a particular area of the human rights curriculum and to share what you have learned with the College community. The class will be divided (at random) into five groups organized around the following themes:

- Group 1: What are human rights? How are they protected in international law?
- Group 2: Describe current human rights crises around the world, highlighting 3 or 4 countries/events (coordinated with Group 3).
- Group 3: Describe how perpetrators of human rights violations have been/are being held accountable in domestic/international courts, highlighting 3 or 4 specific cases (coordinated with Group 2).
- Group 4: Human rights in Wooster: Interview members of the off-campus community. What do they perceive to be the most pressing human rights concerns in Wooster?
- Group 5: What can *we* do? How do we get involved? How do we affect micro/macro-level change? Design an awareness campaign related to one of the local human rights concerns raised by Group 4.

Each group is responsible for designing a display around the designated theme. Ownership and creativity are a must in this assignment. This is your opportunity to become the teacher and as such it is expected that you will think critically and creatively about the best methods and materials to convey your central arguments to the campus community. **Gratuitous displays of violence that serve no clear learning goal will not be tolerated.**

Each group will be required to meet throughout the semester to plan and execute their display design. Absence from any group meeting will result in an immediate one-letter grade deduction in the individual's "Group Activity" score. Group displays will be presented to and approved by the class on **Oct 25**. The class's work will be displayed on the Art Wall in Lowry from **November 5-10**. Group projects that are incomplete on Oct 24 or Nov 5 will be docked by one letter grade (A→B, etc.) Group projects will be assessed along the following criteria:

	<b>Scoring Checklist</b>	
<b>Content</b>	The theme or main idea of the display is clear and matches the objective of the project.	
	The group has provided accurate and useful information.	
	The group has provided enough background knowledge on the issue for a novice audience.	
	The group used statistics, quotations, anecdotes and/or stories effectively.	
	Where appropriate, the group included links to reliable outside sources of information for the audience to learn more and/or get involved.	
	Viewers will walk away from the display knowing more about the topic presented, potential sources for additional information and/or solutions to problems presented.	
	The content demonstrates that the group has a clear command of the topic, has thought about the issues <i>scientifically</i> and has done extensive research beyond that which was presented in class.	
<b>Visual Display</b>	The layout and appearance of the display looks professional (uses titles and subtitles to organize information and does not use excessive text/large paragraphs).	
	The group included visual elements – pictures, charts, graphs, props, video clips – to make their display more engaging and convey their message effectively.	
	The display does not misuse or exploit graphic images or stories of individuals' experiences.	
<b>Creativity</b>	The project shows significant evidence of originality and inventiveness. It is clear that students took ownership over the project, making it their own and investing time and effort to make it a success.	
<b>Technical Aspects</b>	There are no typos or spelling and grammatical errors.	
	All sources are properly cited according to APSA style.	
<b>Group Work/Process</b>	The project is complete and addresses each of the required components.	
	The student consistently works toward group goals and contributes, encourages group action for change and is a valued and integral member of the group.	
	The group thoughtfully responded to the comments of their peers and incorporated these comments into their display revisions.	

**LITERATURE REVIEW:** The purpose of this assignment is to have students delve deeper into the academic literature on a human rights subject of their interest (**topics must be approved by Professor Leiby no later than Sept. 20**). The first goal of a literature review is to provide a succinct overview of the existing research on the subject, organizing the material around common themes, arguments, approaches or methodologies (do not organize chronologically). The overview should be able to answer the following questions: what is the state of the literature on the topic, what are the major debates on the topic, what are the common threads? You should synthesize the literature and not list what each author/article says. This will require *significant* work on your part to find the existing research on the topic. Students often rely too heavily on Google searches, overlooking the library's databases. If you are not already familiar with, you should work with Professor Leiby, the TA, and/or library staff to familiarize yourself with JSTOR, the Social Sciences Citation Index, OhioLINK, among others. **There are virtually no topics about which there exists no previous research. If you cannot find appropriate sources, please speak with Professor Leiby, the TA, or the library staff about how to improve your search skills.**

The second goal of a literature review is to provide a critique of the existing literature – are there any gaps, what are the most promising advancements, what are the shortcomings of the existing research? Lastly, the literature review should consider possible avenues for future research. These recommendations should build directly from your critique of the literature.

