

INAF 100 International Institutions and Human Rights

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Class: Wednesday 12:30 pm-3:00 pm, MAG 104,

Office hours: Schedule at: www.tungle.me/erikvoeten (usually W, Fr mornings. Extra office hours are available around paper due times.

Course Description

This course evaluates if and how governments can and should affect how other governments treat their citizens. The focus is on the role of international institutions in this process. The course starts with a brief overview of what human rights are. We then investigate different theoretical perspectives on how human rights *do* and *should* influence the conduct of foreign policy. The second part of the course turns to the various instruments that states have to their disposal to improve the human rights behavior of other states. We focus on answering three questions: First, what specific instruments/institutions are available? Second, why do states opt for or create the instruments/institutions that they do? Third, are these tools actually successful in altering the human rights behavior of others? The first part focuses on legal instruments, varying from global treaties and regional courts that aim to hold states accountable; to trials that hold individuals accountable for their abuses. We then turn to non-legal means, including carrots and sticks, naming and shaming, and finally the use of force for humanitarian purposes.

The main goals of this class are that you learn about:

- Theories about what role human rights concerns do and should play in foreign policy.
- Distinguish positive and normative claims about human rights.
- The legal and non-legal tools have been used in efforts to improve human rights abroad and how effective these tools are/have been.
- Read, discuss, write. The purpose of this seminar is to help you develop the skills and habits needed to take charge of your own education. This means that you are expected to do regular readings, and come prepared to

class to discuss those readings. You are then expected to reflect those thoughts in several short written assignments

Course Requirements

Grading is based on three components:

- 1) Class participation (20%). This is a seminar, not a lecture course. Your contribution is essential. You are expected to come to class and to be prepared to discuss the week's readings. As part of the participation grade, I ask you to submit a short (minimum 2 sentences) written paragraph that discusses some aspect of *each* week's readings. The paragraph could contain an argument that you have about a particular thesis in a reading, a synthesis between different readings, an aspect of the reading that you would like to see discussed in class, etcetera. You should not summarize the readings nor do you need to talk about each of the week's readings. The purpose of these paragraphs is both to show me that you have thought about the reading as well as to help steer discussion in class. The paragraphs should be emailed to me each week by 9am the day of the class. You can take two leaves on this assignment during the semester (no need to announce these). No e-mail is due in week 1 (when there is no reading).
- 2) Three short response papers (15% each): These essays are short (3-5 pages, double spaced, 12 pt font) responses to the readings in a week of your choosing. You should write one essay on each of the three parts of the class (concepts and theories, international law, non-legal means). The papers are due *the week after* (in class) the readings that you write about. You are encouraged but not obliged to integrate readings from other weeks in your response papers. These papers should not be summaries but analyses of the readings.
- 3) One final paper (35%): Each student will write an essay (around 10 pages double spaced) that analyzes the (lack of) impact of a human rights treaty/institution in a specific country of your choice. The paper can build on something you wrote on earlier. This will require some original research. We will spend the latter part of this class on the project. This also includes a short presentation on your research (the presentation is 5% of the grade).

General Policies

- You need to provide adequate citations for the articles/books/internet resources you use in an essay. Your citations should be in a consistent style. If you are uncertain about exactly how to do this, there are many online guides that may help (e.g.: <http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>). It is time well spent to learn how to properly reference secondary literature and primary sources as it increases the professional appearance of your essays.
- Please familiarize yourself with Georgetown's honor system (http://gervaseprograms.georgetown.edu/hc/honor_system.html). Write in your own words! Plagiarism includes cutting and pasting chunks of text from internet sources. Even if you change a few words, it's still plagiarism. For more detailed information, see <http://gervaseprograms.georgetown.edu/hc/plagiarism.html>
- No extensions are given for the assignments unless there are highly unusual circumstances. I reserve the right to deduct points for work that is turned in late.

Course Outline

Note: I reserve the right to change reading assignments during the semester.

PART I: HUMAN RIGHTS IN INTERNATIONAL RELATIONS: THEORIES AND CONCEPTS

September 7: The Concept of Human Rights

September 14: Human Rights in International Relations

- Forsythe Chs 1+2 (in Course Documents)

September 21: Liberalism, NGOs and International Human Rights

- Margaret Keck and Kathryn Sikkink "Transnational Advocacy Networks in International Politics" ch 1 from *Activists without Borders* (in Course Documents)
- Anne-Marie Slaughter. [Wilsonianism in the Twenty-first Century](#), in *CRISIS OF AMERICA'S FOREIGN POLICY* (G. John Ikenberry, ed.) (2009).
- Dezalay, Yves, and Bryant G. Garth. 2006. [From the Cold War to Kosovo: The Renewal of the Field of International Human Rights](#). *Annual Review of Law and Social Science* 2:231-55.

