

The Politics of Human Rights
International Studies/Political Science 434
Spring 2018
Tuesdays/Thursdays 2:30-3:45 pm, Grainger 2080

Professor Scott Straus

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* Please see Appendix on the last page for the TA Section Schedule.

Overview

Human rights constitute a central and inescapable ideal in the contemporary world. Governments around the globe routinely commit themselves to upholding human rights, and many states have signed landmark international human rights agreements. The promotion of human rights is, moreover, a fundamental principle of the United Nations and thus of the “international community,” such as it exists. This course is an introduction to the central concepts, laws, and debates in the field of international human rights. In the first half of the course, we will examine fundamental questions such as: What are human rights? What are the philosophical, religious, and historical foundations of human rights? What are the main international human rights agreements? What are some problems with those agreements? What are the main international institutions that handle human rights? Are human rights universal? How are human rights enforced? And what role do non-governmental organizations play in this field? In the second half of the course, we will focus on two central and complex human rights issues. First, we will examine the prevention and mitigation of mass atrocities. We will examine the variety of policy tools available to domestic and international actors to mitigate or stop mass violations of human rights. As part of our study, we will explore several cases, including Iraq, Somalia, the former Yugoslavia, Rwanda, Darfur, Libya, Syria, and Burundi. Second, we will examine various approaches to accounting for past human rights abuses, including international courts, foreign courts, domestic courts, truth commissions, and “traditional” forms of justice. Again, we will focus on particular cases, such as the former Yugoslavia, Cambodia, Chile, Rwanda, and South Africa—among others. A central proposition throughout the course is that human rights cannot be separated from politics. Indeed, we cannot understand either why human rights abuses happen or why international actors respond to human rights abuses in the way they do without examining the political contexts in which the abuses and policies take place.

LEARNING OUTCOMES

1. Define and understand major human rights concepts
2. Understand the origins and history of human rights
3. Understand the processes, laws, and institutions that make human rights work
4. Identify the major obstacles to greater human rights effectiveness
5. Understand some major debates within the field of human rights
6. Understand the methods and theories by which social scientists analyze human rights
7. Understand how human rights fit into broader debates about world order and foreign policy
8. Develop writing and research skills

GRADING

Section attendance and participation: 25%

Mid-term exam: 20%

Paper (10-11 pages): 30%

Final exam: 25%

NUMBER OF CREDITS: 4

Students are expected to attend all lectures, which amounts to 150 minutes per week; attend discussion sections, which 50 minutes per week; and conduct on average 5 hours of reading, research, or other course-related outside activity per week. The semester is 15 weeks long.

SECTION SWITCHING

Section switching in the course will be possible. Our strong preference is that you seek to switch to another section taught by your current Teaching Assistant. If your schedule does not permit switching into one of your TA's other sections, then please email both your current TA and the TA whose section you wish to enter. Please make your request by the end of the first week of classes, i.e. by Friday January 26th at noon. If you have a compelling reason to switch sections, please list that reason. We will do our best to accommodate as many students as possible.

REQUIRED TEXTS

Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton: Princeton University Press, 2017).

Scott Straus, *Fundamentals of Genocide and Mass Atrocity Prevention* (Washington, DC: United States Holocaust Memorial Museum, 2016).

The first book should be available for purchase at the University Bookstore (or you may purchase it through an online source or a different bookstore). The second book is available from amazon.com as a hard copy or may be downloaded for free from the US Holocaust Memorial Museum's website here <https://www.ushmm.org/confront-genocide/take-action-against-genocide/resources/fundamentals-of-genocide-and-mass-atrocity-prevention>. There will additionally be a number of articles available on-line at

the course's learn@UW Canvas site. Please note that I have provided electronic copies of a majority of the course content in order to contain course costs, but students should feel free to make hard copies of articles.

Paper Assignment

The paper assignment is to write a 10-11 page analytical, research-based essay on a topic of interest to you and relating to the themes of the course. The paper should show independent research. The paper should be materially different from any paper handed in for credit for another class. Below are some possible suggested topics. I encourage you to consult with your TA prior to completing the research and writing.

The topic of your paper is open as to country and subject. That openness is both an opportunity (you get to decide what to study) and a challenge (you have to choose one topic among many). In my experience, I would say that two of the major challenges of an open research paper are: 1) asking a research question and asking the right question and 2) developing an argument. Presumably, there are a number of human rights issues that are or could be of interest to you. For the paper, you need to move beyond choosing an interesting topic; you need to be analytical, and being analytical usually means having a central question that drives the research and writing.

