

HUMAN RIGHTS ADVOCACY
GLOBAL STUDIES 5403 / LAW 6058
SYLLABUS / FALL 2008

Instructor: Barbara A. Frey

Day & Time: M 2:30-4:30 pm

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Location: 260 Blegen Hall

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Office/Hrs: 248 Social Sciences (T 1:30- 3:30 pm, or by appointment)

Course Description:

This 3-credit seminar will examine the theoretical basis of the human rights movement, the nature of the organizations in the human rights field, their strategies, tactics and programs. The class will build upon internships and other experiences students have had with non-governmental organizations (NGOs) in the human rights field. The class will use case studies and other methods to learn about and evaluate the work of human rights activists.

The class will address human rights issues and situations from the perspective of a human rights professional. First, we will use the human rights crisis in Darfur, Sudan, as a fact situation to build skills as strategic analysts and advocates. Then, the class will apply those skills to group-designed projects to address one of two human rights situations: crises in the Horn of Africa and the health, safety and immigration status of meatpacking workers in the US. The seminar will also evaluate the effectiveness of advocacy tools as a means of addressing other critical human rights situations and issues. Some of those tools include fact-finding and documentation of violations, campaigns on human rights issues, and development of international norms defining the obligations of States to protect human rights. Seminar students will consider the impact of cultural relativism on human rights advocacy. Students will consider the basic organizational structure and fundraising needs of NGOs. Students will design and present a research project based on their selection of in-class topics.

Readings include material on the history of NGOs; roots and development of the human rights movement; analysis of key NGOs; advocacy within international institutions; and reports and publications from NGOs working in the field.

Course Objectives: As a result of taking this course, participants will:

- § Gain an understanding of the history and philosophies of transnational social movements
- § Develop perspectives and tools of analysis appropriate to working in the field of international human rights
- § Have a comprehensive picture of the mission, objectives and tactics of key NGOs in the field of human rights
- § Learn how NGOs shape the human rights agenda through campaigns, creating norms, and implementation of those norms

- § Gain a basic understanding of human rights advocacy in the UN system
- § Understand the different types of advocacy skills needed to promote economic, social and cultural rights
- § Be better prepared to discern and critique the role gender plays in the human rights arena
- § Be able to distinguish between human rights advocacy and humanitarian assistance
- § Understand the practical and ethical issues involved in fundraising to support human rights work
- § Integrate issues of practice in the field with theory and research

Course Requirements:

Seminar participation	15%	(every week)
Reflection papers (2 @ 10% each)	20%	(Sept. 15, Oct. 6)
Group project presentation:		
-findings and recommendations	15%	(Nov. 10/ Nov. 17)
-letter of inquiry/proposal	15%	(Nov. 24)
Research project / case study	35%	(Dec. 19)

NGO Strategy Papers:

Students will be expected to write two short strategy papers regarding mission statements and tactics, due September 15 and October 6, respectively. See those classes for further details.

Group Project and Presentation:

Students will select one of two project groups in which to participate: **emerging human rights crisis in the Horn of Africa** or **Immigrant raids/packinghouse workers rights**. The group will be expected to divide up research and reporting responsibilities among themselves and to make findings and recommendations to the class, sitting as the Mission Committee and the Board of Directors. These projects are based on current situations and the project groups may have the opportunity to design and undertake advocacy on the projects. I will give the class brief updates on the two issues early in the course so that your groups can begin to work on the projects immediately. There is limited time in class for project groups to meet, so you should consider a regular meeting time on your issue throughout the semester.

The program groups have two presentations which will be graded:

- (1) Presentation of recommendations from Working Groups (emerging human rights crises in the Horn of Africa: November 10; Immigration Raids/Packinghouse Workers Rights: November 17). Each group will provide key background readings to the students in the class a week prior to their presentations.
- (2) Presentation of a project for funding explained in a letter of inquiry to a human rights Foundation and meeting with the Foundation program officer on December 1, 2007. The proposal, **which should be turned in no later than**

Monday, November 24, should be 5-6 pages long including an introduction to our NGO, statement of need, project summary, timeline, and estimated budget.

