

**CTY COURSE OUTLINE**  
**Global Politics: Human Rights and Justice**  
**John Hopkins Center for Talented Youth**  
**Site: Princeton**  
**Summer, 2012, Session I**

**Instructor:** Laura D. Young  
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**Teaching Assistant:** Jack Huguley

**Class Hours:**

Monday – Thursday: 9 – 12pm, 1-3pm, 7-9pm  
Friday: 9 – 12pm, 1-3pm  
Sunday: 7-9pm

**Summary:**

This course examines the roles and responsibilities of nations and international organizations (governmental and non-governmental) in the areas of human rights and justice. Focusing on recent cases ranging from Rwanda to Kosovo and Nanking to Guantanamo Bay, students examine such issues as how much independence individual nations should have in defining human rights standards, when a nation's economic stability should outweigh other global responsibilities, and what the future holds for human rights.

Students address these and other questions as they are introduced to key theories of justice and their applications in international decision making. By examining case studies, they learn the importance of analyzing world events from a number of different perspectives. In addition, students explore issues such as culture, religion, and technology alongside traditional topics such as history, government, and economics. By addressing the interplay of these variables, students think critically about the complex forces that shape our world. In doing so, they gain a greater understanding of the tangled decisions nations make when balancing sovereign interests and international human rights.

**Required Books:**

**A required Course Reader is available for purchase at the bookstore.**

Group Presentations:

A number of group presentations are required for this class. All members of the group are expected to contribute equally to the preparation and presentation of the assigned material.

Class participation:

Consistent attendance and participation in discussion by all students is necessary to the success of this class. Students are expected to attend all classes and are expected to have completed all

assigned readings and assignments as well as participate in all class discussions.

### Final paper:

In addition to other selected writing assignments, students are required to complete one final paper regarding a specific issue involving human rights and the methods employed by states and the international community to deal with the particular issue. This can also include an examination of the failure of states and the international community to adequately address the situation. Importantly, the paper should suggest strategies and address ways in which the international community (either through NGOs, States, or other institutions) can correct, or at the very least, improve the problem.

### **Rules and Other Information**

Students are expected to adhere to all rules set forth by the John Hopkins Center for Talented Youth.

### Teaching Philosophy:

I believe in shared responsibility toward the common goal of student learning. As an instructor, I am responsible to express clear expectations for students and help students to fulfill expectations; to design and organize effective learning activities; to provide information and provide direction for students to find further information; and to accept, consider, and respond to students' learning needs during the semester. Students are responsible to be prepared for class; to participate in class, and take the opportunities available for learning; and to communicate honestly with me as the instructor.

### Special Needs:

If you are an individual with a disability and require accommodations for this class, please notify the instructor immediately.

### Plagiarism:

Plagiarism and/or cheating on any assignments or exams will not be tolerated.

### Course Caveat:

The instructor reserves the right to make adjustments to the syllabus, schedule and/or assignments contained therein at the sole discretion of the instructor. All rules and regulations set forth by CTY will be adhered to and in effect at all times.

## **INSTRUCTIONS ON FINAL PAPER**

All students must meet with the instructor and/or TA regarding the topic for their final paper.

**Instructions:** Final paper should be at least 5, but no more than 8 pages long. It should include

the following:

1. A title (general topic). \*\*\*Make sure this topic is not too broad.
2. The question you are asking. It is not enough merely to have a topic; you must have a question about that topic. Your question should be as narrow as possible to begin with: you can always expand it if you need to, but if your question is too broad you won't know where to begin.
3. A tentative hypothesis; that is, your tentative answer to your question. You should explain the logic behind your hypothesis as much as you can at this early stage. Your final paper does not have to confirm your original hypothesis. You may conclude that your original hypothesis was not correct.
4. Where necessary, definitions of your key terms; e.g. cultural relativism, globalization (The definition can be your own, as long as you use it consistently.)
5. A bibliography. A good rule of thumb is that you should have as many references as there are pages in your essay. Your bibliography and essay should incorporate relevant materials from the course readings. Aside from articles or chapters from your assigned texts, your bibliography might include official documents (e.g. UN Declaration on Development), non-governmental organization material (e.g. Sisterhood is Global ), academic analyses (academic journal articles [e.g. Human Rights Quarterly] or specific chapters of books), and reports from weekly or daily news magazines or newspapers. **Wikipedia is not an approved source!**