This assignment is designed to prepare you for IS in the Political Science Department, which will require you to review the academic literature on your chosen topic. As such, your literature review *must* be professional in presentation, well written and reflect a semester's worth of thoughtful preparation and research. Papers will be assessed on their sound ordering and structuring of material, quality and clarity of the written presentation, demonstration of sound understanding of the topic, adequacy of research and analysis, identification of major themes and arguments, critical evaluation and judgment, range of sources used and insight and originality. Please see Knopf 2006 on the Woodle page for additional guidance on how to write a literature review in political science.

The paper *must* include at least 10 academic sources (peer-reviewed journal articles or books). The literature review should be 10-12 pages and is due **Nov 20<sup>th</sup>**. Papers turned in after this date will be docked by one letter grade (A→B, etc.) Missing assignments will be recorded as a zero.

**EXAMS:** There will be two essay exams – a midterm and a final. The exams are designed to test your familiarity with the lecture material *and* reading assignments and your independent ability to apply what you have learned. **Make-up exams will only be given with a College approved excuse, and at the discretion of the instructor. Any absences from exams must be documented.**

**FILMS:** To supplement class discussion, a film will be screened every Thursday night from 7:00-9:00pm (depending on the length of the film) in Kauke 143. These films are optional, however, highly encouraged as they will provide a greater depth of understanding of the issues and cases discussed in class. Students who attend at least 50% of the film screenings will be given the option to write a one-page review (synopsis) of one of the films and submit it for extra credit (5%pt bonus on the final exam). This will be the only opportunity for extra credit or grade curving. Students who would like to attend the film screenings, but have a consistent time conflict for Thurs. nights should make arrangements with the Professor.

**MISC. CLASSROOM POLICIES:**



AMERICANS WITH DISABILITIES ACT: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

INCOMPLETES: Incomplete grades (I) will be granted only under extraordinary circumstances and only when a small portion of the coursework remains unavoidably unfinished. If an incomplete is necessary, all coursework requirements must be fulfilled before the end of the first week of classes of the following semester.

ACADEMIC HONESTY AND INTEGRITY: **Students are expected to comply with all College policies regarding academic honesty and integrity. Cheating, plagiarism, or academic dishonesty of any kind will not be tolerated, and will result in the student(s) failure in the assignment and/or course.** Such violations include turning in another person's work as your own, copying from any source without proper citation, crossing the boundary of what is allowed in a group project, submitting an assignment produced for a course to a second course without the explicit authorization of all instructors involved, and lying in connection with your academic work. Whether intentional or not, violations of this policy will not be tolerated.



Discussion Qs: Describe the role of the UN in creating and upholding international human rights laws. Should the UN be involved in enforcing such treaties? Why or why not? Look at one of the treaties at hrweb.org. From the perspective of an international human rights lawyer, discuss the difficulties with prosecuting a crime (other than the violation of the right to life) protected therein.

**SEPT 13**

**HUMAN RIGHTS IN INTERNATIONAL LAW AND REGIONAL  
HUMAN RIGHTS ORGANIZATIONS  
THE IACHR AND THE ECHR IN COMPARISON**

Inter-American Court of Human Rights. Case of Loayza-Tamayo v. Peru, Judgment of Sept 17, 1997.

European Court of Human Rights. Chamber Judgment Enhorn v. Sweden January 25, 2005.  
<http://antidiscriminare.ro/pdf/ChambJudgEnhvsSW.pdf>

European Court of Human Rights. Chamber Judgments in the Cases of Leyla Sahin v. Turkey and Zeynep Tekin v. Turkey June 29, 2004.

Discussion Qs: What are the facts of each case? What are the human rights issues at stake in each case and how are these related to the relevant regional human rights treaties evoked in each case? How did the court find? Compare the strengths and limitations of these regional systems; which do you find most well suited for providing redress to the victims and survivors of human rights abuse?