The paper must be double-spaced, 12 point, and with normal margins. We would like both hard and digital copies. The hard copies should be stapled and handed in at the beginning of class on the due date. Digital copies should be uploaded to the Canvas website on the day the paper is due. Each 24 hours that the paper is late, we shall deduct four points from your overall score.

General Suggestions

My general suggestions are two-fold: first, focus on a narrow and researchable topic. You will have a much easier time researching and writing the paper if you are able to concentrate on a fairly specific issue. Second, following the points above, frame your paper as a question. Framing your paper as a question will help you develop a thesis. For example, if you are interested in human rights violations in Burma (Myanmar), you might ask: what are the historical causes of human rights abuses in that country? Are there periods when violations were greater or lesser, and why? What international efforts have been used against Myanmar and which have been most effective? What role have non-governmental organizations played in drawing attention to and changing the human rights environment Myanmar? Have human rights treaties and norms shaped the way in which the government treats citizens? And so forth.

Paper Proposal

By March 22nd, we would like you to submit a paper proposal that outlines your main topic, question, and approach. Please also list the likely sources you will use. This is not a graded exercise but rather one for you to make progress on your paper and for us to give you initial feedback.

Grading Criteria

We will employ three principal criteria for grading your papers: quality of argument, quality of writing, and quality of research. To receive an 'A,' you must excel on all three dimensions. First, quality of argument: your paper must have a thesis, and the evidence that you supply in your paper must support your thesis. In general, strong organization and a logical flow of ideas will strengthen the quality of your argument. Second, quality of writing: I cannot stress enough how important good writing is for whatever you decide to do in life. Now is a good time to start working on your writing skills. Your paper should have no spelling or grammatical mistakes. You should make good word choices. You should not have any run-on sentences. You should use commas when commas are appropriate and semi-colons when semi-colons are appropriate. Every sentence should make sense. Every paragraph should be coherent. You should be concise. Avoid clichés. Avoid colloquialisms: (i.e. "The world should step up to the plate and do something about Darfur"). Avoid mixed metaphors: (i.e. "The world should step up to the plate and drown Sudan's government.") The best strategies for improving the quality of your writing are proof-reading and reading your paper aloud. Reread your paper several times before you hand in the final version. Reading aloud often is a good way to determine if sentences sound right. Third, quality of research: I do not have a set number of sources. The basic idea is that you need to do sufficient independent research beyond the readings assigned in the class. That could mean reading four amazing books, reading two books and six articles, or reading 100 newspaper articles. Your research sources and quantity will depend on your topic, your question, and the available resources. You should use peer-reviewed sources whenever possible. I do not have a set citation style. You may use MLA or Chicago, but whatever you do should be consistent and accurate.

Suggested Possible Topics

You have a huge number of topics from which to choose. You could focus on a major historical event, a contemporary issue, a specific human rights issue in a specific country, the history of a particular convention, and so forth. Below I list some suggested topics. You do not need to pursue these topics, and again you still need to frame your research paper as a question. But nonetheless here are some topics that students have done in the past or that would easily lend themselves to papers:

- 1) Debates over torture and detainee rights in the context of terrorism
You could focus on Guantanamo Bay, Abu Ghraib, the Geneva Conventions, the Convention against Torture, , etc.
- 2) Syria, Libya, and Myanmar
Whether what is happening is genocide, the international impasse at the U.N., what might work as an intervention strategy, roots of the violence, U.S. domestic activism on Darfur, etc.
- 3) International human rights trials
Cambodia, Iraq, Guatemala, the ICC, any case from Rwanda, any case from the former Yugoslavia, Sierra Leone, the debate of peace versus justice in Uganda, the truth commission in Guatemala, the case against Augusto Pinochet, etc.
- 4) Compare death penalty debates in the U.S. versus Europe.

