

GOVT 391: Human Rights

Fall 2021 – Tuesdays and Thursdays
11049 – 12:30 to 01:50 PM – Washington Hall 302
14524 – 03:30 to 04:50 PM – Washington Hall 305

Kelebogile Zvobgo

ki-le-bu-hi-le · zhrob-go

She/her, Dr./Prof.

Website: zvobgo.com

Email: kzvobgo@wm.edu

Office hours: Zoom or 'Walk and Talk' on Tuesdays and Thursdays from 02:00 to 3:20 PM. You can schedule your appointment via calendly.com/wm-profzvobgo (no less than 48 hours in advance).

Beginnings

William & Mary is located on the traditional, ancestral, and unceded territory of the Powhatan,¹ land that was stolen by English settlers and on which enslaved Africans and their descendants were forced to labor for centuries. As we study human rights in comparative and international perspective, it is vital that we acknowledge the human rights abuses that took place (and that continue to take place) on this land and throughout the territories now known as the United States of America.

Acknowledgement is an important decolonial and human rights practice. It renders visible historically marginalized groups, in our context Indigenous and Black Americans, and challenges us to grapple with the truth of our individual and collective pasts. This is difficult and uncomfortable, even painful, but we can have no future without it.

In that vein, we recognize the forced occupation and theft of Indigenous land and the genocide of Indigenous peoples, and we honor and respect Indigenous Americans in our midst today. We also recognize the history and legacy of slavery at William & Mary,² in the Commonwealth of Virginia, and throughout the United States, and we remember and honor the enslaved people who helped build and enrich all three. We are privileged to live, learn, and work here.

Finally, we recognize that the histories of the College, the Commonwealth, and the nation have been and remain inextricably tied. The first colony in English North America was established in 1607 at Jamestown, less than five miles from campus, and the first enslaved Africans were brought to Point Comfort, roughly thirty miles from campus. What happens here has always mattered for what happens elsewhere. Thus we commit ourselves to promoting and defending human rights.

Welcome to "Human Rights."

¹ Namely, the Cheroenhaka, Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patowomeck, Rappahannock, and Upper Mattaponi

² For a longer treatment of this topic, read Slavery at William & Mary: A Brief Overview, available at <https://www.wm.edu/sites/enslavedmemorial/slavery-at-wm/index.php>

Course Description

This course will explore the foundations, evolution, and global politics of human rights, with a focus on women and women's rights. In part one, we will study the philosophical and political foundations of the international human rights regime. We will also investigate human rights instruments and institutions, analyzing their goals, approaches, and effectiveness. In part two, we will integrate feminist critiques of human rights. This will help us evaluate the extent to which existing human rights instruments and institutions safeguard women's rights. In part three, we will produce case studies examining different countries' compliance with their obligations under the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

Learning Objectives

By the end of the course, students will be able to:

- Chart the origins and evolution of the international human rights regime since World War II.
- Explain the strengths and weaknesses of specific human rights instruments and institutions.
- Evaluate the degree to which the struggle for women's equality has been harmonized with the struggle for human rights.
- Analyze compliance with international laws designed to protect women's rights.

Teaching Philosophy

The primary goal of my teaching is to develop student interest in political institutions and political behavior, and create a safe learning environment in which students are empowered to critically inquire into, de-construct, and re-construct the political world around them. Enhancing substantive knowledge, data literacy, oral and written communication, and teamwork are focal points of my teaching. These are critical for students' personal and academic development, and post-baccalaureate endeavors.

Logistics

We will meet twice weekly at the days and times specified above. I expect you to attend the sections for which you are registered.

To foster an inclusive environment and to properly identify participants, I encourage everyone to share their personal gender pronouns during introductions.

I will hold office hours twice weekly (see above for days and times) to discuss class materials and assignments. Access information will be provided via my Calendly scheduler. You can reserve an appointment at any time, but no less than 48 hours in advance. If you need to make an appointment outside of my office hours, you must email me at least seven days in advance. I am offering two office-hour modalities: online via Zoom or in-person over a walk, starting in front of Washington Hall.