**SEPT 13**

**FILM: USA V. AL-ARIAN**  
 [\(HTTP://WWW.SNAGFILMS.COM/FILMS/TITLE/USA VS AL ARIAN\)](http://www.snagfilms.com/films/title/usa_vs_al_arian), *FIRE IN THE MIND* (F1408.A617), *LA TETA ASUSTADA*

**SEPT 18 & 20**

**THE STUDY OF HUMAN RIGHTS: MEASURES**

Goodhart, Michael. 2009. *Human Rights: Politics and Practice*. New York: Oxford University Press. p45-58.

Ball, Patrick and Christian Davenport. 2002. "Views to a Kill: Exploring the Implications of Source Selection in the Case of Guatemalan State Terror, 1977-1995" *The Journal of Conflict Resolution* 46, 3:427-450.

Discussion Qs: Why is it important to measure human rights? Why is it difficult to measure human rights? Choose two methods of measurement (or specific data sources that utilize different methods of measurement) and evaluate their strengths and limitations. Find a recent news article (NYT, Foreign Policy, BBC, etc.) that cites data on a human rights situation. Do you find the information credible? Why or why not?

Recommended: Rosenberg, Tina. 2012. "The Body Counter: Meet Patrick Ball, a Statistician Who's Spent His Life Lifting the Fog of War" *Foreign Policy*  
[http://www.foreignpolicy.com/articles/2012/02/27/the\\_body\\_counter?page=full](http://www.foreignpolicy.com/articles/2012/02/27/the_body_counter?page=full).

**\*\*\*LIT REVIEW TOPIC APPROVAL DEADLINE\*\*\***

SEPT 20

**FILM: *WHEN THE MOUNTAINS TREMBLE* (F1465.2.Q5 W44 2004, [HTTP://VIDEO.PBS.ORG/VIDEO/2248970541/](http://video.pbs.org/video/2248970541/)), *GRANITO: HOW TO NAIL A DICTATOR* ([HTTP://WWW.PBS.ORG/POV/GRANITO/FULL.PHP](http://www.pbs.org/pov/granito/full.php))**

SEPT 25

**THE STUDY OF HUMAN RIGHTS: SYSTEMIC CAUSES OF REPRESSION**

Davenport, Christian. 2006. "State Repression and Political Order" *Annual Review of Political Science* 10:1-21.

Discussion Qs: Identify and discuss three major predictors of state repression. (Be sure to think about causal *mechanisms*). Given your answer, how can human rights violations be prevented?

SEPT 27

**THE STUDY OF HUMAN RIGHTS: INDIVIDUAL CAUSES OF REPRESSION**

Milgram, Stanley. 1965. "Some Conditions of Obedience and Disobedience to Authority" *Human Relations* 18(1):57-76.

Discussion Qs: What does Milgram's study tell us about how ordinary people come to be violent killers and torturers? (Be sure to think about causal *mechanisms*). Critically evaluate the empirical validity of this line of reasoning.

SEPT 27

**FILM: *QUIET RAGE: THE STANFORD PRISON EXPERIMENT* (HV6089.Q54 2003) OR *YALE UNIVERSITY OBEDIENCE, THE MILGRAM EXPERIMENT***  
<http://www.youtube.com/watch?v=zpgjjnubmpo>

OCT 2

**IN-CLASS RESEARCH ACTIVITY**

Guest speaker: Cally King, Director of Publications and Design

OCT 4

**EMPIRICAL CASES: COLLECTIVE RIGHTS**

Guest lecture: Professor Kara Morrow, Art History; class will meet in the Ebert Art Center

Cuno, James. 2009. *Whose Culture?* Princeton: Princeton University Press. p1-33.

McClellan, Andrew. 2009. "Cosmocharlatanism" *Oxford Art Journal* 32(1): 167-171.

OCT 4

**FILM: *THE RAPE OF EUROPA, RABBIT PROOF FENCE***

OCT 9

**EMPIRICAL CASES: COLLECTIVE RIGHTS**

Kuruk, Paul. "Protecting Folklore under Modern Intellectual Property Regimes: a Reappraisal of the Tensions between Individual and Communal Rights in Africa and the United States"

<http://www.wcl.american.edu/journal/lawrev/48/pdf/kuruk.pdf?rd=1>

Discussion Qs: What are collective/group rights? Identify a crisis affecting a group's collective rights in the US. Discuss the tensions between individual and group rights and strategies for how this crisis might be addressed.

