

**GLOS 3402 / HUMAN RIGHTS INTERNSHIP**  
**Syllabus**  
**Spring 2009**

Instructor: Barbara Frey Office: 248 Social Sciences Phone: 612.626.1879 Email: <a href="mailto:freyx001@umn.edu">freyx001@umn.edu</a> Office hrs: Tuesdays 9 – 11 a.m.	<u>Class meets:</u> Mondays 1:25 – 3:10 p.m. Room: 225 Blegen Hall <u>Required readings:</u> Course packet and James Dawes, <u>That the World May Know: Bearing Witness to Atrocity</u> , Harvard Press: USA, 2007. Materials are available in Coffman bookstore
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This course is designed to offer students a practical, hands-on experience in human rights advocacy including an internship in one of the many organizations in the Twin Cities area that are engaged in promoting and protecting international human rights. A student is required to work 8 hours per week (total of 100 hours for the semester) in a nongovernmental organization. Placements are described in the accompanying handout.

The weekly class will provide background on the legal framework for international human rights, the nature of transnational advocacy, the mission and structure of non-governmental organizations, as well as tactics, fund-raising and other skills needed to work in the field.

Students are required to write a brief weekly memo summarizing class activities, reflecting on weekly readings and documenting their work at the internship site. Students will be encouraged to share their experiences and ideas with other class members so that all participants in the class will learn about the work of several different agencies.

Students will also participate in group projects to immerse them in the experience of human rights advocacy. We will work together as a class on the issue of child abduction in Southern Sudan, by designing a set of advocacy activities to promote registration of children at birth. We will collaborate with a newly created NGO, Child Protection International on this case, providing ideas, research and legwork. Through this experience students will learn to assess their advocacy skills, and to apply those skills in a way that promotes real human rights protection.

To complete this class, students are required to:

- Ø attend and participate in class;
- Ø complete the required readings;
- Ø complete the required 100 hours at the site placement;
- Ø make a 5 minute in-class presentation about the internship placement;
- Ø turn in weekly memos to the instructor and the site supervisor;
- Ø participate in the group NGO project,
- Ø turn in a 3-page reflection paper at the end of the internship.

Students will be graded as follows:

- Ø 50% -- site supervisor's recommendation;
- Ø 20% -- group NGO project;

- Ø 15% -- quality of weekly memos;
- Ø 5% -- class participation and in-class presentation on internship;
- Ø 10% -- 3-page reflection paper.

Students are encouraged to take advantage of the excellent human rights programs taking place on campus this semester. Several opportunities are noted on this syllabus.

Attendance at any of these events, or other events you feel are related to human rights advocacy, qualify as internship hours for the class. You must document in your weekly reports your reflections on the substance of the event for which you are claiming credit.

### **Weekly Assignments**

#### **Jan. 26 Introduction, Course Requirements and Methodology**

*Select internship sites – students are required to set initial meetings with supervisors during this week.*

#### **Feb. 2 International Advocacy: Overview**

*Initial reports from placements*

Readings: Andrea Northwood, “Secondary Traumatization and Stress Management”, Report from the Center for Victims of Torture; access this document online at <http://www.cvt.org/file.php?ID=3664>

Kathryn Sikkink & Margaret E. Keck, “Transnational Advocacy Networks in International Politics: Introduction”, in Activists Beyond Borders: Advocacy Networks in International Politics, Ithaca: Cornell University Press (1998), pp. 1-38.

Child Protection International, Fall 2008 Newsletter, <http://gsolomon20.files.wordpress.com/2008/11/newsletter-fall-2008-small2.pdf> and FAQs, <http://gsolomon20.wordpress.com/about-us/faqs/>

*Group Projects: CPI interns will present background on South Sudan child registration campaign*

#### **Feb. 9 International Human Rights Organizations: Mission and Structure**

Reading: Morton E. Winston, “Assessing the Effectiveness of International Human Rights NGOs”, in NGOs and Human

Rights, ed. Claude E. Welch, Philadelphia: University of Pennsylvania Press (2001), pp. 25-54.