I answer emails during business hours (Monday to Friday, from 9 AM to 5 PM EST) and I aim to reply to emails within three business days. For emails received after 5 PM EST on a Friday, I will reply by Wednesday the following week.

Expectations

I will maintain high expectations for you, as you should for me. This class will be challenging. Believe me – or, better yet, ask my former students. But, if you take me, your peers, and the course materials and assignments seriously, you will do well. I encourage you to seek help when you need it, whether from me or your peers. Remember that learning is a collective enterprise. If at any point you feel like you are falling behind, please reach out to me so that we can devise a solution. The sooner you do so, the better I can help.

Course Materials

There are ten required books for this class. Don't worry – we won't be reading them in full. All of them are available online or are on reserve at the library. You can also purchase or borrow hard copies from Swem or Wolf at the Law School. Beyond these options, you can borrow through [Interlibrary Loan \(ILL\)](#). All articles will be posted to Blackboard unless a hyperlink is provided. See each class session for details. Please also activate your [free W&M subscription](#) to *The Washington Post*, where some of the assigned news pieces are published.

- Baldez, Lisa. 2014. *Defying Convention: US Resistance to the UN Treaty on Women's Rights*. Cambridge University Press. [Available online via W&M libraries]
- Carpenter, Charli. 2010. *Forgetting Children Born of War: Setting the Human Rights Agenda in Bosnia and Beyond*. Columbia University Press. [Available online via W&M libraries]
- Chappell, Louise. 2015. *The Politics of Gender Justice at the International Criminal Court: Legacies and Legitimacy*. Oxford University Press. [Available online via W&M libraries]
- DeLaet, Debra L. 2014. *The Global Struggle for Human Rights*. Cengage Learning. [Available via W&M Course Reserves]
- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. Cornell University Press. [Available online via W&M libraries]
- Kang, Alice J. 2015. *Bargaining for Women's Rights: Activism in an Aspiring Muslim Democracy*. University of Minnesota Press. [Available online via W&M libraries]
- Lake, Milli May. 2018. *Strong NGOs and Weak States: Pursuing Gender Justice in the Democratic Republic of Congo and South Africa*. Cambridge University Press. [Available online via W&M libraries]
- Merry, Sally Engle. 2009. *Human Rights and Gender Violence: Translating International Law into Local Justice*. University of Chicago Press. [Available via W&M Course Reserves. Ch. 3 available via Blackboard.]
- O'Rourke, Catherine. 2020. *Women's Rights in Armed Conflict Under International Law*. Cambridge University Press. [Available online via W&M libraries]
- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Available online via W&M libraries]

Course Requirements

Assignments

Attendance and Participation: This is a discussion-forward class. So I expect you to carefully read, watch, or listen to the assigned course materials; attend class regularly; and pose and answer analytical questions. I expect you to always be respectful to other participants. Please share time, listen to understand not to respond, allow the person speaking to finish their thought, and give credit where credit is due. If you want to build on a point made by a classmate, reference that person. Don't simply repackage what they said and present it as your own insight. Please also note that, while we may argue ideas, we will not argue each other.

Research Collaboration: All course assignments will be completed in pairs. I have designed the course this way because teamwork is an essential skill to develop and apply, especially for complex projects. I also hope that this set-up will ease the burden of coursework, as we continue to grapple with the Covid-19 pandemic and all the challenges that it has presented and will no doubt continue to present in our individual and collective lives. Pairs will be determined via a randomized selection procedure after the course add/drop deadline. You will have the same research partner for the duration of the semester. You will have the option to (1) pick your case study country *and* your treaty obligation *or* (2) pick your presentation date. There are pluses and minuses to both. I will leave the strategizing to you. Assignment instructions for each component of the research collaboration assignment will be distributed on the dates specified in "Course Schedule" section of this syllabus document.

