

POL300 – Human Rights Advocacy  
Spring 2014  
SJ023, MWF 11:00-11:50a

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## **Description**

This course investigates the strategies, priorities, and decision-making of human rights advocacy groups. Since 1960, non-governmental organizations (NGOs) have struggled with complex questions about the role they should play in human rights protection. With a multitude of missions that range from emergency relief and aid provision to monitoring and reporting abuse, human rights NGOs constitute a diverse landscape of actors that are often at odds with one another, despite operating under the same umbrella and in defense of common principles. By dissecting their distinct approaches to advocacy, the class engages with hotly contested debates in human rights, such as issues of witnessing and neutrality, shaming and blaming tactics, and the use of branded advertising and social media. The origins of each organization, their methods, the content of their campaigns, and their interactions provide the rich backdrop against which the debates play out.

## **Overview**

I consider this syllabus to be a contract between instructor and student. We are both responsible for everything that is spelled out herein. For me, this means a pledge to deliver the material in an engaging way so as to challenge you and cultivate critical thought. For students, there is an expectation that you come to class prepared, having completed the reading and ready to discuss it in depth. I employ a seminar-style approach to the classroom to contextualize and expand on the assigned reading that is dependent on conversation to propel our understanding of the material and delve deeply into the cases. If we each keep up our ends, we have a high likelihood of being successful in the course and getting the most out of this experience.

I conduct class in an open fashion, which is to say directed toward meeting the needs and suiting the interests of students. If there are particular aspects of the topic that you are particularly curious about, please let me know. However, don't be mistaken. This is not a democracy in any robust sense of the word; but it is a space where your personal concerns matter. Class is more like the Security Council than the General Assembly: eventually everyone gets a turn to be heard, but power remains situated in a particular place, on a permanent basis, and the veto may be exercised at any moment.

## Materials

Jo Becker, Campaigning for Justice: Human Rights Advocacy in Practice (Stanford, CA: Stanford University Press, 2013). [“CFJ”]

Ann Marie Clark, Diplomacy of Conscience: Amnesty International and Changing Human Rights Norms (Princeton, NJ: Princeton University Press, 2001). [“DoC”]

Margaret Keck and Kathryn Sikkink, Activists Beyond Borders (Ithaca, NY: Cornell University Press, 1998). [“K&S”]

Other readings marked with an \*asterisk\* can be found on Isidore, and those with a hyperlink can be downloaded directly from the web.

## Evaluation

Attendance and Participation (10%)  
Requirements Beyond the Classroom (15%)  
Midterm Exam (20%)  
Midterm Exam II (20%)  
Research Projects  
    Individual Paper (20%)  
    Group Presentation (15%)

### *Attendance and Participation*

This course can only be effective if students are invested. Investment requires consistent attendance, deliberate preparation, and focused attention. You cannot be successful in this class without showing up every time and completing every assignment. Preparation entails close study of all the reading—not simply browsing the material while on Facebook and Twitter and GoogleChat and TMZ. Participation is not measured in quantity, but in quality.

### *Requirements Beyond the Classroom*

During the course of the semester there will be many excellent opportunities to attend films, lectures, panel presentations, and other events relevant to this course. I will announce these opportunities periodically, and you will be required to attend a minimum of three. For each one you attend you will need to write and submit to me a 2-pg response essay. This essay should include a brief summary and then a longer reflection on what you learned. What surprised you? What other questions did you have? What did you agree or disagree with? And most importantly, how can you relate this to concepts, theories or ideas from course readings or class discussion? These essays will be due within one week of the event and can be submitted on Isidore.

### *Examinations*

Midterm Exam: Short answer responses derived from course material in Weeks 1-6.

Midterm Exam II: Similar to the midterm, but focused on the second half of the course.

Research Project: In many ways, this course revolves around group research projects focused on the analysis of high profile, transnational human rights campaigns. The foundational material we cover in the first half of the course will inform the research you will conduct in the second half of the course. The goals for the project, to be spelled out clearly, include a careful, critical evaluation of the strategies, tactics, and successes and failures of human rights advocacy campaigns.

Each project will be broken down into distinct components for which each group member will be individually responsible for writing a paper. The group as a whole will also put together a presentation of their findings to demonstrate to the class Week 15.