Research Project:

Students are also required to complete a paper or project elaborating some aspect of our work in class. These research projects can be in the format of a 15-20 page research papers, background memo, or other type of project, showing substantial additional research and analysis by the student. The projects should relate to issues that we are discussing in class, i.e., the two working group issues or, for instance, international justice issues, women's human rights, corporate human rights, or some procedural or strategic issue relevant to human rights advocacy. Proposed project topics should be turned in to the instructor by Week 7 of class (October 20) for discussion and approval. Final projects are due **December 19**.

Attendance Policy/Seminar Participation:

Due to the interactive and participatory nature of this course, attendance at each class session is required. There will be a percentage of your grade based on class attendance and participation.

Materials Required:

Books:

- § Ann Marie Clark, Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms Princeton, NJ: Princeton University Press (2001)
- § Peter Willetts, ed., The Conscience of the World: The Influence of Non-governmental Organizations in the U.N. System Washington, DC: The Brookings Institution (1996)

Course Packet for GLOS 5403/LAW 6058:

- § Available for purchase at the Coffman Bookstore

Additional Materials:

- § I have tried to assign the web links for articles, where available. These articles are as important as the printed articles in the packet. Please be responsible about reading them and taking notes on them or printing them for your own use so that you are able to discuss them knowledgeably in class;
 - § A few additional materials will be handed out in class as noted on the syllabus.
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COURSE CALENDAR

Week 1 – September 8: Introduction and Overview: The role of NGOs in promoting and protecting human rights.

Margaret E. Keck and Kathryn Sikkink, Activists Beyond Borders, (Ithaca: Cornell University Press: 1998), pp. 1-38 (in packet);

Universal Declaration of Human Rights,
<http://www1.umn.edu/humanrts/instree/bludhr.htm>

After a preliminary presentation the class will create a non-governmental organization (“NGO”) and name it. The initial stated mission of this organization will be quite broad. It is to “to promote and protect international human rights.” We will narrow the mission as we develop a collective sense of the purpose and philosophy of the NGO. Throughout the course students will take roles, such as members of the Board of Directors, Board Chair, Executive Director, Legal Counsel, and Program Officers, to understand the perspectives of these NGO positions.

Week 2 – September 15: Human Rights Advocacy: Mission, Philosophy and Structure of NGOs

Hurst Hannum, Guide to International Human Rights Practice, 4th ed., (Transnational Publishers, L.C.: 2004), Chapters 1 and 2, pp. 3-39 (in packet).

Claude Welch, ed., NGOs and Human Rights: Promise and Performance, (Philadelphia, PA: University of Pennsylvania Press: 2000) Chapter 4, Claude Welch, “Amnesty International and Human Rights Watch: A Comparison,” and Chapter 7, Makau Mutua, “Human Rights International NGOs: A Critical Evaluation,” (in packet).

Clark, Chapter 1

Kenneth Roth, “Human Rights Organizations: A New Force for Social Change,” in Realizing Human Rights, Samantha Power, Graham Allison, eds., (2000), pp. 225-48 (in packet).

Willetts, Introduction

Questions to consider for class: How is a human rights NGO different than other kinds of organizations? How are human rights defined and enforced? What roles do NGOs play in defining and enforcing human rights norms? What would be an appropriate mission statement for our class NGO? How does a mission statement affect the work of human rights NGO? What are the advantages or disadvantages of defining the mission statement narrowly, by focusing on a particular issue or geographical region?

PAPER 1 IS DUE AT THE BEGINNING OF CLASS ON SEPTEMBER 15: *Each student will turn in a two- to three-page paper summarizing and evaluating the significance of the mission, philosophy and tactics of an NGO. Suggested NGOs include: Centre on Housing Rights and Evictions (COHRE), Human Rights First, Minnesota Advocates for Human Rights, Physicians for Human Rights, OXFAM, South Asia Human Rights Documentation Centre (SAHRDC). The paper should explain why the NGO exists, what kind of activities it undertakes and, to the extent possible, how effective it is at what it does. You may use the organization's website as the primary source of information.*

Please: this assignment may give you the feeling that you are entitled simply to cut and paste from the organization's website. You are not. I expect you to evaluate the NGO's work, not just narrate it back to me in an uncritical way. I know what these organizations do; what I am interested in is your perspective on the significance, accomplishments, visibility, effectiveness and creativity of these organizations' work.