- **Case Study:** In a case study of approximately 2,500 words, you and your research partner will investigate the factors that motivated a particular country to ratify CEDAW. You will adjudicate on which major theory of human rights treaty commitment best explains your case. You will select your case study country from a preset list.

[Upload your 2,500-word case study on Blackboard before class on October 5.]

- **Source Database:** In a spreadsheet, you and your research partner will assemble a set of 10 to 15 data sources that you will use to analyze your selected country's compliance with a particular CEDAW obligation. You will select your CEDAW obligation from a preset list. In your spreadsheet, be sure to include the source title, publisher, functional URL links to the data (quantitative or qualitative), data coverage (i.e., years), etc. In addition to the spreadsheet, you will prepare a brief memo explaining how and why you selected the sources.

[Upload your database and memo on Blackboard before class on October 21.]

- **Presentation:** Between November 11 and December 7, you and your research partner will present your work to date and field questions from the class. Please ensure the oral presentation and supporting materials (i.e., slides) are accessible to a non-expert audience.

[Upload your slides on Blackboard by 10 AM EST on the day of your assigned presentation.]

- **Peer Feedback on Presentation:** Between November 11 and December 7, you and your research partner will provide after each class meeting written feedback to one of the three pairs of students that presented their in-progress research. I will match feedback pairs with presentation pairs prior to the start of class each day.

[Email your classmates (and cc me) by 11:59 PM EST the evening following their presentation.]

- **Research Report:** The class's major project builds on everything you've done – a 5,000-word research report that examines your assigned country's compliance with your selected CEDAW obligation since the country ratified the treaty. You and your research partner will argue which dominant theory of human rights treaty compliance best explains your case. Reports will also reference each of the four course learning objectives (see above). As previously indicated, this project is 'scaffolded,' beginning with the case study, followed by the source database and memo, then the class presentation with feedback, and, finally, the full report. Note that you must include your GBAT score (see Week 5). I require a *minimum* of 30 percent women authors in your references, but challenge you to reach or exceed 50 percent.

[Upload your 5,000-word report on Blackboard by 11:59 pm EST on December 13.]

- **Extra credit** is available for students who attend the International Justice Lab's Nexus Series, which brings scholars and practitioners working in the areas of human rights, transitional justice, and international law to campus for lectures, discussions, and professional networking. You may also run by me other events covering human rights topics on campus. To qualify for one percentage point of extra credit toward your final grade, you must both attend a session and ask the presenter a question during the Q-and-A. Students may earn up to two percentage points of extra credit. For example, if your final grade is 88% (B+) and you attended two sessions and asked a question at each one, I will raise your grade to 90% (A-).

Grading

10% - Attendance and Participation

15% - Case Study – due October 5

10% - Source Database and Memo – due October 21

20% - Presentation – between November 11 and December 7

15% - Peer Feedback on Presentation – between November 11 and December 7

30% - Research Report – due December 13

I will base final course grades on the following scale: A 100-93, A- 92-90, B+ 89-88, B 87-83, B- 82-80, C+ 79-78, C 77-73, C- 72-70, D+ 69-68, D 67-63, D- 62-60, F < 60.

I take grading seriously. Not long ago, I was standing where you are, fretting over every letter, plus, and minus. I get it. Here's my view: if you produce excellent work, you will earn an excellent grade. If you produce less-than-excellent work, you will earn a less-than-excellent grade. That said, if you want to appeal your grade, you can. I will require three things: (1) a 48-hour minimum cooling-off period, (2) a 300-word memo explaining why you think your assignment merits a higher grade, and (3) an office hours appointment scheduled with me after steps 1 and 2 and no more than two weeks after the assignment is

returned. I will not discuss grades over email. I will caution that, just as your grade may go up upon a second grading, it may also go down.

Please note that late assignments will be marked down by one-third of a letter grade for each 24-hour period following the deadline. To give an example, the final grade of an assignment due on a Monday at 5 PM, but submitted between 5:01 PM on Monday and 5:00 PM on Tuesday, would be reduced by one-third of a letter grade.