Read the Mission statements of Amnesty International, <http://www.amnesty.org/en/who-we-are/accountability/statute>, Human Rights First, [http://www.humanrightsfirst.org/about\\_us/about\\_us.asp#](http://www.humanrightsfirst.org/about_us/about_us.asp#), and Minnesota Advocates for Human Rights, [http://www.mnadvocates.org/Mission\\_Statement.html](http://www.mnadvocates.org/Mission_Statement.html),

\*\* In your weekly report reflect on one aspect of these mission statements that captures your interest.

Makau Mutua, "Human Rights International NGOs: A Critical Evaluation," in in NGOs and Human Rights, ed. Claude E. Welch, Philadelphia: University of Pennsylvania Press (2001), chapter 7.

*Group project: CPI mission discussion and brainstorming on registration campaign (CPI members attend)*

#### **SPECIAL EVENTS:**

**On February 10th and 11th, Dr. Ashis Brahma, the only doctor caring for a group of 25,000 refugees along the Sudan/Chad border, will speak about his work and the Darfur genocide. More than 400,000 people in Darfur have died due to the violence that began in 2003, and another 2 million have been forced into refugee camps where starvation, malnutrition and disease are now creating 'genocide by attrition**

**Feb. 10 7-9 pm "Darfur: Taking a Stand Against Genocide"**  
25 Mondale Hall, Law School, University of Minnesota, 229 19<sup>th</sup> Avenue S, Minneapolis, MN 55455 \*free pizza will be served

**Feb. 11 12-1:15 pm "Darfur: Responding to a Public Health Disaster"**  
Room 5, 250 Moos Tower, University of Minnesota, 515 Delaware St. SE, Minneapolis, MN 55455 \*free pizza will be served

#### **Feb. 16 Site Visit to the Advocates for Human Rights**

*(1:30 p.m. tour and discussion at the Advocates offices – 650 3rd Avenue South, Suite 550, Minneapolis, MN 55402-1940. You will be meeting with Robin Phillips, Executive Director, and Michele Garnett McKenzie, Advocacy Director. Take the bus! Directions at <http://www.mnadvocates.org/Directions.html>)*

Reading: Minnesota Advocates for Human Rights, “Guidelines for Projects and Missions” (in packet).

Amanda Lyons, “Evaluation of CPI Proposed Tactic: Child Registration in South Sudan,” December 2008.

**Feb. 23 Implementing the Mission: Strategic planning**

Readings: Catholic Institute for International Relations, Capacity Building for Local NGOs: A Guidance Manual for Good Practice, “Strategic Planning,” (the whole section is useful, but focus on Steps 5-10, pp. 56-70, at: [http://www.ciir.org/Shared\\_ASP\\_Files/UploadedFiles/FAF7F9D6-3AB7-4FF8-9F4A-AD6807A6F17B\\_3\\_Strategicplanning.pdf](http://www.ciir.org/Shared_ASP_Files/UploadedFiles/FAF7F9D6-3AB7-4FF8-9F4A-AD6807A6F17B_3_Strategicplanning.pdf)

Nancy Pearson and Douglas Johnson, “Tactical Mapping: An Overview,” [http://www.newtactics.org/sites/newtactics.org/files/Article\\_for\\_Turkey\\_2008.pdf](http://www.newtactics.org/sites/newtactics.org/files/Article_for_Turkey_2008.pdf)

*Group Project: Strategic mapping of CPI Registration Campaign: selection of tactical project groups. CPI members attend.*

**Mar. 2 Running a Nonprofit Agency: The role of the Board and staff**

Readings: Minnesota Council of Nonprofits, “How to Start a Nonprofit: Basics”, access this document online at [www.mncn.org/info/basic\\_start.htm](http://www.mncn.org/info/basic_start.htm)

Minnesota Council of Nonprofits, “Principles and Practices”, access this document online at [http://www.mncn.org/info/principles\\_and\\_practices.pdf](http://www.mncn.org/info/principles_and_practices.pdf)

*Group Projects: Initial ideas presented orally for class feedback*

**Mar. 9 Human Rights Monitoring: Fact-finding and reporting on human rights violations**

Reading: 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).