(At the end of this class we will watch a short video on the crisis in Darfur, "Darfur Eyewitness." U.S. Holocaust Memorial Museum's Committee on Conscience. March 2005 (10 minutes).)

<http://www.ushmm.org/conscience/analysis/details.php?content=2005-11-25&page=1&menupage=Sudan#top>

Week 3 – September 22: Addressing Human Rights Crises: Background on Darfur

In this class we will discuss the background to the human rights and humanitarian crisis in Sudan, including violence in Darfur and the shaky peace with the region of Southern Sudan, what the international community can do to address the violations being committed in Sudan, the indictments that have been issued by the International Criminal Court, the role of the United Nations, the African Union, and the Organization of the Islamic Council and other key intergovernmental organizations (IGOs).

1. Background reading for all students

"Darfur in Flames: Atrocities in Western Sudan," Human Rights Watch. April 2004.
<http://www.hrw.org/reports/2004/sudan0404/>

Report of the International Commission of Inquiry on Darfur and the United States Secretary-General (pages 19-25): access at
http://www.un.org/News/dh/sudan/com_inq_darfur.pdf

Recommended:

Darfur Information Center, collection of press, NGO and IGO documents for background on various issues: <http://www.darfurinfo.org/index.html>

Videos:

National Geographic, “Special Video Series: Sudan, Country in Crisis,”
<http://news.nationalgeographic.com/news/2006/12/061222-sudan-videos.html>

Human Rights Watch Video – Crisis in Darfur. March 2004 (14 minutes).
<http://hrw.org/video/2004/sudan/>

Photos:

Darfur/Darfur, traveling photographic exhibit, <http://www.darfurdarfur.org/main/?cat=17>

2. *Students should prepare to brief their fellow class members about past and current violations in the region, the actions of IGOs and civil society to protect human rights in Sudan, including Darfur and South Sudan. The following are some suggested sources of information to prepare. Please do not feel limited to these sources, but share whatever information you find to be useful in analyzing the current human rights situation:*

a. Researchers: Background information on violations taking place in Darfur and South Sudan;

Sources to consider:

“They Shot at Us as We Fled: Government Attacks on Civilians in West Darfur in February 2008,” Human Rights Watch. <http://www.darfurinfo.org/hrw.html>

Report of the UN Secretary General on the deployment of the African Union-United Nations Hybrid Operation in Darfur, 18 August 2008, S/2008/558, access at <http://www.un.org/Docs/sc/sgrep08.htm>

Report of the High-Level Mission on the situation of human rights in Darfur pursuant to Human Rights Council decision S-4/101, 9 March 2007,
<http://www.qub.ac.uk/schools/SchoolofLaw/Research/HumanRightsCentre/Resources/video/InternationalLawReadingGroup/readingpdfs/Fileupload,69313,en.pdf>

Reports of UN Special Procedures on human rights in Sudan, access at <http://www2.ohchr.org/english/bodies/chr/special/countryvisitsn-z.htm#Sudan> (scroll down and review more recent documents).

Reports of UNAMID, <http://www.un.org/depts/dpko/missions/unamid/>

Report of the United Nations Special Rapporteur on the situation of human rights in the Sudan, Sima Samar, A/HRC/7/22, accessed at http://ap.ohchr.org/documents/dpage_e.aspx?m=95

b. Program Officers: Background on what steps the international community, including the U.N., the African Union, States and NGOs, is taking to address the violations.

Sources to consider:

Security Council resolution 1812, S/Res/1812 (2008), accessed at http://www.un.org/Docs/sc/unsc_resolutions08.htm

Security Council Resolutions 1769 and 1779 (2007), accessed at http://www.un.org/Docs/sc/unsc_resolutions07.htm.