There are no makeup assignments in this class, nor will there be makeup sessions. In addition, office hours will not substitute for class attendance. If you miss class, you are responsible for reaching out to a classmate and getting yourself caught up on the material you missed.

Other Items

Indoor Mask Policy

Everyone is required to properly wear masks in indoor shared spaces. The policy applies to all classrooms, labs, shared offices, residence halls and indoor hallways in buildings on William & Mary properties. It also applies to dining halls, unless actively eating or drinking. The indoor mask requirement does not apply to single-occupant offices, nor to student rooms or bathrooms in residence halls. As of this syllabus's publication on Blackboard, Student Accessibility Services has not approved any student accommodations that include not wearing a mask for the Fall term.

Sick Policy

If you are sick, please do not come to class. You do not owe me personal details about your health (physical or mental). Just give me a heads-up via email ahead of class. If you experience Covid-19 symptoms at any point during the semester, you should make an appointment with the Student Health Center or a private healthcare provider for a clinical assessment and testing if necessary. Students who test positive or are identified as close contacts must complete the form at Report Covid to initiate case management that will assist with isolation requirements and help you navigate classes and study. In all cases, you are responsible for getting yourself caught up with what you missed in class.

Mental Health and Well-being

William & Mary recognizes that students juggle many different responsibilities and can face challenges that make learning difficult. There are many resources available at W&M to help students navigate physical/medical, emotional/psychological, material/accessibility concerns. Asking for help is a sign of courage and strength. If you or someone you know is experiencing any of these challenges, we encourage you to reach out to the following offices:

- For psychological/emotional stress, please consider reaching out to the W&M Counseling Center at <https://www.wm.edu/offices/wellness/counselingcenter>), by phone at 757-221-3620, or in person at 240 Gooch Drive. Services are free and confidential.
- For physical/medical concerns please consider reaching out to the W&M Health Center at <https://www.wm.edu/offices/wellness/healthcenter>, by phone at 757-221-4386, or in person at 240 Gooch Drive.

- If you or someone you know is in need of additional supports or resources, please contact the Dean of Students by submitting a care report at <https://www.wm.edu/offices/deanofstudents/services/caresupportservices/index.php>, by phone at 757-221-2510, or by email at deanofstudents@wm.edu.

As your professor, I also ask you to reach out to me if you are facing challenges inside or outside the classroom; I will help guide you to appropriate resources on campus.

Writing Resources Center

The Writing Resources Center, located on the first floor of Swem Library, is a free service provided to W&M students. Trained consultants offer individual assistance with writing, presentation, and other communication assignments across disciplines and at any stage, from generating ideas to polishing a final product. The WRC's goal is to help you become a better writer and communicator. To make an appointment, visit the WRC webpage at www.wm.edu/wrc.

Accommodations

William & Mary accommodates students with disabilities and qualifying diagnosed conditions in accordance with federal and state laws. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at sas@wm.edu to determine if accommodations are warranted and to obtain an official letter of accommodation.

Academic Misconduct

Please familiarize yourself with the College's policies for academic integrity. Answers to questions on cheating, plagiarism, or other types of academic dishonesty are available on the [William & Mary Honor Council's website](#) and the [Honor Code section of the Student Handbook](#). If I discover any misconduct, I will initiate an Honor Council proceeding and, at the very least, recommend that the student receive an F for the course.

The International Justice Lab

I will be advertising open positions in my lab for continuing students in academic year 2022-23. If you are interested in joining, please subscribe to the Global Research Institute digest, where the position will be advertised in summer 2022.

Course Schedule

PART I: WHAT ARE HUMAN RIGHTS?

Week 1 – Introduction and welcome

Thursday, September 2

- [\[Video\]](#) Human Rights in Two Minutes, by Amnesty International – Switzerland.
- [\[Video\]](#) What are the universal human rights?, by Dr. Benedetta Berti for TED-Ed.
- [\[Video\]](#) Who has to uphold human rights?, by Dr. Babatunde Olugboji, Deputy Program Director, Human Rights Watch.

