

Fall 2008 187:180 Human Rights Advocacy: Perspectives and Problem-Solving
Thursdays, 4:30-7 p.m., 202 LC

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Office hours: by appointment

Rationale and Objectives

The powerful normative framework created by the Universal Declaration of Human Rights to assert fundamental claims of human dignity and to impose limits upon social and political actors is explored, utilized and tested not only in formal academic and political discourse, but increasingly in the theory and practice of a growing transnational network of human rights advocates. This “civil society” sector has become a critical component in the development and maintenance of the rule of law and human rights ideas, as the exclusivity of the role of state actors in human rights protection, implementation and promotion has concomitantly diminished. Furthermore, human rights advocates are actively integrating human rights perspectives into domestic as well as international institutions. This trend is shaped, in part, by the fact that international human rights norms, while global in scope and domain, are applied, interpreted and developed in dynamic and diverse ways in local contexts.

Thus, in order to understand both the current significance and limitations of human rights, it is important to examine the work, organization, and functions of advocacy groups, local human rights agencies and organizations, as well as international intergovernmental organizations, and the mechanisms they have created to address violations of human rights norms.

In this three semester hour, upper-level pro-seminar, you will be introduced to some foundational concepts and standards in human rights law and explore challenges to them. You, along with your fellow students, will also develop and apply critical thinking about the dynamic practices of human rights advocacy contributing to the development of these concepts, standards, and processes and learn about the strategic and tactical approaches to human rights problems that participants in these processes use to address human rights issues.

Description

This course invites you to actively participate in your own learning and to contribute to the learning of your fellow students.

You will examine theoretical foundations of and critical issues in human rights advocacy and international humanitarian movements, with a primary goal of introducing you to tactics, strategies and organizational structures employed by human rights governmental, inter-governmental and non-governmental organizations. A component of the course will engage you in critical application of tactics and conceptual frameworks to current human rights problems.

While this course is designed for students with prior coursework in human rights, all students are welcome. If you would like additional reading or background information on a topic in the course, the instructor will provide such material.

The content of the course will consist of readings of critical academic texts from a variety of disciplinary perspectives, publications of non-governmental organizations, such as the Center for Victims of Torture, Amnesty International and Human Rights Watch, and intergovernmental bodies, such as the UN. Films, in-class visits from community leaders/activists and practitioners in the field, and videoconferencing with organizational representative around the country and world will supplement the readings.

There is no textbook for the course. All readings will be provided either on ICON, on referenced websites, or, if not electronically available, on reserve at the Main Library.

If you or any other student in the course require an accommodation to fully participate in the course, please contact the instructor as soon as possible. Together with the appropriate offices, the student and instructor will work together to identify and implement a modification to assignments that enables you to learn.

This syllabus is intended as a guide. It should be viewed as a tentative outline, subject to adjustment and development throughout the course. As the course develops, and as student interests are identified, the content may be modified to better meet the needs of students and reflect the instructor's expertise. As the course is also dependent in part on the participation of outside speakers, it may be necessary to modify content or assignments if a speaker becomes unavailable. Learning goals and expectations should thus remain flexible.

Types of assignments

The course will require active engagement of students in class and out. Each class period will include **group discussion and/or small group activities**. The class will also involve visits from practitioners who will share their experiences implementing and promoting human rights.

Students will participate in group work that will involve collaborative project development and a group in class presentation. Students may also be required to engage in role playing to explore different organizational contexts.

Students will complete two (2) reflection and synthesis papers (3-5 pages) on two (2) in-class presentations (designated by the instructor), with the assistance of a Writing Fellow. The reflection papers will discuss the content of the designated presentations and relate concepts learned in class or in accompanying readings to the ideas shared by the practitioner. These papers will also discuss the tactics utilized by the practitioner and his or her organization to carry out human rights advocacy.

The course will have a final exam. The exam will be in class and open book and scheduled during exam period.

Writing Fellows

This class will have the benefit of three (3) Writing fellows who will provide assistance with writing assignments. The Writing Fellows Program is a peer tutoring program to increase the awareness and importance of writing, revising, and collaborative learning in courses across the disciplines. The Writing Fellows program started at Brown University in the 1980s and has since spread to large and small colleges all over the U.S. As Honors students competitively selected for their writing abilities and social skills and trained in a special course to tutor, University of Iowa

Writing fellows comment on 6-14 writer's polished drafts and then meet with these writers to discuss approaches to revision.