Security Council refers situation in Sudan to ICC 1539. March 31, 2005. <http://www.un.org/News/Press/docs/2005/sc8351.doc.htm>

Security Council Resolution 1769 to deploy a hybrid AU –UN force (UNAMID) to Darfur. July 31, 2007. (focus on statements from representatives) <http://www.un.org/News/Press/docs/2007/sc9089.doc.htm>

UN Secretary-General Ban Ki-moon’s address to the eleventh Summit of the Organization of the Islamic Conference in Dakar, 13 March 2008: <http://www.un.org/News/Press/docs/2008/sgsm11463.doc.htm>

International Herald Tribune, “Muslim bloc backs Sudan in trying to kill Darfur Report,” <http://www.iht.com/articles/ap/2007/03/14/news/UN-GEN-UN-OIC-Darfur.php>

US Policy on Sudan, US State Department, <http://www.state.gov/p/af/rls/fs/2008/103969.htm>

Neil MacFarquhar, New York Times, “U.N. to Keep Darfur Force, but U.S. Withholds Its Vote,” Aug. 1, 2008, http://www.nytimes.com/2008/08/01/world/africa/01nations.html?_r=1&ref=world&oref=slogin.

Eliza Griswold, “The Man for a New Sudan,” New York Times, http://www.nytimes.com/2008/06/15/magazine/15SUDAN-t.html?_r=2&scp=1&sq=roger&oref=slogin

New Arab Coalition Calls on Muslim World to End Silence on Darfur, <http://www.spme.net/cgi-bin/articles.cgi?ID=4231>

NGO Coalitions: www.enoughproject.org, www.savedarfur.org.

c. Legal Officers: A discussion of the investigation of international crimes in Darfur and indictments issued by the ICC.

Sources to consider:

International Criminal Court, Summary of the Case of the Prosecutor's application for the warrant for the arrest of AL BASHIR, <http://www.icc-cpi.int/library/organs/otp/ICC-OTP-Summary-20081704-ENG.pdf>

Redress: *Accountability and Justice for International Crimes in Sudan*, May 2007, pp. 21-68, at <http://www.redress.org/reports/SudanICCGuideEnglish.pdf>

ICC Indictment against Ahmad Harun and Ali Kushayb for Crimes against Humanity. ICC-02/05-56-Original. February 27, 2007.
http://www.icc-cpi.int/cases/Darfur/s0205/s0205_docOTP.html
http://www.icc-cpi.int/library/organs/otp/ICC-OTP_Fact-Sheet-Darfur-20070227_en.pdf

Coalition for the International Criminal Court, collection of information on Darfur situation and indictments <http://iccnow.org/?mod=darfur>; (this site has analysis of the opposition to the indictments as well).

CNN Interview with ICC prosecutor Luis Moreno-Ocampo about charging Al-Bashir with war crimes, including genocide,
<http://edition.cnn.com/2008/WORLD/africa/07/14/icc.transcript/>

Week 4 – September 29: Shaping the Human Rights Agenda: Campaigns

The class will undertake a tactical mapping exercise to identify the various critical actors in the Darfur conflict and how to influence them. How should we shape the message? How does an NGO define a “victory” when addressing a situation like Darfur?

We will be joined for this class by members of the New Tactics for Human Rights project, who will introduce you to the New Tactics' toolset, including the tactical mapping tool, orientation of the project's group pages, as well as the site's online tactics database and other resources

The class will also be introduced to the New Tactic web site's group space designated for the purposes of our two projects. This space will be used for online interaction of project members on ongoing research, as well as the space to store and share the project's tactical research, documents, and other information throughout the semester.

The projects' group pages are:

[Horn of Africa project](http://www.newtactics.org/en/community/group/4658)

(<http://www.newtactics.org/en/community/group/4658>)

[Immigrant Raids/Packinghouse Workers](http://www.newtactics.org/en/community/group/4659)

(<http://www.newtactics.org/en/community/group/4659>)

Clark, Chapters 2 and 3.

