HUMAN RIGHTS & INTERNATIONAL LAW
HISTORICAL PERSPECTIVES AND APPLIED PRACTICES
DePaul University
Autumn 2019

Undergrad sections: INT 323 / CCH 323 (SCPS)
Graduate sections: FMS 403 / INT 410 / MPS 619
Tuesdays 5:45-9:00PM, Sept. 17 to Nov. 26
Room: Arts and Letters 206, DePaul Lincoln Park campus

Sara Kimble, PhD
Email: sara.kimble@depaul.edu
Loop Office: 1513 Daley Bldg, 14 E. Jackson, / Tel: 312-362-6724
Office hours: T 4:00-5:00PM @ Dept. of International Studies, 990 W. Fullerton Ave, suite 4100
Office hours also by appointment in Loop (by phone or in-person)
Gender pronouns: she, her, hers

Course Description
This course is an introduction to public international law with an emphasis on human rights and law of conflict. We study the history and theory of human rights as well as recent cases in which human rights and humanitarian law have played large roles. Students learn about the sources and functions of public international law—the law between and among nation states—and how this kind of horizontal system of legal regulation deals with enforcement. The course focuses human rights in history and practice, an area that is in conflict with concepts of state sovereignty.

Learning Outcomes:
This course will reinforce the following International Studies Learning Outcomes including:

- Analysis of how historical pathways inflect present meanings and both constrain and enable what can be done in the present and the future.
- Writing of scholarly essays presented in a format consistent with The Chicago Manual of Style:
  - using reliable primary and/or scholarly sources;
  - drawing valid inferences from the evidence presented;
  - making unified arguments, logically presented, that are coherent and cohesive.
- Make arguments, whether in a written or oral context, that are logically valid and based on reliable evidence, critique arguments that are logically invalid or lack adequate evidence, and use these to propose well-considered real-world courses of action.

Additionally, the course curriculum is designed such that all students will be able to:

- demonstrate comprehension of the history and the evolving meaning of human rights and international law in writing;
- identify key actors and instruments in the field of human rights and international law;
• describe the legal institutions and structures that have jurisdiction over human rights issues;
• evaluate and analyze the limits and conflicts of some of the basic freedoms;
• identify and analyze the current key issues of global human rights cases.

REQUIREMENTS AND ASSESSMENT
• For all students, attendance is required and participation in class discussion is expected.
• Graduate students will give oral presentations summarizing the preliminary findings and argument of their research prior to submitting their final papers. They will also complete additional reading assignments.
• Readings are available via D2L. Recommended texts (strongly recommended to graduate students):
  o Jack Donnelly, Universal Human Rights (Cornell, 2013 * e-book via library)
  o Mary Ann Glendon, A World Made New (Random House, 2002)
  o Michael Ignatieff, American Exceptionalism and Human Rights (Princeton, 2005)

ASSESSMENT OF GRADES

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Value</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>10%</td>
<td>All term</td>
</tr>
<tr>
<td>Weekly reading notes</td>
<td>20%</td>
<td>Weeks 2-10</td>
</tr>
<tr>
<td>(1 paragraph summaries for each secondary reading + 2 written questions due at start of class (on paper) &amp; upload to D2L week 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report on case studies / examples in news</td>
<td>10% - undergrads</td>
<td>Sign up for individual dates</td>
</tr>
<tr>
<td>(write a 2-page summary of readings &amp; issues connected to class themes; brief presentations (5 minutes); raise questions and lead peer discussion)</td>
<td>5% - grads</td>
<td></td>
</tr>
<tr>
<td>Mid-term essays – in class (on course materials)</td>
<td>20%</td>
<td>Week 6</td>
</tr>
<tr>
<td>Annotated bibliography due for papers</td>
<td>15%</td>
<td>Week 9</td>
</tr>
<tr>
<td>(6 sources minimum for undergrads; 8 for grads)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergrads: final paper (5 pages min.)</td>
<td>25%</td>
<td>Week 11</td>
</tr>
<tr>
<td>Grad students: presentation on final project</td>
<td>5%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Grad students: Final project due (8 pages min.)</td>
<td>25%</td>
<td>Week 11</td>
</tr>
</tbody>
</table>

• Instructions for exam and final will be provided separately.
• Attendance is part of your grade. Missing 2 or more classes may make it difficult to pass.
• Weekly reading notes to include: summary of author’s argument and their evidence rephrased in your own words to demonstrate reading comprehension.
• Annotated bibliography to include: full citations and summary of argument, ideas, evidence and statement of relation to student’s own project.
• All final papers should include bibliography/worked cited. This is not annotated.
• Final papers / projects to be done in consultation; get my approval on your topic by week 7.
• Late papers are to be avoided. Late papers must be submitted within a 24 hours window and will be assessed a 3% penalty per day. Contact me via phone and/or email in the event of illness or emergency.