Group Projects and Presentations

Each student will participate in a group project that will result in an in-class presentation by the group. Each student will be evaluated based upon the quality of the group presentation and the teamwork demonstrated. Groups are expected to meet outside of class time to discuss and prepare their presentation. Each group member is expected to participate equitably in the preparation and in the in-class presentation.

Grading and Grade Policies

Grades will be based on the following:

In-class participation	25%
2 Reflection and Synthesis Papers	12.5% each (25% total)
In-class group presentation	25%
Final Exam	25%

Letter grades will be awarded based upon a total percentage outcome.

Late papers will not be accepted. Attendance will be taken in each class period. As a significant percentage of each student's grade is dependent upon class participation, and the Reflection and Synthesis Papers must discuss in class presentations, students are highly encouraged to make full use of class time.

Policies and Procedures: Rights and Responsibilities

All students at the University of Iowa have specific rights and responsibilities. You have the right to adjudication of any complaints you have about classroom activities or instructor actions. As noted, you also have the right to expect a classroom environment that enables you to learn, including modifications if you have a disability.

Accommodations for Disabilities

A student seeking academic accommodations should register with Student Disability Services and meet privately with the course instructor to make particular arrangements. For more information, visit this site: www.uiowa.edu/~sds/

You are expected to be honest and honorable in your fulfillment of assignments and in test-taking situations. You have a responsibility to the rest of the class-and to the instructor-to help create a classroom environment where all may learn. At the most basic level, this means that you will respect the other members of the class and the instructor, and treat them with the courtesy you hope to receive in turn. In this class we will discuss and reflect upon topics, ideas and problems that may challenge you or make you uncomfortable. An important part of your learning in the course will be to develop the skills to discuss these topics respectfully.

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the Academic Handbook.

www.clas.uiowa.edu/students/academic_handbook/index.shtml

Academic Fraud

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is reported to the departmental DEO and to the Associate Dean for Academic Programs and Services who enforces the appropriate consequences.

www.clas.uiowa.edu/students/academic_handbook/ix.shtm

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor and the departmental DEO. Complaints must be made within six months of the incident. www.clas.uiowa.edu/students/academic_handbook/ix.shtml#5

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. Visit www.sexualharassment.uiowa.edu for definitions, assistance, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, the class members should seek shelter in the innermost part of the building, if possible at the lowest level, staying clear of windows and free-standing expanses. The class will continue if possible when the event is over. (Operations Manual **16.14. i.**)

TENTATIVE SCHEDULE FOR COURSE

Aug. 28: Introduction: Some Concepts and Basic Instruments Guiding Practice-- Identifying Human Rights

Readings:

- Universal Declaration of Human Rights (UDHR), go to <http://www.unhcr.ch/udhr/index.htm>
- Fact Sheet No. 2: International Bill of Human Rights, go to <http://www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf>
- 3 stories from website “Human Face of Human Rights” <http://www2.ohchr.org/english/hfhr/>

- Philip Alston, Ryan Goodman, Henry Steiner, International Human Rights In Context: Law Politics Morals (Oxford Univ. Press, 3rd Ed. , 2008), pp. 3-17, including discussion questions on page 17 (on reserve).
- Paul Gordon Lauren, The Evolution of International Human Rights: Visions Seen (University of Pennsylvania Press, 2nd ed., 2003), Chapter 1 (available for limited preview)
http://books.google.com/books?id=gHRhWgbWyzMC&printsec=frontcover&dq=evoluti+on+of+human+rights&sig=ACfU3U0uVncl0sRD_6gtmZfjUy3qpLgEYg
- Hurst Hannum, Guide to International Human Rights Practice (Transnational Publishers, Lc., 4th ed. 2004), pp. 1-18 (on reserve)

In class: Divide into six (6) groups and read the UDHR. These will be your assigned small groups for the course. Sort through newspapers and magazines to locate human rights issues in the news. As a group, create a collage, pasting the images and text about human rights issues onto a sheet of paper, identifying how the images and text illustrate articles of the UDHR and also how they may challenge the definitions contained in the UDHR. Hang up collages. Each group in turn will speak about what issues they identified, what rights they reflect and how they relate to the UDHR.