International Crisis Group, A Strategy for Comprehensive Peace in Sudan, 26 July 2007, http://www.crisisgroup.org/library/documents/africa/horn_of_africa/130_a_strategy_for_comprehensive_peace_in_sudan.pdf

Andrew Natsios, “Beyond Darfur:Sudan's Slide Toward Civil War,” Foreign Affairs, May/June 2008, accessed at: <http://www.foreignaffairs.org/20080501faessay87306-p0/andrew-s-natsios/beyond-darfur.html>

Center for Victims of Torture, New Tactics in Human Rights, a Resource for Practitioners, <http://www.newtactics.org/main.php/ToolsforAction/TacticalNotebooks>
Each student should select two tactics to review and be prepared to explain them as part of our discussion on appropriate tactical approaches for our NGO to take regarding the Darfur crisis.

Recommended Reading:

Samantha Power, “Missions,” http://www.newyorker.com/archive/2005/11/28/051128ta_talk_power

Dithering on Darfur: U.S. inaction in the face of Genocide by Susan E. Rice Brookings Institute April 11, 2007, <http://www.brookings.edu/views/testimony/ric/20070208.pdf>

Samantha Power, A Problem from Hell: America and the Age of Genocide, (New York: Basic Books: 2002), “Rwanda: Mostly in a Listening Mode” and “Conclusion,” (on reserve).

Week 5– October 6: Presentation of Tactics on Sudan

Clark, Chapter 5 and 6

Willetts, Chapter 9

PAPER 2 IS DUE AT THE BEGINNING OF CLASS: *Each student will prepare a two-page paper describing a tactic for our NGO to use to address human rights violations in Sudan. Your tactic should consider what the assets and capacity are of our human rights organization. You do not need to resolve every crisis in Sudan – just describe the steps you would take to address one aspect of the crisis. Members of the New Tactics Project will come to participate in the discussion and assist in evaluating tactical proposals.*

For examples of tactics, see: <http://www.childprotectioninternational.org/index.html>

<http://www.protectdarfur.org/>
<http://www.crisisgroup.org/home/index.cfm?id=3060&l=1>
<http://www.hillel.org/tzedek/initiatives/darfur.htm>
<http://savedarfur.org/content?splash=yes>

Week 6 – October 13: Advocating in the Marketplace: Promoting Corporate Responsibility

We will briefly discuss the research paper assignment at the beginning of class. Your proposed research topics are due on October 20.

The class NGO will evaluate the merits of the “Killer Coke” campaign. The class will sit as the Board of Directors to consider:

1. What human rights responsibilities do businesses have? Three approaches to human rights in regard to business:

Draft Norms of Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to Human Rights, E/CN.4/Sub.2/2003/12 (2003),
<http://www1.umn.edu/humanrts/links/NormsApril2003.html>

United Nations Global Compact:
<http://www.unglobalcompact.org/AboutTheGC/index.html>

Fair Labor Code of Conduct, <http://www.fairlabor.org/conduct>

2. Debate whether our NGO should join the movement to ban Coke from U of M campus

Overview: Anne K. Walters, “Soft Drinks, Hard Feelings,” Chronicle of Higher Education, April 14, 2006, <http://www.killercoke.org/che060414.htm>

Context: Solidarity Center, Justice for All: the Struggle for Workers Rights in Colombia, 2006, <http://www.solidaritycenter.org/files/ColombiaFinal.pdf>

Relevant sites include the following:

Sites with material and arguments to support the Coke ban:
<http://www.corporatecampaign.org/killer-coke/pdf/monsfinal.pdf>
<http://www.indiaresource.org/news/2008/1037.html>
<http://www.indiaresource.org/campaigns/coke/2008/cokeimplicatedteri.html>

Sites with material and arguments opposing the Coke ban:
<http://economictimes.indiatimes.com/articleshow/msid-2872557.cms>
http://www.cokefacts.org/facts/facts_co_keyfacts.shtml
http://www.cokefacts.org/facts/facts_co_court_cc10.pdf

Some considerations regarding politicization of human rights reporting:

Robert Charles Blitt, “Who Will Watch the Watchdogs? Human Rights Non-Governmental Organizations and the Case for Regulation,” 10 Buffalo Human Rights Law Review 2004, 261, 358-379, (in packet).