OCT 11

**\*\*\*MID TERM EXAM\*\*\***

OCT 18

**EMPIRICAL CASES: TORTURE AND THE GLOBAL WAR ON TERRORISM**

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, available at <http://www.hrweb.org/legal/cat.html>

The Interrogation Documents: Debating US Policy and Methods. National Security Archive, Washington DC

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/>, specifically:

Feb 1, 2002- Department of Justice memo to President Bush reiterating position against the application of Geneva Convention to al Qaeda and the Taliban:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/020201.pdf>

Feb 7, 2002- Memo from President Bush to his national security advisors concerning the application of Geneva Convention in the Afghanistan conflict:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/02.02.07.pdf>

Aug 1, 2002- Department of Justice memo to White House Counsel stating that interrogation methods used on al Qaeda prisoners comply with international treaties prohibiting torture: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/020801.pdf>

Dec 2, 2002- Memo from the Department of Defense summarizing approved methods of interrogation: <http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/02.12.02.pdf>

Jan 26, 2002- Department of State memo from Colin Powell in response to the White House Counsel's position on the application of Geneva Conventions:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/02.01.26.pdf>

Feb 2, 2002- Department of State memo to the White House Counsel advising that the Geneva Conventions should apply:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB127/02.02.02%20DOS%20Geneva.pdf>

Discussion Qs: What is torture? Is some amount of torture inevitable or do you believe it can be significantly reduced? What is your theory as to why brutality such as torture appears to be so frequently and commonly employed by human beings against one another? (Be sure to think about causal *mechanisms*). How do we prevent such abuses?

Recommended: [http://www.thetorturedatabase.org/search/apachesolr\\_search](http://www.thetorturedatabase.org/search/apachesolr_search)

OCT 18

**FILM: *THE TORTURE QUESTION, TAXI TO THE DARK SIDE***

OCT 23

**EMPIRICAL CASES: POLITICAL VIOLENCE AND FORCED MIGRATION**

Black, Richard. 2006. "Fifty Years of Refugee Studies: From Theory to Policy" *International Migration Review* 35(1): 57-78.

Mooney, Erin. 2005. "The Concept of Internal Displacement and the Case for Internally Displaced Persons as a Category of Concern" *Refugee Survey Quarterly* 24(3):9-26.  
[http://www.brookings.edu/~media/Files/rc/articles/2005/fall\\_humanrights\\_mooney/9.pdf](http://www.brookings.edu/~media/Files/rc/articles/2005/fall_humanrights_mooney/9.pdf)

Discussion Qs: How is forced migration a human rights issue? What are the differences between the ways in which refugees and internally displaced persons are treated by the international community? What special problems do IDPs present?

**OCT 25** **\*\*\*GROUP PROJECT PRESENTATIONS\*\*\***

**OCT 25** **FILM: SIERRA LEONE REFUGEE ALL STARS**  
 [\(HTTP://WWW.SNAGFILMS.COM/FILMS/TITLE/SIERRA\\_LEONES\\_REFUGEE\\_ALL\\_STARS\)](http://www.snagfilms.com/films/title/sierra_leones_refugee_all_stars)

**NOV 1** **FILM: CALLING THE GHOSTS, SILENCE BROKEN: THE KOREAN COMFORT WOMEN, LA TETA ASUSTADA**

**NOV 5** **\*\*\*ART WALL CONSTRUCTION\*\*\***

**NOV 6** **EMPIRICAL CASES: WARTIME SEXUAL VIOLENCE AND "PEACETIME" SEX TRAFFICKING**

Eriksson Baaz, Maria and Maria Stern. 2010. *The Complexity of Violence: A Critical Analysis of Sexual Violence in the Democratic Republic of Congo (DRC)* Uppsala, Sweden: The Nordic Africa Institute. p7-55.  
[http://www.peacewomen.org/assets/file/Resources/NGO/vaw\\_thecomplexityofviolence\\_nordicafrica-sida\\_2010.pdf](http://www.peacewomen.org/assets/file/Resources/NGO/vaw_thecomplexityofviolence_nordicafrica-sida_2010.pdf)

Phinney, Alison. "Trafficking of Women and Children for Sexual Exploitation in the Americas" Women, Health and Development Program, Pan-American Health Organization.