Sept. 4: Some Concepts and Basic Instruments Guiding Practice (Cont'd)—Struggles over Human Rights Standards

- Makau Mutua, “Standard Setting in Human Rights: Critique and Prognosis”, Human Rights Quarterly 29.3 (2007), pp. 547-84 ONLY at
http://muse.jhu.edu/journals/human_rights_quarterly/v029/29.3mutua.html or
http://muse.jhu.edu/journals/human_rights_quarterly/v029/29.3mutua.pdf
- Margaret Kwoka, “Female Genital Surgeries: Rethinking the Role of International Human Rights Law”, Human Rights Law Commentary 3 (2007), 1-24
http://www.nottinghamdistancelearning.com/shared/shared_hrlcpub/kwoka.pdf
- Marie Benedicte Dembour, “Following the Movement of a Pendulum between Universalism and Relativism”, in Jane K. Cowan, Marie-Benedicte Dembour and Richard A. Wilson, ed., Culture and Rights: Anthropological Perspectives (Cambridge Univ. Press, 2001), pp. 56-79 (on reserve)
- Explore the organization Inter-African Committee on Traditional Practices at:<http://www.iac-ciaf.com/programs.htm#102967981>; and their 2007 Annual report at www.iac-ciaf.com/Reports/Activity%20reports/IAC%20Annual%20Report%202007.pdf
- Philip Alston, Ryan Goodman and Henry Steiner, International Human Rights In Context: Law Politics Morals (Oxford Univ. Press, 3rd Ed. 2008), pp.517-568 (preparing responses to discussion questions on pp 539, 564 & 568)
- go to the Office of the High Commissioner on Human Rights
<http://www2.ohchr.org/english/law/> (int’l bill of rights and other basic human rights instruments in full as links) Skim the Convention on the Elimination of Discrimination Against Women (CEDAW) and the International Covenant on Civil and Political Rights (ICCPR))

Non-required reading: For more in depth discussion of the relativist position, see Leslye Amede Obiora, "Bridges and Barricades: Rethinking Polemics and Intransigence in the Campaign Against Female Circumcision," *Colloquium: Bridging Society, Culture, and Law: The Issue of Female Circumcision*, *Case Wes. Res. L. Rev.* 47 (1996-1997), pp. 275-378. at <http://www.heinonline.org/HOL/Page?handle=hein.journals/cwrlrv47&id=1&size=2&collection=journals&index=journals/cwrlrv>. For more on the universalist perspective, see Jack Donnelly, *Universal Human Rights in Theory and Practice* (Cornell University Press, , 2d Ec. 2003)

In class: Groups will debate the question "What is the impact of identifying female genital surgeries/cutting as an international human rights violation?" Based upon the information provided in the readings, Groups 1 & 2 will argue the impact is positive and articulate why and how; groups 3 & 4 will argue it is negative and articulate why and how; Groups 5& 6 will comment on the performances and evaluate the arguments.

Sept. 11: Exploring the Role of Civil Society: Non-Governmental Organizations (NGOs) and NGO Networks Influencing Government Action

- Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders* (Cornell University Press, 1998), pp. 1-38; 79-120 (on reserve at Main Library and at the UICHR)
- Hurst Hannum, *Guide to International Human Rights Practice* (Transnational Publishers, Lc., 4th ed. 2004), pp. 19-42 (on reserve at Main Library and a the UICHR)
- Podcast: "Human Rights in the 21st Century: Problems and Prospects", Kenneth Roth, Executive Director, Human Rights Watch (recorded at the London School of Economics) (on ICON)
- Human Rights Watch, Report: Cruel and Degrading: the Use of Dogs for Cell Extractions in U.S. Prisons (2006) (on ICON)
- Article in Cedar Rapids Gazette of October 13, 2006, Edition: F, p. 5B on ICON)
- Jennifer Prestholdt, *Familiar Tactics, Emerging Issues* (New Tactics in Human Rights, 2007)(on ICON)
- Skim Office of the High Commissioner for Human Rights Professional Training Series No. 7: Training Manual on Human Rights Monitoring (2001) (on ICON)
- Explore New Tactics in Human Rights, www.newtactics.org. Read "About New Tactics" and "How to Use This Site". Go to "Tactical Notebooks" under "Quick Links". Select a "notebook" from the list of links and read the notebook. Come prepared to talk about the tactic and organization described in the notebook in class.

Non-required but recommended: Makau Mutua, "Standard Setting in Human Rights: Critique and Prognosis", *Human Rights Quarterly* 29.3 (2007), pp. 584-630 at http://muse.jhu.edu/journals/human_rights_quarterly/v029/29.3mutua.html or http://muse.jhu.edu/journals/human_rights_quarterly/v029/29.3mutua.pdf

In class: Discussing the Group Project: Each small group (1, 2, 3, 4, 5, 6, respectively) is charged with taking on the perspective of a domestic or international human rights Non-Governmental Organization (NGO). Your NGO should create a mission statement and focus on a particular human rights issue of your choosing (or in consultation with instructor, as needed). Your NGO must undertake a multiple step process over the course of the semester to develop a strategy to guide the carrying out of the mission.