Week 7: October 20: Cultural Relativism and Human Rights Advocacy: Female Genital Cutting

Ø Proposals for research projects due at beginning of class

Some have declared international human rights to be the “world’s first universal ideology,” because it is intended to find common human principles to which all governments and peoples can adhere. Just how much common ground is there in the recognition of norms intended to protect basic human dignity? The universality of human rights is an idea that is contested vigorously and the most serious critique is that norms must be seen within the context of groups and cultures. The conflict between the notions of universality and cultural relativism are seen most vividly on issues defining the role of gender in society. Let’s discuss the human rights implications of the practice of female genital cutting – a practice celebrated in some cultures and vilified in others. Where would you draw the line as a human rights advocate?

Cultural Relativism:

Michael Freeman, Human Rights: An Interdisciplinary Approach, Cambridge, U.K.: Polity Press (2002) Chapter 6, (in packet)

Work of the UN:

Report of the Special Rapporteur on Violence against Women, its causes and consequences, Ms. Radhika Coomaraswamy, “Cultural Practices in the Family that are Violent towards Women,” E/CN.4/2002/83, (read paragraphs 12-20), available at [http://www.unhcr.ch/huridocda/huridoca.nsf/\(Symbol\)/E.CN.4.2002.83.En?Opendocument](http://www.unhcr.ch/huridocda/huridoca.nsf/(Symbol)/E.CN.4.2002.83.En?Opendocument).

U.N. Department of Public Information, Women and Violence, Feb. 1996, <http://www.un.org/rights/dpi1772e.htm>

Add to 2009 syllabus: <http://www.who.int/mediacentre/factsheets/fs241/en/print.html>

NGO actions:

Equality Now, Campaign against FGM:

http://www.equalitynow.org/english/campaigns/fgm/fgm-campaign_en.html.

U.S. Asylum Law

Kasinga Case, <http://www.usdoj.gov/eoir/vll/intdec/vol21/3278.pdf>;

Karen Musalo, "Rumination on *In re Kasinga*: The Decision's Legacy," 7 S. Cal. Rev. L. & Women's Stud. 357, Spring 1998 (in packet);

Critiques of anti-FGM Movement:

Richard A. Shweder, "What about female genital mutilation?" and Why understanding culture matters in the first place," in Richard A. Shweder, et al., eds. Engaging Cultural Differences, (New York: Russell Sage Foundation: 2002) (in packet);

Ratna Kapur, Erotic Justice, Chapter 4, "The Tragedy of Victimisation Rhetoric: Resurrecting the 'Native' Subject in International/Postcolonial Feminist Legal Politics," (Glasshouse Press, 2005), pp. 95-136 (in packet).

Week 8 – October 27: Implementation and Enforcement: Working in the "Reformed" United Nations Human Rights System

Since the United Nations was founded in 1945, it has been the locus for important debates, resolutions, field work and other actions to promote human rights. In the past two years, the United Nations has undertaken significant institutional reforms regarding its human rights bodies and experts. We will examine how the UN carries out its human rights work and how have its operations been affected by the reforms? What are the contending political narratives that shape human rights discussions in the UN? How can NGOs meaningfully participate in the UN's work on human rights?

Willetts, ed., Chapters 2, 7, 8, 10;

International Service for Human Rights, "The Human Rights Monitor 2007," access at <http://www.ishr.ch/>, read the following chapters:

- [Editorial](#)
- [The Council's Institution-Building Work, the End of a Long Process](#)
- [New Body, Old Battle: the Human Rights Council in Year Two](#)
- [Business as Usual in the Shadow of Reform: the Work of the Human Rights Treaty-Monitoring Bodies](#)

Human Rights Watch, The UN Human Rights Council, Testimony to the U.S. Senate Foreign Relations Committee, July 27, 2007, <http://hrw.org/english/docs/2007/07/26/usint16521.htm> (accessed August 7, 2007).