Week 2 – Origins

Tuesday, September 7

- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. Cornell University Press. [Read Ch. 1: “The Concept of Human Rights”]
- Shestack, Jerome J. 1998. “The Philosophic Foundations of Human Rights.” *Human Rights Quarterly* 20(2): 201–34.
- [\[Video\]](#) Human Rights Advocacy at Work: An Introduction, by Jo Becker, Advocate at Human Rights Watch.
- *Professionalization: Reading political science research*
 - Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.”

Thursday, September 9 (Note: Friday, September 10 is the add/drop deadline and the last day for juniors and seniors to elect to take a course pass/fail or audit.)

- DeLaet, Debra L. 2014. *The Global Struggle for Human Rights*. Cengage Learning. [Read Ch. 1: “The Contested Meaning of Human Rights” and Ch. 3: “Are Human Rights Universal?”]
- [\[Video\]](#) *Universal Declaration of Human Rights*. 1948.
- [\[Video\]](#) Universal Declaration of Human Rights, historical overview by the Office of the United Nations High Commissioner for Human Rights.
- [\[News Article\]](#) Ra’ad Al Hussein, Zeid. 2018. “Human Rights are not a Luxury.” *The Washington Post – Opinion*. 06/15/2018.

Week 3 – Categorizing and Codifying Human Rights

Tuesday, September 14

- Research partners assigned. Case study country list posted on Blackboard.
- DeLaet, Debra L. 2014. *The Global Struggle for Human Rights*. Cengage Learning. [Read Ch. 4: “Civil and Political Rights in a World of Sovereign States” and Ch. 6: “Economic and Social Rights in a World of Sovereign States”]
- Carpenter, Charli. 2010. *Forgetting Children Born of War: Setting the Human Rights Agenda in Bosnia and Beyond*. Columbia University Press. [Read Ch. 6: “Forced to Bear Children of the Enemy: Surfacing Gender and Submerging Child Rights in International Law”]
- [Video] Are some rights more important than others?, by Elaine Pearson, Human Rights Watch Australia Director, and Mausi Segun, Human Rights Watch Nigeria Researcher.
- *Professionalization: Literature reviews*
 - [Online Resource] Golash-Boza, Tanya. “Writing a Literature Review: Six Steps to Get You from Start to Finish.”

Thursday, September 16

- Case study country selection begins until list is exhausted.
- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Read Ch. 1: “Introduction” and Ch. 2: “Why International Law? The Development of the International Human Rights Regime in the Twentieth Century”]
- [Video] How do human rights evolve?, by Boris Dittrich, LGBT Rights Program Advocacy Director at Human Rights Watch
- [Magazine Article] Mchangama, Jacob, and Guglielmo Verdirame. 2013. “The Danger of Human Rights Proliferation.” *Foreign Affairs*. [Also available via Blackboard]

Week 4 – Human Rights Commitment(s) and Compliance

Tuesday, September 21

- Case study assignment instructions distributed.
- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Read Ch. 3: “Theories of Commitment”]
- [Magazine Article] Cronin-Furman, Kate. 2018. “Halfway Isn’t Good Enough on Human Rights.” *Foreign Policy*. 11/05/2018. [Also available via Blackboard]
- [Video] How do you know if something is a human rights violation?, by Ken Roth, Executive Director of Human Rights Watch.

- *Professionalization: Gender and academia, Part one*
 - Takiff, Hilary A., Diana T. Sanchez, and Tracie L. Stewart. 2001. “What’s in a name? The Status Implications of Students’ Terms of Address for Male and Female Professors.” *Psychology of Women Quarterly* 25(2): 134–44.