## COURSE SCHEDULE

**Sunday**      **First Meeting – Introductions, Icebreakers**  
**June 24**

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**Monday**      **Administration Stuff & The History of Human Rights**  
**June 25**

**Morning:**      Icebreakers, Class Rules, Syllabus, Pre-assessment Test,  
                         **What does it mean to be human? - Activity**

**Afternoon:**    **What do we mean by “Human Rights”? and Negative vs Positive Rights**

                         Create a Universal Declaration of Human Rights – **A New Planet Activity**

*The Evolution of International Human Rights* Introduction; Chapter 7 (page 225-232 only); Chapter 8 (233-239 – stop after first full paragraph)

*Universal Declaration of Human Rights* (in *The Evolution of International Human Rights* p. 305-310)

International Covenant on Civil and Political Rights  
International Covenant on Social, Economic and Cultural Rights

Lecture: Compare and contrast the student's UDHR with the UN's Bill of Rights

**Evening: The History of Human Rights**

*The Evolution of International Human Rights* Chapter 1

Howard, Rhoda E. and Jack Donnelly. 1986. "Human Dignity, Human Rights, and Political Regimes." *American Political Science Review*. 80:3, 801-17.

Mitchell, Neil. 1987. Liberalism, Human Rights, and Human Dignity (a response to Howard and Donnelly, 1986, APSR)." *American Political Science Review*. 81:3, 921-927.

Mazower, Mark. 2004. "The Strange Triumph of Human Rights, 1933-1950." *The Historical Journal* 47(2): 379-398.

**\*\*\*Students will be divided into groups and present on the History of Human Rights the following morning.**

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**Tuesday      The History of Human Rights**  
**June 26**

**Morning:** Student Presentations

**Afternoon:** Student Presentations

**Evening:**      **Understanding Human Rights through Music and Poetry**

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**Wednesday    Cultural Relativism vs Universalism**  
**June 27**

**Morning: Cultural Relativism vs. Universalism**

Discussion/Lecture  
**Chalk Talk Activity**

Franck, Thomas. 1997. "Are Human Rights Universal?" *Foreign Affairs* (January/Feb)

Reichert, Elisabeth. 2006. "Human Rights: An Examination of Universalism and Cultural Relativism." *Journal of Comparative Social Welfare*. 22:1, 23-36.

**Afternoon: Students prepare for debate on the universality of human rights**

**Evening: Student Debate**

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**Thursday      Global Politics: Theories of IR & Decision Making**  
**June 28**

**Morning:      Theories of International Relations**

Lecture - Levels of Analysis & Theories of IR

Shimko, Keith. 2010. *International Relations: Perspectives and Controversies*. Chapter 2, 38-57

**Afternoon:    Is war part of human nature? Good vs Evil....or blank slate?**

Shimko, Keith. 2010. *International Relations: Perspectives and Controversies*. Chapter 5, 115-139

Discussion: What would IR theories say about war and human nature?  
**The Scramble for Wealth and Power – Activity**

**Evening:      Decision Making**

Lecture – Rational Choice Theory, Bureaucratic Politics, and Standard Operating Procedures

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**Friday            Global Politics, Foreign Policy, and IR Theory**  
**June 29**

**Morning:      Risk – Activity**

Discussion – How IR and Foreign Policy Theories explain behavior of teams during simulation

**Afternoon:    Introduction to Humanitarian Intervention**

*Black Hawk Down*

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**Sunday**

**July 1            Sovereignty and Humanitarian Intervention**

Krasner, Stephen. 2001. "Sovereignty." *Foreign Policy*. 20-29.

Shimko, Keith. 2010. *International Relations Perspectives and Controversies*. Chapter 9, 216-240.

**Commitment to International Treaties.**

Hathaway, Oona A. 2007. "Why Do Countries Commit to Human Rights Treaties?." *The Journal of Conflict Resolution* 51(4): 588-621.

**International courts of HR.**

Simmons, B A. 2010. "Credible Commitments and the International Criminal Court." *International organization* 64(02): 225.

**Humanitarian Intervention.**

Karen. "Military Humanitarianism." *Conflict, Politics*. March 6, 2011

Luke Glanville, "Somalia Reconsidered: An Examination of the Norm of Humanitarian Intervention." *Journal of Humanitarian Assistance*. <http://www.jha.ac/articles/a178.pdf> (September 2005).