Week 9 – November 3: Fact-finding to promote and protect human rights

Monitoring and reporting on human rights practices is one of the central methods used by NGOs. "Monitoring" and "fact-finding" are two terms used in the human rights field to describe the active collection of information concerning human rights issues. Monitoring is the broader term; fact-finding refers to the verification of facts regarding a

specific human rights violation. Publishing objective and credible fact-finding reports remains an important strategy for highlighting the gap between norms and behavior by states. The strategy of investigating human rights violations and publicizing them is based on the principle that transparency leads to reform; exposing the violations of states (as well as non-state actors) undermines their efforts to keep abusive practices secret and provides leverage for reform.

In this class we will compare the fact-finding methods used by four different types of organizations in human rights cases: the United Nations, the International Committee of the Red Cross, the European Committee on the Prevention of Torture, and NGOs. Members of the class will select two types of organizations to review, and come prepared to discuss in depth the philosophies, methods, challenges, and effectiveness of fact-finding on torture by these organizations.

A. The United Nations

United Nations, Handbook on Human Rights Monitoring, Basic Principles and Interviewing (2002), available at <http://www1.umn.edu/humanrts/monitoring/index.html> (Read Chapters V – IX).

Review the Report of the UN Special Rapporteur on Torture regarding his mission to Togo in 2008, linked to <http://www2.ohchr.org/english/issues/torture/rapporteur/index.htm>. You may wish to review the methodology used by the Special Rapporteur regarding his other recent site visits as well.

B. The International Committee of the Red Cross

Hernan Reyes, “Visits to Prisoners and Documentation of Torture”, Michael Peel and Vincent Iacopino, eds., The Medical Documentation of Torture, (London: Greenwich Medical Media: 2002), pp. 77 - 100 available at <http://www.icrc.org/eng>
** To access, type the title of chapter into the search box in upper right hand corner of screen. Select the link to chapter. You will be able to access the full text in pdf format.

International Committee of the Red Cross, “Report of the International Committee of the Red Cross (ICRC) on the Treatment by the Coalition Forces of Prisoners of War and Other Protected Persons by the Geneva Conventions in Iraq During Arrest, Internment and Interrogation,” February 2004 available at <http://www.derechos.org/nizkor/us/doc/icrc-prisoner-report-feb-2004.pdf>; (read through paragraph 49);

Iraq: ICRC explains position over detention report and treatment of prisoners, <http://www.icrc.org/Web/Eng/siteeng0.nsf/iwpList265/7EE8626890D74F76C1256E8D005D3861>

C. NGO Fact-Finding

Giffard et al, The Torture Reporting Handbook, The Human Rights Centre, University of Essex, 2000, Part II, "Documenting Allegations,"

<http://www.essex.ac.uk/torturehandbook/english.htm>

Robert Charles Blitt, "Who Will Watch the Watchdogs? Human Rights Non-Governmental Organizations and the Case for Regulation," 10 Buffalo Human Rights Law Review 2004, 261, 333-357.

D. European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment

Council of Europe, About the CPT, <http://www.cpt.coe.int/en/about.htm#Mandate>

Council of Europe, A Visit by the CPT-- What's it all about?, 15 Questions and Answers for the Police, 1999, <http://www.cpt.coe.int/en/doc-visit-by-cpt.pdf>

Report to the Estonian Government on the visit to [Estonia](#) carried out by the European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT) from 23 to 30 September 2003, <http://www.cpt.coe.int/documents/est/2005-06-inf-eng.htm>

The Horn of Africa Working Group should propose readings for the entire class by November 3.

Week 10 – November 10: Emerging Human Rights Crises in the Horn of Africa

What are the factors that make human rights violations visible enough for action by the international community? Students will address the human rights violations in the Horn of Africa that have not been subjected to serious scrutiny by the international community. Possible subjects for study and action include the international occupation of Somalia, the discrimination, arrests and violence being carried out by the Ethiopian government against ethnic minorities and political dissenters, or the human rights issues in the post-conflict environment of Southern Sudan. What strategies would you recommend to an NGO that wants to address the emerging human rights violations in the Horn of Africa?

The Immigration Raids/Workers Rights Working Group should propose readings for the entire class by November 10.