As a group, you will research the issue that will be the focus of your NGOs concern so that your group has the necessary expertise, identify the goals you have for your NGO and a timeframe for reaching these goals, research the work of other NGOs in the field working on your issue to assess the relative success or failure of their tactics and methods, identify tactics and methods you will use to implement your strategy, and identify and assess the stakeholders in your organization and issue—the allies, detractors and challenges. Groups will elect a chair person to facilitate the meetings. Each group will then share in class their NGO’s mission and issue area, explain the strategy and timeframe, and explain the targets, tactics, and anticipated challenges.

The group should provide an evaluation of the tactics considered by the group and identify the one the group believes will prove the most impactful, and the rationale for this belief. The other groups will then engage the presenting group/NGO in a q & a about the information they have presented.

Sept. 18: HIV/AIDS: Human Rights and Health

***ROOM CHANGE: class meets in room 2390 UCC**

- Paul Farmer, Pathologies of Power: Health, Human Rights, and the New War on the Poor (University of California Press, 2005) pp. 29-50; 213-246

- Benjamin M. Meir and Ashley Fox, “Development as Health : Employing the Collective Right to Development to Achieve the Goals of the Individual Right to Health”, *Human Rights Quarterly* 30.2 (2000), pp. 293-355 (starting at section “A”)

- Leslie London, “What is a Human Rights Based Approach to Health and Does it Matter?” *Health and Human Rights* 10.1 (2008), pp. 65-80 at <http://www.hhrjournal.org/index.php/hhr/article/view/25/108>

- go to The Hub <http://hub.witness.org/en/share/groups/group/8046> Watch the videos for the four “Spotlight” activists

- International Community of Women Living with HIV/AIDS , *Health and Human Rights*, 8.2, *Emerging Issues in HIV/AIDS* (2005), pp. 225-234 Published by: [The President and Fellows of Harvard College](#) , on behalf of [Harvard School of Public Health/François-Xavier Bagnoud Center for Health](#)

- Explore the AIDS Law Project (South Africa) at <http://www.alp.org.za/>

- Continue to explore New Tactics in Human Rights www.newtactics.org. Read two (2) “tactical notebook” entries: One (1) in North America, Western/Central Europe, Australia/New Zealand and Japan, and one (1) in South or Central America, Eastern Europe and East or Southeast Asia

Non-required, recommended reading: Leonard Rubenstein, “How International Human Rights Organizations Can Advance Economic, Social, and Cultural Rights: A Response to Kenneth Roth”, *Human Rights Quarterly* 26, pp 845-65 (2004)
<http://www.heinonline.org/HOL/Page?handle=hein.journals/hurq26&id=1&size=2&collection=journals&index=journals/hurq>

In class: visit by Elizabeth Petersen, UI Hospitals & Clinics HIV/AIDS Clinic & videoconference with AIDS Law Project (S. Africa) (***Reflection & Synthesis Paper # 1 is based upon these presentations***)

Sept. 25: Refugees & Asylees: Human Rights, and Implementing Protection Regimes
***ROOM CHANGE: class meets in room 2520 UCC**

- Play game *Well Founded Fear*, go to <http://www.pbs.org/pov/pov1999/wellfoundedfear/>
- Read text of the 1951 Refugee Convention and 1967 Protocol and 1951 Questions and Answers, at <http://www.unhcr.org/protect/3c0762ea4.html>
- Maryellen Fullerton, “The International and National Protection of Refugees”, in Hurst Hannum, Guide to International Human Rights Practice (Transnational Publishers, Lc., 4th ed. 2004), pp.245-265 (on reserve)
- Jacqueline Bhaba, “Internationalist Gatekeepers? The Tension Between Asylum Advocacy and Human Rights”, 15 *Harv. Human Rights J.* 155 (2002), pp. 154-181, at http://heinonline.org/HOL/Page?handle=hein.journals/hhrj15&div=10&collection=journals&set_as_cursor=21&men_tab=srchresults&terms=humanrightsjustification&type=matchall

In class: visit from Amir Hadzic (Iowa City resident who came to the U.S. as a refugee from Bosnia) and possibly an immigration attorney