Sorenson, Bjorn C. "Peace Unkempt: How Ambiguities in Public International Law and International Humanitarian Law Contributed to the Failed UN Intervention in Somalia."

Crocker, Chester. "The Lessons of Somalia: Not Everything Went Wrong." *Foreign Affairs* (May/June, 1995).

\*\*Students will be divided into groups and present on different aspects of humanitarian intervention.

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**Monday            International Law, Humanitarian Intervention, and Sovereignty**  
**July 2**

**Morning:        Student Presentations**

**Afternoon:** *Cases in International Relations*, Chapter 4, 55-73  
**War Crimes: The Past in the Present in the Future**

**Evening:** \*\*\*Students will be divided into groups and research various genocide cases analyzing why (or why not) governments intervened to stop genocide and any applicable treaties and/or laws governing international intervention for that case during the time period in which it occurred.

**Armenia**  
**Cambodia**  
**Darfur**  
**Nanking**

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**Tuesday**      **Genocide & Ethnic Cleansing**  
**July 3**

**Morning:**      **Student Presentations**

Lecture – The difference between Genocide & Ethnic Cleansing; 8 steps to Genocide

Power, S. 2001. “Bystanders to genocide.” *The Atlantic Monthly* 288(2): 84.

**Afternoon:** *Sometimes in April*

**Evening:**      **Journal Entry: Reflect on how your attitude towards humanitarian intervention has changed after learning about the cases of genocide that have occurred. Are you concerned how little the rest of the world does to assist in these cases? What should change, if anything, and are these changes feasible given what IR theories tell us about human nature and the world system?**

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**Wednesday**      **Economic Development, The Environment, Terrorism, and Human Rights**  
**July 4**

**Morning: Economic Development, The Environment and Human Rights**

Sen, Amartya. 1994. “Freedom and Needs.” *The New Republic* (Jan) 31-38

Lecture: Environmental Issues and Human Rights

**Afternoon:**      Lecture: Economic Development, Environmental Issues, and Human Rights

## **Evening: Terrorism and Human Rights**

*Cases in International Relations* –Chapter 16

Understanding and Organizing a Post-September 11, 2001 World: The Continuing Campaign Against Evolving Terrorism

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### **Thursday     The Torture Question** **July 5**

**Morning:**     **What Would you Do – Activity**

Young, Laura. 2009. “U.S. Obligations Under International Law: The Case of Guantanamo Bay.”

Shane, Scott. 2009 “Torture Versus War.” *The New York Times*.

Discussion – The Viability of Torture

**Afternoon:** Students will prepare for a debate on the viability of torture

**Evening:** Torture debate

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### **Friday             Other Actors that influence Human Rights** **July 6**

**Morning: NGOs and International Regimes**

Tuijl, Peter van. 1999. “NGOs and Human Rights: Sources of Justice and Democracy.” *Journal of International Affairs*. 52.

**Afternoon: The Role of the Media**

Anthony Downs. 1972. “Up and Down with Ecology: The ‘Issue-Attention Cycle.’” *Public Interest* 28 (Summer), p. 38 *et seq.*

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### **Sunday** **July 8             The Growing Significance of NGOs – A Case Study**

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### **Monday            Technology and Human Rights**



**July 9**

**Morning:**

*The Evolution of International Human Rights* Chapter 9 (p 275-277, 279-281)

**“How Technology is Helping Press Human Rights?” first half (30 mins) of this documentary from Frontline on PBS.**

**Afternoon: Technology**

\*\*Students will research a topic for presentation regarding how modern technology abuses human rights; prepare for UN presentation; select paper topic – lab

**Evening:** Student Presentations

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**Tuesday  
July 10**

**Morning:**     **Game Theory and Assessing Knowledge**  
Post-Assessment Test  
**A New Planet – Revisited Activity**  
Paper writing workshop

**Afternoon:**   **Redesigning the voting rights of the UN**

**Evening:**     **Research papers - in lab**

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**Wednesday   The Continuing Evolution of Human Rights  
July 11**

**Morning:** **Research papers - in lab**

**Afternoon:** Princeton Art Museum – Discussion: Culture and human rights

**Evening:** **Research papers - in lab**

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**Thursday     The Continuing Evolution of Human Rights  
July 12**

**Morning:**     Student Presentations on final research papers

**Afternoon:**   Student Presentations on final research papers

**Evening:** “Most likely to...” Activity

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**Friday**  
**July 13**

**Morning:** Wrap up and Review