Thursday, September 23

- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Read Ch. 4: “Theories of Compliance”]
- Dancy, Geoff, and Kathryn Sikkink. 2011. “Ratification and Human Rights Prosecutions: Toward A Transnational Theory of Treaty Compliance.” *NYU Journal of International Law & Politics* 44: 751–90.
- [\[Video\]](#) Why the Human Rights Movement Needs to be Reinvented, TEDx talk by Gerald Knaus.

PART II: WOMEN AND HUMAN RIGHTS

Week 5 – CEDAW

Tuesday, September 28

- [Convention on the Elimination of All Forms of Discrimination Against Women](#). 1979.
- Baldez, Lisa. 2014. *Defying Convention: US Resistance to the UN Treaty on Women’s Rights*. Cambridge University Press. [Read Ch. 2: “A Scaffolding for Global Women’s Rights, 1945–1970” and Ch. 3: “Geopolitics and Drafting the UN Treaty on Women’s Rights”]
- [\[Video\]](#) A Global History of Women’s Rights, in 3 Minutes, by UN Women.
- *Professionalization: Gender and academia, Part two*
 - Mitchell, Kristina M.W., and Jonathan Martin. 2018. “Gender Bias in Student Evaluations.” *PS: Political Science & Politics* 51(3): 648–52.

Thursday, September 30 – American Political Science Association Annual Meeting (NO CLASS)

- Baldez, Lisa. 2014. *Defying Convention: US Resistance to the UN Treaty on Women’s Rights*. Cambridge University Press. [Read Ch. 4: “An Evolving Global Norm of Women’s Rights”]
- Merry, Sally Engle. 2009. *Human Rights and Gender Violence: Translating International Law into Local Justice*. University of Chicago Press. [Read Ch. 3: “Gender Violence and the CEDAW Process”]
- [\[Video\]](#) European Journal of International Law (EJIL) Live interview with Dr. Catherine O’Rourke, Senior Lecturer in the School of Law and Gender Research Coordinator at the Transitional Justice Institute, Ulster University.
- [\[News Article\]](#) Loeffler, James. “Human rights treaties promised a better future. Why did they fail?” *The Washington Post – Perspective*. 12/20/2018.

Week 6: Feminist Critiques of Power, Law, and Enshrined Rights

Tuesday, October 5

- Case study due
- CEDAW obligations list posted on Blackboard.
- Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color." *Stanford Law Review* 43(6): 1241–99.
- [Video] CEDAW – Principle of State Obligation, by UN Women.
- *Professionalization: Gender and academia, Part three*
 - Pyke, Karen. 2011. "Service and Gender Inequity Among Faculty." *PS: Political Science & Politics* 44(1): 85–87.
 - Sumner, Jane L. 2018. "The Gender Balance Assessment Tool (GBAT): A Web-Based Tool for Estimating Gender Balance in Syllabi and Bibliographies." *PS: Political Science & Politics* 51(2): 396–400.
 - [Online Resource] The Gender Balance Assessment Tool

Thursday, October 7

- CEDAW obligation selection begins until list is exhausted.
- Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo, and Michael A. Messner (Editors). 2005. *Gender through the Prism of Difference, 3rd ed.* Oxford University Press. [Read "Introduction" and Pt. 1: "Perspectives on Sex, Gender, and Difference"] [Available via Blackboard]
- [Video] CEDAW – Principle of Substantive Equality, by UN Women.

Week 7: Identity, Place, and Rights

Tuesday, October 12

- Mid-semester evaluations
- Source database assignment instructions distributed. Case studies returned by COB.
- Zinn, Maxine Baca, Pierrette Hondagneu-Sotelo, and Michael A. Messner (Editors). 2005. *Gender through the Prism of Difference, 3rd ed.* Oxford University Press. [Read Pt. 4: "Identities"] [Available via Blackboard]
- Kang, Alice J. 2015. *Bargaining for Women's Rights: Activism in an Aspiring Muslim Democracy.* University of Minnesota Press. [Read Ch. 1: "Women's Rights in an African Muslim Democracy"]
- [Video] CEDAW – Principle of Non-Discrimination, by UN Women.
- *Professionalization: Getting and staying productive*
 - [Online Resource] Allen, Henry. 2014. "Productivity 101: A Primer to the Getting Things Done (GTD) Philosophy." *Life Hacker*. 03/26/2014.