- 5) Examine a specific human rights issue in Venezuela, Russia, Nepal, Colombia, North Korea, Afghanistan, Morocco, Uruguay, China, this country, Pakistan, Angola, Congo, Indonesia, Haiti, Egypt, or any other country.
- 6) Explore a debate that gets at the tension between universality and cultural relativism, for example in the issue areas of female genital mutilation/cutting or veiling of women.
- 7) Human rights abuses committed by United Nations peacekeepers.
- 8) Do human rights treaties make a difference? Choose a case and show how and whether the human rights regime has fostered change.
- 9) Critical debates within a particular human rights organization.
- 10) Are socio-economic rights “rights”? Is access to life-saving HIV suppression drugs a human right?
- 11) The debate over a country’s ratification of a particular treaty, such as the United States and CEDAW or the CRC.
- 12) The American Bar Association’s history and relationship to international human rights.
- 13) Some issue having to do with Eleanor Roosevelt and her championing of human rights.
- 14) Human rights issues that the UDHR missed, such as environmental rights.
- 15) United Nations reform, specifically dealing with the Human Rights Commission (now Council).
- 16) The problems or advantages of an “exceptionalism” framework for analyzing U.S. human rights policies.
- 17) LGBT rights as human rights.
- 18) Climate change and human rights
- 19) Debates about the history of human rights
- 20) The human rights tensions between free speech protections and whether speech can be harmful.
- 21) The current refugee crisis stemming from Syria, Afghanistan, Burundi, Iraq, Myanmar, and other war zones.
- 22) Treatment of economic migrants in Libya, Europe or the United States
- 23) Reports of modern-day slavery in Libya
- 24) Anything else!

Again, the topics I list here are suggestions. You do not need to do any one of these. If you are having trouble finding a topic, I also encourage you to read a quality newspaper on a daily basis. The newspapers are FULL of interesting human rights stories these days. Or set up a daily google news search for “human rights” and see what you get.

Resources

Below is an incomplete list of possible sources. There are unquestionably many more potential sources, but these are useful places to start.

Human Rights Instruments (Laws, Declarations, Statements, etc)

<http://www.ohchr.org/EN/Pages/Home.aspx> (United Nations High Commissioner for Human Rights)

<http://www1.umn.edu/humanrts/> (Minnesota Human Rights Library)

Country Reports

<http://www.state.gov/g/drl/hr/> (State Department)

<https://www.crisisgroup.org> (International Crisis Group--excellent country reports and analysis, though not always on human rights per se)

<http://www.hrw.org/> (Human Rights Watch)

<http://www.amnestyusa.org/index.html> (Amnesty International)

Human Rights Organizations

<https://www.humanrightsfirst.org> (Human Rights First)

<http://www.phrusa.org/> (Physicians for Human Rights)

Regional Human Rights Bodies and Regional Organizations

<http://www.echr.coe.int/Pages/home.aspx?p=home> (European Court of Human Rights)

<http://www.oas.org/OASpage/humanrights.htm> (Organization of American States)

<http://www.au.int/> (African Union homepage)

<http://www.asean.org/> (ASEAN homepage)

Genocide Prevention

<https://www.ushmm.org/confront-genocide/about> (Center for Genocide Prevention—US Holocaust Museum)

<https://enoughproject.org/> (Enough Project)

Academic Journals (abbreviated list)

Human Rights Quarterly

Journal of Human Rights

Harvard Human Rights Journal

Health and Human Rights

Humanity

Yale Human Rights and Development Journal

Northwestern Journal of International Human Rights

American Journal of International Law

Journal of Genocide Research

Genocide Studies and Prevention

COURSE OUTLINE

I. INTRODUCTION

January 23: Course Overview and Theoretical Perspectives on Human Rights

Michael Ignatieff, "Human Rights as Politics," *Human Rights as Politics and Idolatry* (Princeton: Princeton University Press, 2003), pp. 3-52.

Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton: Princeton University Press, 2017), Introduction.

Stephen Hopgood, "Human Rights on the Road to Nowhere," in Stephen Hopgood, Jack Snyder, and Leslie Vinjamurie, eds., *Human Rights Futures* (New York: Cambridge University Press, 2017), pp. 283-310.

II. THE FOUNDATIONS OF MODERN INTERNATIONAL HUMAN RIGHTS

January 25: Religious and Political Origins

Lynn Hunt, *Inventing Human Rights* (New York: Norton and Company, 2007), pp. 15-34.

Michael Perry, "Is the Idea of Human Rights Ineliminably Religious?" *The Idea of Human Rights: Four Inquiries* (Oxford: Oxford University Press, 1998), pp. 11-43.

*Please note we will not meet in person in class. I will provide a downloadable podcast for this session; sections will meet as scheduled.

January 30: Human Rights between the "Revolutions"

Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen* (Philadelphia: University of Pennsylvania Press, 2003), pp. 37-69.

Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton: Princeton University Press, 2017), Chapter Three (pp. 55-93).