Course Policies and Expectations

To assign grades, the following grading scale and University grading standards will be used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>n/a</td>
</tr>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>79-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-78.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>65-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>n/a</td>
</tr>
<tr>
<td>F</td>
<td>0-64.9</td>
</tr>
</tbody>
</table>

The following University grading standards will be used in assessment:

A     Accomplished the stated objectives of the course in an EXCELLENT manner
B     Accomplished the stated objectives of the course in a VERY GOOD manner
C     Accomplished the stated objectives of the course in a SATISFACTORY manner
D     Accomplished the stated objectives of the course in a POOR manner
F     Did NOT accomplish the stated objectives of the course
PA    Passing achievement in a pass/fail course. (Grades A through C-) Students who take this course pass/fail must request this option from the instructor by the end of the second week of the term. Students who request pass/fail grading cannot revert to A-F grading. If this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.
W     Automatically recorded when the student’s withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.

Workload: For satisfactory completion of this course, students in this class are expected to spend at least 2 hours involved in outside class preparation for every hour spent in class. Students facing challenges with the workload should contact the instructor to discuss the issues.

D2L: This course will use the “Desire2Learn” system. See https://d2l.depaul.edu/d2l/home
• It is important that your email address is current on the university’s system. D2L sends emails or texts to your preferences as you have entered them. Please check on Campus Connect to make sure your current address is entered. It is your responsibility if you have not done this, and you may miss class information and updates.
• All type written assignments should be submitted to D2L unless otherwise instructed.
• All assignments must be satisfactorily completed for a passing grade in this course.

Technology in the classroom: any electronic devices in class must be used for appropriate purposes conducive to a constructive learning environment or I will ask you to stow them for the duration.
**Policy on Attendance:** DePaul University anticipates that all students will attend all class meetings of this course. Attendance is essential to success in this class. If emergency or extenuating circumstances necessitates an absence, students must inform the instructor as soon as possible. No credit can be awarded for assignments missed due to an unexcused absence.

**Incomplete (IN) Grade:** This process follows university policy. A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10.
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Please do not hesitate to ask for accommodation for a documented disability. See also: [Accommodations Based on the Impact of a Disability](#)

This course includes and adheres to the college and university policies described in the links below:
- [Academic Integrity Policy (GRAD)](#) / [Academic Integrity Policy (UGRAD)](#)
- [Incomplete (IN) and Research (R) Grades Expiration Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Protection of Human Research Participants](#)

**Other Resources for Students**
- [University Center for Writing-based Learning](#)
- [Dean of Students Office](#)

**About your professor**
Dr. Sara L. Kimble is a tenured, Associate Professor at DePaul University. She is currently serving as Director of Undergraduate Programs at the School for Continuing and Professional Studies, and affiliated faculty with the Departments of History and International Studies. She is a scholar of the history of modern France, European legal history, and comparative women’s history. Her research is published in books such as *New Perspectives on European Women’s Legal History* (2017); *Practiced Citizenship: Women, Gender and the State in Modern France* (2019); and in peer-reviewed journals including *French Colonial History*, *French Historical Studies*, *Law and History Review*, *German Historical Institute*, and *Acta Poloniae Historica*. She graduated from UC Santa Cruz (BA with honors), and earned her MA and PhD from the University of Iowa. She volunteers for educational, environmental, and poverty-alleviation organizations.
# COURSE SCHEDULE
(SUBJECT TO CHANGE. CHANGES ANNOUNCED IN CLASS & ON D2L NEWS)

**NOTE:** GUEST SPEAKERS WILL BE ADDED.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1: Tues 9/17</strong></td>
<td>Introductions: Definitions of Human Rights and International Law</td>
</tr>
<tr>
<td>Readings and discussion in class of documents (aka instruments):</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Smith, “Human Rights in International Law” (ch 4 in Goodhart)</td>
</tr>
<tr>
<td>2.</td>
<td><em>Universal Declaration of Human Rights</em> (1948)</td>
</tr>
</tbody>
</table>

*Week 2: 9/24*  
**“Inventing Human Rights”: Revolutions and “The Rights of Man”**

Read and write summaries and questions in journal on:

1. Hunt, *Inventing Human Rights: A History*, Introduction (pp. 15-34) and Chapter 3 (pp. 113-145)
2. *Declaration of Independence* (1776) & US *The Bill of Rights* (1789)


<table>
<thead>
<tr>
<th>Week 3: Oct. 1</th>
<th>Security and Socio-Economic Rights: Histories and Legacies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Flora Tristan, <em>Workers’ Union</em> (1843) &amp; Frederick Engels, <em>Communist Confession of Faith</em> (1847)</td>
</tr>
<tr>
<td>2.</td>
<td>Pres. Roosevelt, &quot;Four Freedoms&quot; speech, State of the Union Address, January 6, 1941</td>
</tr>
<tr>
<td>3.</td>
<td>Atlantic Charter, August 1941 (declared by Winston Churchill and FDR)</td>
</tr>
<tr>
<td>4.</td>
<td>Roosevelt, Second Bill of Right speech, State of the Union Address, Jan. 11, 1944</td>
</tr>
<tr>
<td>6.</td>
<td><em>UN Universal Declaration of Human Rights</em>, article 20-26</td>
</tr>
</tbody>
</table>

*Grad students also read, recommended others:* The Manifesto of the Communist Party (1848)  

<table>
<thead>
<tr>
<th>Week 4: Oct. 8</th>
<th>Nuremberg and the &quot;Rebirth&quot; of Human Rights in Law: Defining Genocide (1944-1948), Post-WWII Trials &amp; Reconciliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. | *Totally Unofficial: Raphael Lemkin and the Genocide Convention*  
|  - | Students sign up to answer “Connections” questions at end of each reading (6 sets) |
| 2. | Excerpts from the Nuremberg Tribunal’s Charter and Judgment (pdf) |
| 3. | “International Law and the Responsibility to Protect” (R2P), overview |
6. Moyn, “International Law and Human Rights” (ch. 5 in *The Last Utopia*)
7. Recommended: Donnelly, chapter 15 (“Humanitarian Intervention against Genocide”)

In-class film excerpt: *Watchers of the Sky* (2016)

Graduate students also read (recommended others):

**Week 5: Oct. 15** | Decolonization and Human Rights
---
**Read:**
4. Donnelly, chap. 7, (“Universality in the World of Particulars”)
7. Recommended: Anthems: Algerian, African Union, Lift Ev’ry Voice and Sing

In-class viewing *The Battle of Algiers*, director Gillo Pontecorvo (1966)

**Grads also:**
2. Frantz Fanon, “Unveiling Algeria,” in *A Dying Colonialism* (1965).

**Week 6: Oct. 22** | Midterm and ICC introduction
---
**In-class mid-term essays on course materials including draft “letter to editor” on human right issue of choice (1.5 hours)**

**Introduction to International Criminal Courts (.25 hour)**


**Grads:**
### Week 7: Oct. 29

**Women's Rights as Human Rights**

As part of its mandate, the Commission on the Status of Women (CSW) organized four major global conferences with the aim of mainstreaming women’s rights as human rights: Mexico (1975), Copenhagen (1980), Nairobi (1985) and Beijing (1995).

1. International Women's Year (1975)
2. CEDAW / Convention on the Elimination of All Forms of Discrimination Against Women (1979)
5. Stamnes, "The Responsibility to Protect" (2013)
6. **Film: TBA**

Grad students also read:


---

### Week 8: Nov. 5

**Rights of Children: Focus on Refugees**

Read and prepare summary notes and question on:


*Student presentations on children’s rights and human rights in current events (e.g., family separation)*

---

### Week 9: Nov. 12

**Refugees and Forced Migration**

Read and prepare summary notes and question on:

1. “Forced Migration, Refugees, and Asylum” (ISE)
2. “Amnesty Movement” [re: Latin America]
3. "Responding to Refugee and Humanitarian Crises" (ISE)

In-class view: *Requiem for Syrian Refugees* (excerpt)

*Annotated bibliographies due by Nov. 11*

*FMS student presentations on forced migration and human rights*

---

### Week 10: Nov. 19

**American Exceptionalism and Age of Globalization**

Read and write on:

1. Michael Ignatieff, “American Exceptionalism and Human Rights”


**Grad students: oral report on research projects**

<table>
<thead>
<tr>
<th>Week 11: Nov. 26</th>
<th>Finals week – no regular class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All: Final papers to D2L submission folder by 9PM. Early submissions welcomed. Do review the essay rubric. Meet with instructor, librarians and Writing Center staff to discuss project and strengthen your work.</td>
</tr>
</tbody>
</table>

Version: 8/16/2019*. Check with instructor for revised version in September.