Thursday, October 14

- Mid-semester check-in
- Simmons, Beth A. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press. [Read Ch. 6: "Equality for Women: Education, Work, and Reproductive Rights"]
- Chappell, Louise. 2015. *The Politics of Gender Justice at the International Criminal Court: Legacies and Legitimacy*. Oxford University Press. [Read Ch. 1: "The Politics of Gender Justice at the International Criminal Court"]
- [Video] Why Gender Equality is Good for Everyone – Men Included, TED-Women talk by Dr. Michael Scott Kimmel, sociologist and author of *Angry White Men: American Masculinity at the End of an Era*.

Week 8: Violence Against Women in Times of Conflict

Tuesday, October 19 – Fall break (NO CLASS)

Thursday, October 21

- Source database and memo due
- O'Rourke, Catherine. 2020. *Women's Rights in Armed Conflict Under International Law*. Cambridge University Press. [Read Ch. 1: "Fragmented Protection of Women's Rights in Conflict"]
- O'Rourke, Catherine, and Aisling Swaine. 2018. "CEDAW and the Security Council: Enhancing Women's Rights in Conflict." *International & Comparative Law Quarterly* 67(1): 167–99.
- [Video] Pray the Devil Back to Hell, Oslo Freedom Forum talk by Leymah Gbowee, Founder of Women of Liberia Mass Action for Peace and Nobel Laureate (Peace Prize).
- *Professionalization: Race and academia, Part one*
 - Mendez Garcia, Matthew, and Ange-Marie Hancock-Alfaro. 2020. "Where do we begin? Preliminary Thoughts on Racial and Ethnic Diversity Within Political Science." *PS: Political Science & Politics* 54(1): 141–43.

Week 9: Violence Against Women in Times of "Peace"

Tuesday, October 26

- Source database and memo returned.
- McWilliams, Monica, and Fionnuala Ní Aoláin. 2013. "'There is a War Going on You Know': Addressing the Complexity of Violence Against Women in Conflicted and Post Conflict Societies." *Transitional Justice Review* 1(2): 4–44.
- McWilliams, Monica, and Jessica Doyle. 2017. "Violent Conflict, Political Settlement and Intimate Partner Violence: Lessons from Northern Ireland." *Political Settlements Research Programme Working Paper* 19-04: 1–15.

- [\[Video\]](#) CEDAW Recommendation 35 - Tackling violence against women, by the Office of the United Nations High Commissioner for Human Rights.
- *Professionalization: Race and academia, Part two*
 - Zvobgo, Kelebogile, and Meredith Loken. 2020. "Why Race Matters in International Relations." *Foreign Policy* 237: 11–13.

Thursday, October 28 (Last day to withdraw from a full-term course is Monday, November 1.)

- Hill Jr., Daniel W., and K. Anne Watson. 2019. "Democracy and Compliance with Human Rights Treaties: The Conditional Effectiveness of the Convention for the Elimination of All Forms of Discrimination Against Women." *International Studies Quarterly* 63(1): 127–38.
- Lake, Milli May. 2018. *Strong NGOs and Weak States: Pursuing Gender Justice in the Democratic Republic of Congo and South Africa*. Cambridge University Press. [Read Ch. 6: "Hard-Fought Victories: Assessing the Human Rights Benefits Felt by Victims of Violence in DR Congo"]
- [\[Video\]](#) We need big, bold steps, not incremental ones., by Phumzile Mlambo-Ngcuka, UN Under-Secretary-General and Executive Director of UN Women, on the occasion of the High-Level Meeting on the twenty-fifth anniversary of the Fourth World Conference on Women, 1 October 2020.
- *Professionalization: Presenting political science research*
 - Salmond, Rob, and David T. Smith. 2011. "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences." *PS: Political Science & Politics* 44(3): 589–96.