III. LANDMARK INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

February 1: The United Nations Charter, the UDHR, and the ICCPR

Steven Jensen, *The Making of International Human Rights: The 1960s, Decolonization, and the Reconstruction of Global Values* (New York: Cambridge University Press, 2016), Chapter 1 (pp. 18-47).

Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton: Princeton University Press, 2017), Chapter Four (pp. 94-137).

February 6: ICESCR, other “Core” International Human Rights Treaties, and UN Human Rights Institutions

Mary Ann Glendon, *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights* (New York: Random House, 2002), pp. 193-219.

Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century* (Princeton: Princeton University Press, 2017), Chapter Five (pp. 139-180).

RECOMMENDED: Available at <http://www2.ohchr.org/english/law/index.htm>

International Convention on Elimination of Racial Discrimination (ICERD)

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Convention against Torture and other Cruel, Inhumane, or Degrading Treatment or Punishment (CAT)

Convention on the Rights of the Child (CRC)

International Convention on the Rights of All Migrant Workers and their Families (ICRMW)

IV. PROBLEMS WITH INTERNATIONAL HUMAN RIGHTS INSTRUMENTS: ENFORCEMENT, COMPLIANCE, JUSTICIABILITY, EXCEPTIONALISM, AND POLITICS

February 8: Treaties, Compliance, and International Law

Eric Posner, *The Twilight of Human Rights Law* (New York: Oxford University Press, 2014), pp. 69-122.

Emilie Hafner-Burton and Kiyoteru Tsutsui, “Human Rights in a Globalizing World: The Paradox of Empty Promises,” *American Journal of Sociology* 110: 5 (2005), pp. 1373-1411.

Thomas Risse and Kathryn Sikkink, “The Socialization of International Human Rights Norms into Domestic Practices: Introduction,” in Thomas Risse, Stephen Ropp, and Kathryn Sikkink, eds., *The Power of Human Rights: International Norms and Domestic Change* (Cambridge: Cambridge University Press, 1999), pp. 1-39.

Oona Hathaway, “The Promise and Limits of the International Law of Torture,” in Sanford Levinson, ed., *Torture: A Collection* (New York: Oxford University Press, 2004), pp. 199-212.

Neil Englehart and Melissa Miller, “The CEDAW Effect: International Law’s Impact on Women’s Rights,” *The Journal of Human Rights* 13:1 (2014), pp. 22-47.

February 13: “Positive Rights,” Measurement, Enforceability, and Justiciability

Sakiko Fukuda-Parr, Terra Lawson-Remer and Susan Randolph, *Fulfilling Social and Economic Rights* (New York: Oxford University Press, 2015), pp. 1-16.

Kenneth Roth, “Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization,” *Human Rights Quarterly* 26:1 (February 2004), pp. 63-73.

Leonard S. Rubenstein, “How International Human Rights Organizations Can Advance Economic, Social and Cultural Rights: A Response to Kenneth Roth,” *Human Rights Quarterly* 26:4 (November 2004), pp. 845-865.

February 15: U.S. Exceptionalism, Torture, and the War on Terror

Andrew Moravcsik, “The Paradox of U.S. Human Rights Policy,” in Michael Ignatieff, ed., *American Exceptionalism and Human Rights* (Princeton: Princeton University Press, 2005), pp. 147-197.

United States Senate Intelligence Committee Study on CIA Detention and Interrogation Program. “Findings and Conclusions,” 19 pp.

““If the US tortures, why can’t we do it?” – UN expert says moral high ground must be recovered,” December 11, 2014

<http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=15406&LangID=E>

Donald J Trump, Interviewed in February 2016, on waterboarding and torture: <https://www.youtube.com/watch?v=Kpj3pp10wD8> and in January 2017, with a response of Rand Paul: <https://www.youtube.com/watch?v=k6rEbqDggEg>

General John Kelly, at hearings for Secretary of Homeland Security, <https://www.youtube.com/watch?v=9OvL0CsBwfM>

VI. REGIONAL HUMAN RIGHTS BODIES

February 20: Europe

Shirley Williams, “Human Rights in Europe,” in Samantha Power and Graham Allison, eds., *Realizing Human Rights: Moving from Inspiration to Impact* (New York: Palgrave Macmillan, 2000), pp. 77-109.