Discussion Qs: Are sex trafficking and wartime sexual violence caused by the same factors? Explain your answer. In what ways are these phenomenon inextricably linked? In what ways are they fundamentally (and causally) distinct? (Be sure to think about causal *mechanisms*).

**NOV 8** **EMPIRICAL CASES: GENOCIDE AND ETHNIC CLEANSING**

Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955" *American Political Science Review* 97(1): 57-73.

Convention on the Prevention and Punishment of Genocide, available at  
<http://www.preventgenocide.org/law/convention/text.htm>

Discussion Qs: What is genocide? What are the causes of genocide? (Be sure to think about causal *mechanisms*). Can it be prevented? If so, how?

NOV 8

**FILM: MY NEIGHBOR, MY KILLER**

<http://www.gacacafilms.com/index.html>, *GHOSTS OF RWANDA*,  
*SOMETIMES IN APRIL, WHEN THE MOUNTAINS TREMBLE*  
(GUATEMALA), *THE BETRAYED* (ARMENIA,  
<HTTP://VIDEO.GOOGLE.COM/VIDEOPLAY?DOCID=-7833166317264817428>)

NOV 13 & 15

**RECKONING WITH THE PAST: THE TRUTH(S) OF TRUTH COMMISSIONS**

Brahm, Eric. 2007. "Uncovering the Truth: Examining Truth Commission Success and Impact" *International Studies Perspectives* 8:16-35.

<http://www.ukrainianstudies.uottawa.ca/pdf/Brahm%202007.pdf>

Leahy, Patrick. 2009. "The Case for a Truth Commission" *TIME*, available at

<http://www.time.com/time/magazine/article/0,9171,1880662,00.html>

Discussion Qs: What is a truth commission? How does it contribute to or obstruct transitional justice and reconciliation in post-atrocity societies?

NOV 15

**FILM: CONFRONTING THE TRUTH, STATE OF FEAR, LONG NIGHT'S JOURNEY INTO DAY: SOUTH AFRICA'S SEARCH FOR TRUTH AND RECONCILIATION**

NOV 20

**RECKONING WITH THE PAST: DOMESTIC AND INTERNATIONAL CRIMINAL TRIALS**

Kritz, Neil. 1996. "Coming to Terms with Atrocities: A Review of Accountability Mechanisms for Mass Violations of Human Rights" *Law and Contemporary Problems* 59(4): 127-152.

Amann, Diane Marie. 2001. "Calling Children to Account: the Proposal for a Juvenile Chamber in the Special Court for Sierra Leone" *Pepperdine Law Review* 29(1): 167-185.

Discussion Qs: Should post-atrocity societies pursue domestic and/or international prosecution of perpetrators of violence? Why and why not?

**\*\*\*LIT REVIEW DUE\*\*\***

NOV 27 & 29

**THE INTERNATIONAL CRIMINAL COURT**

Scheffer, David J. 2001. "Staying the Course with the International Criminal Court" *Cornell International Law Journal* 35:47-100.

Browse The Rome Statute of the ICC at [http://www.icc-cpi.int/NR/rdonlyres/EA9AEFF7-5752-4F84-BE94-0A655EB30E16/0/Rome\\_Statute\\_English.pdf](http://www.icc-cpi.int/NR/rdonlyres/EA9AEFF7-5752-4F84-BE94-0A655EB30E16/0/Rome_Statute_English.pdf)

Discussion Qs: Describe the jurisdiction of the ICC. Be sure to identify the four crimes included in the ICC's mandate as well as describe the circumstances under which the ICC can pursue investigations and prosecutions.

**NOV 29**

**FILM: *THE RECKONING***

**DEC 4 & 6**

**RECKONING WITH THE PAST: REPARATIONS**

Lasco, Chanté. 2003. "Repairing the Irreparable: Current and Future Approaches to Reparations" *Human Rights Brief* 10(2): 18-21.

Powers, Kathy and Kimberly Proctor. 2011. "Victim's Justice in the Aftermath of Political Violence: Why do Countries Award Reparations" *paper presented at the Annual Meeting of the International Studies Association*. Montreal, Canada.