In class: **Mock Asylum Hearing**. Groups will be designated as lawyers, asylum seeker(s), translator(s), a judge and jurors and undertake a role playing exercise

Oct. 2: Using UN Treaty and Non-Treaty Procedures
***ROOM CHANGE: class meets in room 2520 UCC**

Submit Reflection and Synthesis paper # 1—HIV/AIDS to Writing Fellows

- Stephanie Farior, “International Reporting Procedures” in Hurst Hannum, International Human Rights Practice (Transnational Publishers, Lc., 4th ed. 2004), pp.189-215 (on reserve at Main Library and a the UICHR)

- Sian Lewis-Anthony and Martin Scheinin, “Treaty-based Procedures for Making Human Rights Complaints Within the UN System” and Nigel S. Rodley and David Weissbrodt, “United Nations Non-treaty Procedures for Dealing with Human Rights Violations”, in Hurst Hannum, Guide to International Human Rights Practice (Transnational Publishers, Lc., 4th ed. 2004), pp.43-63; 65-88 (on reserve at Main Library and a the UICHR)
- Readings TBA

In class: visit via videoconference from Joey Mogul, People’s Law Office (Chicago)

Oct. 9: International Humanitarian Law and Human Rights: Practitioner Challenges

- Daniel Bell and Joseph Carens, “The Ethical Dilemmas of International Human Rights And Humanitarian NGOs: Reflections on a Dialogue between Practitioners and Theorists”, *Human Rights Quarterly* 26.2 (2004),pp. 300-329 at http://muse.jhu.edu/journals/human_rights_quarterly/v026/26.2bell_d.html
- Mark Frohardt, Diane Paul and Larry Minear, Occasional Paper #35: Protecting Human Rights: The Challenge to Humanitarian Organizations ,The Thomas J Watson Institute for International Studies, 1999) (watsoninstitute.org) at <http://www.watsoninstitute.org/pub/OP35.pdf>
- Global Compact document TBA
- Visit www.oneiowa.org

In class: Visit by Ryan Clark, OneIowa (Des Moines)

Oct. 16: Local Governmental Human Rights Protection: A Look at the Development of the Iowa City Human Rights Commission and Municipal Human Rights Ordinance

Submit Reflection & Synthesis Paper #1 to instructor for grading

- Philp Alston, Ryan Goodman, Henry Steiner, International Human Rights In Context: Law Politics Morals (Oxford Univ. Press, 3rd Ed. , 2008), pp. 737-843 (on reserve)
- Robert Salem, “Strengths and Weaknesses of Local Human Rights Ordinances”, *The Symposium: Re-Orienting Law and Sexuality*, *Clev. St. L. Rev.* 48 (2000), pp.61-65 <http://www.heinonline.org/HOL/Page?handle=hein.journals/clevslr48&id=1&size=2&colletion=journals&index=journals/clevslr>
- Julie Mertus, “The Rejection of Human Rights Framings: The case of LGBT Advocacy in the US”, *Human Rights Quarterly* 29 (2007), pp. 1036-1064.
- Reading TBA

- Read the Iowa City Municipal Human Rights Ordinance at http://sterling.webbusiness.com/codebook/index.php?book_id=320

In class: visit by Stefanie Bowers, Iowa City Human Rights Commission (possibly accompanied by an investigator and a member of the Commission); watch testimony before the Convention Against Torture in Geneva

Oct. 23: Treaty Case Study-- Child Soldiers: A Look at the Development and Implementation of the Convention on the Rights of the Child

***ROOM CHANGE: Class held in 2520D UCC**

- go to Office of the UN High Commissioner for Human Rights <http://www2.ohchr.org/english/law/>. Read Articles 38 & 39 of the Convention on the Rights of the Child (CRC)
- go to <http://www.ohchr.org/Documents/Publications/LegislativeHistorycrc2en.pdf> (Part II of legislative history of the Convention on the Rights of the Child), Articles 38-39 “Children in Armed Conflict” and pp. 775-804
- visit www.childsoldiersglobalreport.org. Read report.
- Claire Breen, “The Role of NGO’s in the Foundation of and Compliance with the Optional Protocol to the Convention on the Rights of the Child on Involvement of Children in Armed Conflict”, Human Rights Quarterly 25 (2003) p. 453 at <http://www.heinonline.org/HOL/Page?handle=hein.journals/hurq25&id=1&size=2&collection=journals&index=journals/hurq>

In class: Treaty drafting exercise. Break up into your groups.