Week 11 – November 17: Immigration Raids/Packinghouse Workers Rights

Immigration raids of Midwest meatpacking and poultry processing plants over the past several years have resulted in the rounding up and deportation of thousands of undocumented immigrant laborers in those plants. In May 2008, for instance, 389 immigrant workers were detained at a kosher meatpacking plant in Postville, IA. These raids have had the unintended consequences of revealing the abusive and dangerous

conditions at these plants, including underage workers, unreported injuries, sexual harassment and overtime work without pay. How would you frame the issues facing immigrant workers in the United States in order to protect their health and safety in a political environment that has little sympathy for undocumented immigrants?

Week 12 – November 24: Fundraising to support Human Rights Work

Welch, NGOs and Human Rights: Promise and Performance, (Philadelphia, PA: University of Pennsylvania Press: 2000) Chapter 13 (in packet);

International Human Rights Funders Group,
<http://www.hrfunders.org/hrfunding/index.html> (offers a profile of a group of important private foundations supporting international human rights work).

Susan V. Berresford, Remarks at the University of Southern California's Center on Philanthropy and Public Policy given 13 February 2003 available at
http://www.fordfound.org/news/view_reflection_detail.cfm?reflection_index=25.

See also: For a critique on philanthropic foundations, read Heather MacDonald, "The Billions of Dollars That Made Things Worse", City Journal vol. 6, no. 4, Autumn 1996, available at http://www.city-journal.org/html/6_4_a1.html

Five-page letter of inquiry to one of the funders located in the International Human Rights Funders Group, <http://www.hrfunders.org/hrfunding/index.html>, due by class time today; please transmit it electronically to freyx001@umn.edu. For further background, see the Foundation Center, "A Proposal Writing Short Course" Parts I and II available at <http://fdncenter.org/learn/shortcourse/prop1.html> (Part II can be accessed by link at the bottom of this page).

Week 13: December 1: Working with Foundations

Meeting with human rights foundation officer to request funding for project ideas. There are no assigned readings this week, please prepare your presentations, but also work on your projects!

Week 14 – December 8: Effectiveness and Ethics of Human Rights NGOs

Effectiveness:

Michael Freeman, Human Rights: An Interdisciplinary Approach, Cambridge, U.K.: Polity Press (2002) Chapter 7, "Idealism, Realism and Repression: the Politics of Human Rights," pp. 131-147 (in packet).

Claude Welch, ed., NGOs and Human Rights: Promise and Performance, (Philadelphia, PA: University of Pennsylvania Press: 2000) Chapter 11, David L. Cingranelli and David L. Richards, “Measuring the Impact of Human Rights Organizations,” pp. 225-236, (in packet).

Robert Charles Blitt, “Who Will Watch the Watchdogs? Human Rights Non-Governmental Organizations and the Case for Regulation,” 10 Buffalo Human Rights Law Review 2004, 261, 292-320, (in packet).

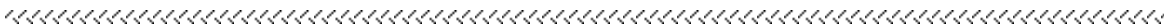
Ethics

Blitt, pp. 390-98 (in packet);

Frey, Selected ethical questions (in packet);

John D. Clark, “Ethical Globalization: The Dilemmas and Challenges of Internationalizing Civil Society,” and Ann M. Florini, “Transnational Civil Society,” and Caroline Harper, “Do the Facts Matter? NGOs, Research and International Advocacy,” in Michael Edwards and John Gaventa, eds., Global Citizen Action, (Boulder: Lynne Rienner Publishers, Inc.: 2001), pp. 17-40, 247-58 (on reserve).

Ø Final papers studies due by December 19



University of Minnesota Disability Statement:

Any student with a documented permanent or temporary disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Disability Services at the beginning of the semester. All discussions will remain confidential.

Note: Students with special needs should talk to your instructor as soon as possible so that we can better assist you in meeting the course goals and objectives.

Scholastic Dishonesty:

The College of Liberal Arts defines scholastic dishonesty broadly as any act by a student that misrepresents the student’s own academic work or that compromises the academic work of another. Examples include cheating on assignments or exams, plagiarizing (misrepresenting as one’s own anything done by another), unauthorized collaboration on assignment or exams, or sabotaging another student’s work.

Consequences can include an F for the assignment, exam, paper, or for the entire course.