James Dawes, That the World May Know: Bearing Witness to Atrocity, Harvard Press: USA, 2007, Chapter 1.

*Group Projects: proposed advocacy plans, timeline, expenses*

**SPECIAL EVENT**

**Saturday, March 14: International Women's Day**

8:00 a.m. to 3 p.m. at Coffman Memorial Union

Keynote panel on Women and War:

featuring

Professor Fionnuala Ní Aoláin of the University of Minnesota Law School, and

Fahima Vorgetts of Women for Afghan Women

Plus panels and workshops, performances, film, and display and information tables  
from over 60 co-sponsoring organizations

**Mar. 16 Spring Break**

**Mar. 23 Creative advocacy: Theater and Human Rights**

*We will consider the arts as a medium of expression and public education in promoting human rights. The artistic directors of Pangea Theater will engage us considering the relationship between performance and advocacy.*

Guests: Dipankar Mukherjee and Meena Natarajan, Pangea World Theater

Readings: Ben ni Walen, Mobilizing for Human Rights Using Participatory Theater, at:  
[http://www.amnesty.nl/documenten/theatre\\_guide\\_ben\\_ni\\_walen\\_english.pdf](http://www.amnesty.nl/documenten/theatre_guide_ben_ni_walen_english.pdf), read pp. 20-45.

**Mar. 30 Human Rights Advocacy at the United Nations**

Guest: Professor David Weissbrodt, University of Minnesota Law School

Readings: Hurst Hannum, Guide to International Human Rights Practice, 3d ed, Ardsley: Transnational Publishers, Inc. (1999), pp. 19 – 38.

*Project Groups: Reports from sub-groups*

**April 6 Organizing for Social Change: Tactical strategies**

*Students will select a tactical notebook from the following link to study and explain in class. Please reflect upon the tactic you studied as part of your weekly report.*

Readings: New Tactics in Human Rights,  
<http://www.newtactics.org/en/Notebooks/Grid>

James Dawes, That the World May Know: Bearing Witness to Atrocity, Harvard Press: USA, 2007, Chapter 2.

*Project Groups: Reports from sub-groups*

**April 13 Fundraising to Support Human Rights**

Reading: The Foundation Center, "A Proposal Writing Short Course", access this document online at  
<http://fdncenter.org/learn/shortcourse/prop1.html>

William D. Carmichael, "The Role of the Ford Foundation" in NGOs and Human Rights, ed. Claude E. Welch, Philadelphia: University of Pennsylvania Press (2001), pp. 248-260.

*Project Groups: Fundraising proposal or other negotiated work product*

**Apr. 20 Cultural Relativism in NGO Activism: Female genital cutting**

Reading: Robert L. Welsch and Kirk M. Endicott, eds. "Should Anthropologists work to eliminate the Practice of Female Circumcision?" Taking Sides: Clashing Views in Cultural Anthropology, McGraw-Hill, pp. 358-379

James Dawes, That the World May Know: Bearing Witness to Atrocity, Harvard Press: USA, 2007, Chapter 3.

*Project Groups: Revised proposal due at start of class*

**Apr. 27 Funding an NGO**

Guest Evaluator: Pete Dross, Center for Victims of Torture

*Students will present their grant proposals for funding of their human rights projects*

**May 4            Issues of Ethics and Effectiveness facing Human Rights Organizations**

*Final papers: Three page reflection paper is due on human rights internship experience: Where did you work, what did you do, what did you learn about advocacy, how did the classroom experience help or hinder your work?*

Reading:        James Dawes, That the World May Know: Bearing Witness to Atrocity, Harvard Press: USA, 2007, Chapters 3 and 4

Ethical Questions, Frey 2009

**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.