Discussion Qs: Should states offer reparations to victims and survivors of human rights abuse? Assuming there is sufficient political will, what are the practical challenges associated with doing so? In the aftermath of atrocity, why do some states afford reparations and others do not?

Guest Speaker: Professor Shannon King, History.

**DEC 6**

**FILM: TBA**

**DEC 13**

**\*\*\*FINAL EXAM AT 9AM\*\*\***

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### ADDITIONAL SOURCES

#### GENERAL

Human Rights Watch [www.hrw.org](http://www.hrw.org)

Amnesty International [www.amnesty.org](http://www.amnesty.org)

US State Department Country-Based Human Rights Reports

#### INTERNATIONAL COURTS AND TRIBUNALS

International Court of Justice [www.icj-cij.org](http://www.icj-cij.org)

European Court of Human Rights [www.echr.coe.int](http://www.echr.coe.int)

International Tribunal for the Former Yugoslavia [www.un.org/icty/index.html](http://www.un.org/icty/index.html)

International Criminal Tribunal for Rwanda [www.ictcr.org](http://www.ictcr.org)

Nuremberg War Crimes Trial [www.yale.edu/lawweb/avalon/imt/imt.htm](http://www.yale.edu/lawweb/avalon/imt/imt.htm)

The Trial of Charles Taylor [www.charlestaylortrial.org/](http://www.charlestaylortrial.org/)

The Trial of Alberto Fujimori <http://fujimoriontrial.org/>

#### INTERNATIONAL ORGANIZATIONS

Inter-American Commission on Human Rights [www.cidh.org](http://www.cidh.org)

Office of the UN High Commissioner on Human Rights [www.unhchr.ch](http://www.unhchr.ch)

#### VIDEOS AND DOCUMENTARIES ON HR

La Sierra (Colombia)

Romero (El Salvador)

Ghosts of Rwanda

State of Fear (Peru)

Sometimes in April (Rwanda)

The Battle of Algiers (Algeria)

Death of a Nation: The Timor Conspiracy  
(East Timor)

In the Name of Honour (Jordan)

The Killing Fields (Cambodia)

The Official Story (La Historia Oficial,  
Argentina)

Rape: A Crime of War

Silence Broken: Korean Comfort Women  
(South Korea)  
Calling the Ghosts (Bosnia-Herzegovina,  
Croatia)  
Night and Fog (WWII, Europe)  
Death and the Maiden (Chile)  
Rabbit Proof Fence (Australia)  
In the Time of the Butterflies (Dominican  
Republic)  
Tropica de Sangre (Dominican Republic)  
Sari Soldiers (Nepal)  
Presumed Guilty (Mexico)  
Justice and the Generals (El Salvador)  
Long Night's Journey into Day: South  
Africa's Search for Truth and Reconciliation  
Lost Boys of Sudan  
If the Mango Tree Could Speak (Guatemala  
and El Salvador)  
Dark light of Dawn (Guatemala)  
Down Came a Blackbird  
The Sound of the Violin: My Lai (Vietnam)  
Fire in the Mind (El Salvador and Peru)  
La Teta Asustada (Peru)  
Hopes on the Horizon (Africa)  
Terror in the Mine Fields (Cambodia)  
Warrior Marks (Africa)  
The Tree that Remembers  
Taxi to the Dark Side  
Return to El Salvador  
Forgotten Bird of Paradise  
When the Mountains Tremble  
Flower in the Gun Barrel  
My Neighbor, My Killer  
Pray the Devil Back to Hell  
Born into Brothels  
Judgment at Nuremberg  
Flow: For Love of Water  
The Reckoning  
Battle of Algiers  
Well Founded Fear (refugee/asylum  
process)  
Moolaade (FGM)  
Sierra Leone Refugee All Stars  
The Lives of Others  
Standard Operating Procedures  
Darwin's Nightmare  
USA v. Al-Arian  
Skin Deep: The Story of Sandra Laing  
(apartheid)  
The Armenian Genocide

Worse than War: Genocide, Elimination,  
and the Ongoing Assault on Humanity  
Flowers of Rwanda  
The Whistleblower (UN peacekeeping,  
Bosnia)