Courtney Hillebrecht, “Compliance with Human Rights Tribunals: An Assessment.” e-IR, Nov. 25, 2013. <http://www.e-ir.info/2013/11/25/compliance-with-human-rights-tribunals-an-assessment/>

Explore the website for the European Court of Human Rights:

<http://www.echr.coe.int/Pages/home.aspx?p=home>

February 22: The Americas and Africa

Santiago Canton, "The Inter-American Commission on Human Rights: 50 Years of Advances and the New Challenges." *Americas Quarterly*, Summer 2009.

<http://www.americasquarterly.org/Inter-American-Commission-Human-Rights>

Skim judgment from Fernandez Ortega v Mexico case before the Inter-American Court of Human Rights

http://www.corteidh.or.cr/docs/casos/articulos/seriec_215_ing.pdf

Skim Judgment of Ingabire Victoire Umuhoza vs. Republic of Rwanda, African Court of Human and People's Rights, November 24, 2017.

Explore the websites for:

Inter-American Court of Human Rights: <http://www.corteidh.or.cr/index.php/en>

African Court of Human and People's Rights: <http://en.african-court.org/>

VII. THE QUESTION OF UNIVERSALITY

February 27: Universal Human Rights, "Cultural Relativism," and the Importance of Localization

Michael Ignatieff, "Human Rights as Idolatry," *Human Rights as Politics and Idolatry*, pp. 53-98.

Steve Stern and Scott Straus, "Embracing Paradox: Human Rights in the Global Age," in Steve Stern and Scott Straus, eds., *The Human Rights Paradox: Universality and Its Discontents* (Madison: University of Wisconsin Press, 2014), Introduction.

March 1: NO CLASS

Get a head start on the readings for next week.

March 6: Universality and the Female Circumcision/Mutilation Debate

Pamela Scully, "Gender, History, and Human Rights," in Dorothy Hodgson, ed., *Gender and Culture at the Limit of Rights* (Philadelphia: University of Pennsylvania Press, 2011), Chapter 1.

Dorothy Hodgson, "'These Are Not Our Priorities': Maasai Women, Human Rights, and the Problem of Culture," in Dorothy Hodgson, ed., *Gender and Culture at the Limit of Rights* (Philadelphia: University of Pennsylvania Press, 2011), Chapter 7.

Jina Moore, "She Ran from the Cut, and Helped Thousands of Others, Too," *New York Times*, January 13, 2018,
<https://www.nytimes.com/2018/01/13/world/africa/female-genital-mutilation-kenya.html>

Watch film "Mooladé" by Sembene Ousmane online.

VII. INTERNATIONAL HUMAN RIGHTS ACTIVISM

March 8: Human Rights Organizations and Transnational Advocacy Networks

Kenneth Roth, "Human Rights Organizations: A New Force for Social Change," in Samantha Power and Graham Allison, eds., *Realizing Human Rights: Moving from Inspiration to Impact* (New York: Palgrave Macmillan, 2000), pp., pp. 225-248.

Margaret Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics* (Cornell: Cornell University Press, 1998), pp. 1-38.

Stephen Hopgood, *The Endtimes of Human Rights* (Ithaca: Cornell University Press, 2013), Preface and Chapter 4.

MARCH 13: IN-CLASS, MID-TERM EXAMINATION

March 15: Overview: Key Debates and Approaches in Atrocity Prevention

Scott Straus, *Fundamentals of Genocide and Mass Atrocity Prevention* (Washington, DC: United States Holocaust Memorial Museum, 2015), Chapters Introduction, 5-8.

Robert Pape, "When Duty Calls: A Pragmatic Standard of Humanitarian Intervention," *International Security* 37:1 (2012), pp. 41-80.

Rajan Menon, *The Conceit of Humanitarian Intervention* (New York: Oxford University Press, 2016), 1-18.

March 20: Iraq (1991) and Somalia

Nicholas Wheeler, *Saving Strangers*, pp. 139-207.

VIII. INTERNATIONAL ACTION TO PREVENT AND STOP MASS HUMAN RIGHTS VIOLATIONS

March 22: Rwanda

Samantha Power, *'A Problem from Hell': America and the Age of Genocide* (New York: Basic Books, 2013), pp. 329-391.

Matthew Levenger, "Why the U.S. Government Failed to Anticipate the Rwandan Genocide of 1994: Lessons for Early Warning and Prevention," *Genocide Studies and Prevention: An International Journal*: 9:3 (2016): 33-58.