September 28: Realist Skepticism

- Edward H. Carr, “Morality in International Politics,” Chapter 9 from *The Twenty Years’ Crisis* (in Course Documents).
- Stanley Hoffmann “The Promotion of Human Rights” Chapter 3 in *Duties Beyond Borders* (in Course Documents).
- Jack Goldsmith and Stephen Krasner “[The Limits of Idealism](#)” *Daedalus* 2003.

PART II: INTERNATIONAL HUMAN RIGHTS LAW AND ITS EFFECTIVENESS

October 5: Global Human Rights Agreements

- [Universal Declaration of Human Rights](#), and the [core human rights treaties](#) (read ICCPR, browse remainder of web-site)
- Beth A. Simmons. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics* (New York: Cambridge University Press). Chapters 1 and 2. (in Course Documents)
- Case: “[The Paradox of U.S. Human Rights Policy](#)” (Andrew Moravcsik)

October 12: Regional Human Rights Courts

- Andrew Moravcsik [The Origins of Human Rights Regimes](#). *International Organization*.
- Paul McKaskle “The European Court of Human Rights: What It Is, How It Works, and Its Future” (in Course Documents)
- Darren Hawkins and Wade Jacoby. "Partial Compliance: A Comparison of the European and Inter-American Courts for Human Rights" *Journal of International Law and International Relations* Vol. 6, No. 1, pp. 35-85 (Course Documents)

Newspaper articles on cases:

- Religious freedom ([headscarves](#), [crucifixes](#) and [crucifixes redux](#))
- [Prisoner voting rights](#)
- [The difficulties changing Russia](#)

October 19: Trials and Individual Criminal Accountability

- Kathryn Sikkink *The Justice Cascade* (selected chapters from forthcoming book)
- William Schabas “[The Creation of the International Criminal Court](#)”
- Case: Short articles on the Libya case (will be distributed via Blackboard as events develop).

PART III: NON-LEGAL TOOLS: SOCIALIZATION, SANCTIONS, AND FORCE

October 26: Socialization: Naming and Shaming

- Risse and Sikkink “The Socialization of International Human Rights Norms into Domestic Practices: introduction.” (chapter 1 from: *The Power of Human Rights.*)
- James Ron, H. Ramon, and K. Rodgers. ["Transnational Information Politics: NGO Human Rights Reporting, 1986-2000."](#) *International Studies Quarterly* 49/3: 557-587.
- Case: [Does the diplomacy of shame promote human rights in China?](#)

November 2: Economic Carrots and Sticks

- Emilie Hafner-Burton chapter one from *Forced To Be Good*
- Judith Kelley [International Actors on the Domestic Scene: Membership Conditionality and Socialization by International Institutions.](#) *International Organization*, Vol. 58(3), 2004, 459-459.
- Reed M. Wood ["A Hand Upon the Throat of a Nation" Economic Sanctions and State Repression 1976-2001](#) *International Studies Quarterly* (Skim the quantitative analysis, focus on the arguments!).
- Case: Burma. [Clinton on Burma](#), [Aung San Suu Kyi on sanctions](#), [others on this](#), [overview of existing sanctions](#)

November 9: The Use of Force for Humanitarian Reasons

- J.Z. Holzgreve [The Humanitarian Intervention Debate](#)
- Gareth Evans and Mohammed Sahnoun ["The Responsibility to Protect"](#) *Foreign Affairs* Nov/Dec 2002. . William Easterly [R2P: A Priest, A Linguist, and an Economist Walk into the General Assembly](#), Noam Chomsky [UN Address: Dialogue on the Responsibility to Protect](#), Gareth Evans [UN Address: implementing the Responsibility to Protect](#)
- Charles Krauthammer. ["Democratic Realism: An American Foreign Policy for a Unipolar World"](#) (March 2004) Response: Francis Fukuyama. ["The Neoconservative Moment"](#) *National Interest* (Summer 2004). Response: Charles Krauthammer. ["In Defense of Democratic Realism"](#) *The National Interest* (Fall 2004)
- Case: Lessons learned from Libya (short articles will be distributed via Blackboard as events develop)

PART IV: RESEARCHING HUMAN RIGHTS EFFECTIVENESS

November 16: Researching Human Rights (includes library visit)

- Browse the [guide to researching human rights](#) at the University of Minnesota
- Todd Landman. 2004. [Measuring Human Rights: Principle, Practice, and Policy](#). *Human Rights Quarterly*
- Emilie Hafner-Burton and James Ron [“Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes](#) *World Politics* April 2009.

November 23: No class (Thanksgiving) but short Research proposals are due

November 30: Research presentations

December 7: Research Presentations