In class: Videoconference with Patrick Vinck, Berkeley-Tulane Initiative on Vulnerable Populations (*Reflection & Synthesis Paper #2 will be based on this presentation*)

REQUIRED: Attend Ishmael Beah lecture, author of “A Long Way Gone”—Oct. 29, 7:30 p.m., First United Methodist Church, 214 E. Jefferson St., Iowa City

Oct. 30: Human Trafficking: Case Study in Legislative Advocacy

- Warren, Kay. “The 2000 UN Human Trafficking Protocol: Rights, Enforcement, Vulnerabilities”, in The Practice of Human Rights: Tracking Law Between the Global and the Local (Sally Engle Merry & Mark Goodale, eds. Cambridge University Press, 2007) pp. 242-269. (on reserve)

In class: visit by Kate Karacay of Network Against Human Trafficking & former Iowa State Senator Maggie Tinsman

*****Special Session***Oct. 31, 9 a.m, 2520 D: videoconference with the International Criminal Tribunal for the Former Yugoslavia**

Nov. 6: The Role of Monitoring, Documenting, Reporting (Revisited) and Regional Procedures

***ROOM CHANGE: class meets in room 2520 UCC**

Submit Reflection paper #2 –Child Soldiers to Writing Fellows

- “‘The Truth Will Set You Free’’: The Making of Amnesty International”, *Journal of Contemp. History* 37.4 (2002), pp. 575-597
<http://www.jstor.org/stable/pdfplus/3180761.pdf>
- Visit WITNESS at www.witness.org
- Emilie M. Hafner Burton, “Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem”, forthcoming in *International Organizations* (2008) pp. 5-33
- Recent Amnesty International report TBA
- Reading TBA
- Dinah Shelton, “The Inter-American Human Rights System”, Hurst Hannum, *Guide to International Human Rights Practice* (Transnational Publishers, Lc., 4th ed. 2004), 127-141 (on reserve)
- Monica Feria Tinta, “Justiciability of Economic, Social, and Cultural Rights in the Inter-American System of Protection of Human Rights: Beyond Traditional Paradigms and Notions”, *Human Rights Quarterly* 29.2 (2007) pp. 431-459 at
http://muse.jhu.edu/journals/human_rights_quarterly/v029/29.2tinta.html

In class visit by Dori Dinsmore, Amnesty International (Chicago); and/or visit by Trisha Chokshi, Midwest Coalition for Human Rights (Chicago)

Nov. 13 Liberian Truth and Reconciliation Commission: Transitional Justice and Human Rights

***ROOM CHANGE: class meets in room 2520 UCC**

- Podcast, Speaking of Faith—Truth and Reconciliation
<http://speakingoffaith.publicradio.org/programs/truth/index.shtml>. Go the “Particulars” page the program after listening
- Podcast, Speaking of Faith— No More Taking Sides—An Israeli and Palestinian Story
<http://speakingoffaith.publicradio.org/programs/nomore/index.shtml>. Go to the “Particulars” page on the program after listening
- William Schabas, “The Relationship between Truth Commissions and Int’l Courts: the Case of Sierra Leone”, *25 Human Rights Quarterly* 1035 (2003)
<http://www.heinonline.org/HOL/Page?handle=hein.journals/hurq25&id=1&size=2&collection=journals&index=journals/hurq>
- Joanna R. Quinn and Mark Freeman, “Lesson Learned: Practical Lessons Gleaned from inside the Truth Commissions of Guatemala and South Africa” *Human R. Quarterly*, 25, 1117 (2003) at

<http://www.heinonline.org/HOL/Page?handle=hein.journals/hurg25&id=1&size=2&collection=journals&index=journals/hurg>

In class: videoconference or live presentation with Jennifer Prestholdt, The Advocates for Human Rights (Minnesota)

Nov. 20: Groups 1, 2 & 3 present

*****Thanksgiving Break*******

Dec. 4: Skills Training in Advocacy: Tactical Mapping

***ROOM CHANGE: class meets in room 2520 UCC**

Submit Reflection & Synthesis Paper #2 to instructor for grading

This class session will be taught by Nancy Pearson and Kristin Antin of the New Tactics in Human Rights Project of the Center for Victims of Torture (Minnesota)

Extra Credit: Attend UICHR Conference commemorating the 60th anniversary of the UDHR

Dec. 11: Groups 4, 5 & 6 present

Final Exam date TBA