*****PAPER PROPOSALS DUE, VIA CANVAS*****

SPRING BREAK

April 3: Bosnia and Kosovo

Samantha Power, *'A Problem from Hell': America and the Age of Genocide* (New York: Basic Books, 2013), pp. 391-474.

April 5: Libya

Alex Bellamy and Paul Williams, "The New Politics of Protection? Côte d'Ivoire, Libya, and the Responsibility to Protect," *International Affairs* 87:4 (2011), pp. 825-850.

Alan J Kuperman, "Obama's Libya Debacle: How a Well-Meaning Intervention Ended in Failure," *Foreign Affairs* 94 (2015), pp. 66-77.

Derek Chollet and Ben Fishman, "Who Lost Libya? Obama's Intervention in Retrospect," *Foreign Affairs* 94 (2015), pp. 154-159.

April 10: NO CLASS

April 12: Syria

Frederic Hof, "Protecting Civilians in Syria: The Road Not Taken," December 2017, Commentary available <https://www.ushmm.org/m/pdfs/Hof-Syria-Commentary-1217.pdf>

Mona Yacoubian, "Critical Junctures in United States Policy toward Syria: An Assessment of Counterfactuals," United States Holocaust Memorial Museum, December 2017, also available <https://www.ushmm.org/m/pdfs/Yacoubian-Critical-Junctures-US-Policy-Syria.pdf>

IX. TRANSITIONAL JUSTICE AND CRIMINAL ACCOUNTABILITY AFTER ATROCITY

April 17: Overview: Key Debates and Approaches

Scott Straus, *Fundamentals of Genocide and Mass Atrocity Prevention* (Washington, DC: United States Holocaust Memorial Museum, 2015), Chapters 10.

Stephen Hopgood, *The Endtimes of Human Rights* (Ithaca: Cornell University Press, 2013), Chapter Six.

Ruti Teitel, *Humanity's Law* (New York: Oxford University Press, 2011), pp. 3-14.

April 19: The International Military Tribunal (Nuremberg)

Zachary Kaufman, *United States Law and Policy on Transitional Justice: Principles, Politics, and Pragmatics* (New York: Oxford University Press, 2016), 66-91.

April 24: Ad Hoc International Criminal Tribunals (guest lecture by Rachel Jacobs)

Janine Natalya Clark, "The Limits of Retributive Justice: Findings of an Empirical Study in Bosnia and Herzegovina," *Journal of International Criminal Justice* 7 (2009), 463-487.

Thierry Cruvellier, *The Master of Confessions: The Making of a Khmer Rouge Torturer* (New York: Ecco, 2014), pp. 261-291.

April 26: The International Criminal Court

David Bosco, *Rough Justice: The International Criminal Court in a World of Power Politics* (New York: Oxford University Press, 2014), pp. 1-51.

Courtney Hillebrecht and Scott Straus, "Who Pursues the Perpetrators? State Cooperation with the ICC," *Human Rights Quarterly* 39:1 (2017), pp. 162-188.

Explore the ICC website: <https://www.icc-cpi.int/>

*****PAPERS DUE AT THE BEGINNING OF CLASS*****

May 1: Truth Commissions (guest lecture by Rachel Schwartz)

Martha Minow, "The Hope for Healing: What Can Truth Commissions Do?" in Robert Rotberg and Dennis Thompson, eds., *Truth v. Justice: The Morality of Truth Commissions* (Princeton: Princeton University Press, 2000), pp. 235-260.

Anita Isaacs, "At War with the Past? The Politics of Truth Seeking in Guatemala," *The International Journal of Transitional Justice* 4(2010): 251-274.

May 3: Community-Based Justice: Gacaca in Rwanda and Course Conclusion

Bert Ingelaere, *Inside Rwanda's Gacaca Courts: Seeking Justice after Genocide*
(Madison: University of Wisconsin Press, 2016), pp. 3-29, 76-97.

Watch Anne Agion's film on *gacaca* online.

May 10: Final Exam, 10:05am-12:05 pm, Location to be Announced

**Appendix 1:
TA Section Schedule**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:40		302: Rachel Jacobs Education L151			
9:55 – 10:45		306: Rachel Jacobs Ingraham 215			
11:00 – 11:50					
12:05 – 12:55					
1:20 – 2:10			307: Rachel Schwartz Education L173		
2:25 – 3:15					
3:30 – 4:20	305: Rachel Jacobs Ingraham 216		303: Rachel Schwartz Education L151		
4:35-5:25				304: Rachel Schwartz Ingraham 216	