Week 10: What have we learned so far?

Tuesday, November 2

- Open discussion and "in-class office hours"
- In class: Start *Sergio* (2020) film.
- [\[Justice Matters Podcast\]](#) Advancing Human Rights Policy and Practice: Interview with Sarah Margon, Washington Director at Human Rights Watch.

Thursday, November 4 – Syracuse Comparative Politics/International Relations Workshop (NO CLASS)

PART III: THEORY MEETS PRACTICE

Weeks 11–15: Evaluating Compliance with CEDAW (and Bonus Topics)

Note: You and your research partner are responsible for providing feedback to one of the three pairs of students that present their research during each of the following class sessions.

Tuesday, November 9

- In class: Finish *Sergio* (2020) film.

Thursday, November 11

- Presentations 1-3
- Human Rights, Race, and Racism
 - [\[Justice Matters Podcast\]](#) Fighting the Hate: Interview with Margaret Huang, President and CEO of the Southern Poverty Law Center.
 - [\[Justice Matters Podcast\]](#) Imagining Radical Solutions: Interview with Angela Glover Blackwell on not-so-radical solutions to systemic racial and economic inequity.

Tuesday, November 16

- Presentations 4-6
- Human Rights and Justice
 - [\[Justice Matters Podcast\]](#) Integrating Forgiveness into the Justice System: Interview with Prof. Martha Minow (Harvard Law School).

Thursday, November 18 – Race and Security Studies Workshop at University of Chicago (NO CLASS)

Tuesday, November 23

- Presentations 7-9
- Human Rights Records
 - [\[Video\]](#) Lebanon: Search for the Missing, presentation by Habib Nassar, Director of the Middle East and North Africa program at the International Center for Transitional Justice.
 - [\[Video\]](#) Indonesia: Documentation Efforts, presentation by Galuh Wandita, Director of the Indonesia program at the International Center for Transitional Justice.
 - [\[Video\]](#) Guatemala: A Forensic Anthropologist Who Brings Closure for the “Disappeared”, TED Talk by Fredy Peccerelli, Director of the Fundación de Antropología Forense de Guatemala.
 - [\[Justice Matters Podcast\]](#) Myanmar: The Politics of Documentation: Narrative and the Rohingya Crisis: Interview with Matthew Smith, Co-Founder and Chief Executive Officer of Fortify Rights.

Thursday, November 25 – Thanksgiving (NO CLASS)

Tuesday, November 30

- Presentations 10-12
- Human Rights and Democracy

- [\[Justice Matters Podcast\]](#) The Retreat of Democracy: Interview with Freedom House President Michael Abramowitz.

Thursday, December 2

- Presentations 13-15
- [\[Justice Matters Podcast\]](#) The Evolution of Public Protest: Interview with Dr. Erica Chenoweth (Harvard Kennedy School).

Tuesday, December 7

- Presentations 16-18
- Human Rights and Migration
 - [\[Justice Matters Podcast\]](#) Tackling the Migration Crisis: Interview with Prof. Jacqueline Bhabha (Harvard T.H. Chan School of Public Health).
 - [\[Justice Matters Podcast\]](#) Immigration Policy, Refugees, and Guantanamo: Interview with Elisa Massimino, former CEO and Executive Director of Human Rights First.

Thursday, December 9 – Last meeting and discussion

- The Future of Human Rights
 - [\[Magazine Article\]](#) Strangio, Sebastian. 2017. "Welcome to the Post-Human Rights World." *Foreign Policy*. 03/07/2017. [Also available via Blackboard]
 - [\[Justice Matters Podcast\]](#) A Hopeful Approach to Human Rights: Interview with Dr. Kathryn Sikkink (Harvard Kennedy School).
 - Presentation grades distributed by COB.
 - Peer feedback grades distributed by COB.

Post-classes

Monday, December 13

- Final research report due
- Reports returned by Thursday, December 23.