### *The Honor Pledge*

I understand that as a student of the University of Dayton, I am a member of our academic and social community. I recognize the importance of my education and the value of experiencing life in such an integrated community. I believe that the value of my education and degree is critically dependent upon the academic integrity of the university community, and so in order to maintain our academic integrity, I pledge to:

- Complete all assignments and examinations by the guidelines given to me by my instructors;
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own;
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence and set an example for my peers to follow.

As well, the classroom is a space that We all inhabit together and, therefore, We must all work to maintain an open and permissive environment every time We meet. This requires that We treat each other with respect at all times, hear each other out, and respond appropriately. Failure to do so will compromise Our collective ability to grow as thinkers and may result in stifling Our capacity to explore the important questions that confront Us.

### *Physical/Learning Disabilities*

The University of Dayton is committed to providing equal access to students with disabilities. Students requesting accommodations based on disability should register with the Learning Assistance Center. If you have special needs, please inform me privately and I will do my best to accommodate you. I can only help if you talk to me.

*The Writing Center*

Writing is an important component of this class, and is critical to your success at the University of Dayton and beyond. This is an acquired skill that requires practice, and you are strongly encouraged to visit the Write Place when working on your Part II writing assignment. Staffed by a talented pool of tutors from all academic disciplines, this free University service is there to support you. Through individual consultations, the Write Place will work with you to hone your writing skills. Drop-in consultations are welcome; appointments are encouraged.

**Weekly Program**

Week 1

1/13: Introductions, Syllabus

1/15: Syllabus, Research Projects

1/17: What Are Human Rights?

Text: [Universal Declaration of Human Rights](#)

Week 2

1/20: No Class – MLK

1/21: *Speaker Series Event*

*Leymah Gbowee, who shared the 2011 Nobel Peace Prize for leading a women's peace movement that helped end a civil war in Liberia, will keynote the annual Rev. Dr. Martin Luther King Jr. holiday celebration at 7 p.m. on Tuesday, Jan. 21, in the Kennedy Union ballroom.*

1/22: Human Rights in International Relations

Kathryn Sikkink. "Transnational Politics, International Relations Theory, and Human Rights." *PS: Political Science and Politics* 31(3) (1998): 517-523.\*

1/24: Norm Entrepreneurs

DoC, Chs. 2, 6

Week 3

1/27: Human Rights in Foreign Policy

Kenneth Cmiel. "The Emergence of Human Rights Politics in the United States." *The Journal of American History* 86(3) (December 1999).\*

1/29: Transnational Networks

K&S, Ch. 1

1/31: CASE – Island nations confront climate change

Week 4

2/3: The Market for Human Rights

Clifford Bob. "Merchants of Morality." *Foreign Policy*. March 1, 2002. Available online: [http://www.foreignpolicy.com/articles/2002/03/01/merchants\\_of\\_morality](http://www.foreignpolicy.com/articles/2002/03/01/merchants_of_morality).

2/5: Gatekeeper Recognition

Charli R. Carpenter. "Setting the Advocacy Agenda: Theorizing Issue Emergence and Non-Emergence in Transnational Advocacy Networks." *International Studies Quarterly* 51(1) (2007): 99-120.\*

2/7: CASE – LGBT Rights in the US (Mertus)

Week 5

2/10: Humanitarian Neutrality

Kurt Mills. "Noble Human Rights Defender or International Band-Aid? On Contemporary Humanitarianism." *Human Rights & Human Welfare*. Available online: [www.du.edu/korbel/hrhw/volumes/2007/mills-2007.pdf](http://www.du.edu/korbel/hrhw/volumes/2007/mills-2007.pdf).

2/12: Human Rights and Politics

Joel R. Pruce. "Constituencies of Compassion: The Politics of Human Rights and Consumerism." In *The Uses and Misuses of Human Rights*, edited by George Andreopolous and Zehra Arat (Palgrave MacMillan, forthcoming). \*

2/14: CASE – Ethiopia, 1984

Week 6 [Human Rights Week]

2/17: Human Rights Studies Major Panel and Luncheon, KU West Ballroom

As a class, we'll be participating in a Human Rights Week event.

This panel is intended for students majoring in or interested in pursuing a career in Human Rights to learn more about post-undergraduate opportunities. The panel will consist of mostly University of Dayton alumni speaking on their experiences within graduate school, law school, non-profit organizations, internships, and other employment opportunities, and will allow students to learn how to better prepare themselves for the post-graduation world.

The panel will take place from 11:00 a.m. – 12:30 p.m., with a luncheon for attendees occurring directly after the panel's discussion until 2:00 p.m.

2/19: Post-Colonial Critique

Mutua, Makau. "Savages, Victims, and Saviors: The Metaphor of Human Rights." *Harvard International Law Journal* 42(1) (2001): 201-245.\*

2/20: *Speaker Series Event*

*Krzysztof Wodiczko, artist and professor and director of art, design and the public domain at Harvard Graduate School of Design, will address "Art and the Culture of*

*War: Toward the Un-War Memorial,” at 7 p.m. on Thursday, Feb. 20, in the Kennedy Union ballroom. Wodiczko is renowned for his large-scale slide and video projections on architectural facades and monuments around the world. He uses images and voices of the homeless, immigrants, survivors of domestic violence, war veterans and other marginalized people in his work.*

2/21: Human Rights Philanthropy

Second Plenary Session, “The Social Practice of Human Rights” conference, University of Dayton, October 5, 2013.

[http://www.udayton.edu/artssciences/human\\_rights\\_conference/program/event\\_video\\_4.php](http://www.udayton.edu/artssciences/human_rights_conference/program/event_video_4.php).

Week 7

2/24: First half review

2/26: Midterm exam (in-class)

2/28: Research project

Week 8

3/3: Abolishing the Slave Trade and Slavery  
K&S, Ch. 2

3/5: No Class

3/8: No Class – Mid-Term Break

Week 9

3/10: Amnesty International  
DoC, Ch. 1

3/12: Human Rights Watch  
Aryeh Neier, Ch. 9, The International Human Rights Movement.\*

3/14: Advocating for ESC Rights  
Kenneth Roth, “Defending Economic, Social, and Cultural Rights: Practical Issues Faced by an International Human Rights Organization.”\*

Week 10

3/17: Anti-Apartheid Movement  
Donald R. Culverson. “The Politics of the Anti-Apartheid Movement in the United States, 1969-1986.” *Political Science Quarterly* 111(1) (1996): 127-149.\*

3/19: NO CLASS

Instead of attending class, read two chapters from Jody Williams’s autobiography\* and submit at least one question via Isidore that you would like to ask her.

**3/20: Speaker Series Event (2 options; must attend at least one)**

*Jody Williams, winner of the 1997 Nobel Peace Prize and chair of the International Campaign to Ban Landmines, is the author of Banning Landmines: Disarmament, Citizen Diplomacy, and Human Security and a recently released memoir, My Name is Jody Williams: A Vermont Girl's Winding Path to the Nobel Peace Prize.*

3:30p, KU310 – Conversation with students

7:00p, KU Ballroom – Lecture, “New Strategies and Tactics in Human Rights”

**3/21: Autonomous Weapons**

Charli Carpenter. “Beware the Killer Robots.” *Foreign Affairs*. July 3, 2013.\*

Week 11

3/24: Research Projects

3/26: No Class (ISA)

3/28: No Class (ISA)

Week 12

**3/31: Speaker Series Event – In lieu of class, attendance is mandatory!!**

*Mary Robinson, the first female president of Ireland and former United Nations High Commissioner for Human Rights, will keynote the annual Brother Joseph W. Stander Symposium, at 7 p.m. in the RecPlex.*

4/2: Child Soldiers

CfJ, Ch. 1

4/4: Domestic Workers

CfJ, Ch. 2

Week 13

4/7: Second half review

4/9: No Class – Stander Symposium

4/11: Midterm Exam II

Week 14

4/14: Guest Speaker (via Skype)

Jo Becker, author and Children's Rights Advocacy Director, Human Rights Watch

4/16: Research Projects

4/18: No Class – Easter Break

Week 15

4/21: No Class – Easter Break

4/23: Project presentations

4/25: Project presentations

**Papers due April 25, 5pm**