California State University, Fresno
Political Science 128T-01

**International Human Rights**
Course Syllabus

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| **Spring 2019** | **Dr. Melanie Ram** |
| Course #: 36238 | Office: McKee Fisk 244a |
| Time/Room: **Tues./Thurs. 12:30-1:45 pm** | E-mail: mram@csufresno.edu |
| 3 units | Office phone: (559) 278-2988 (PLSI Dept.) |
| Location: **Social Science Bldg., room 207**Website: To access course materials, log in to **Canvas** using your Fresno State username and password. | Office Hours: Mon. 1:30-2:30; Thurs. 2:00-3:30, & by appointment |

*Please read this entire syllabus carefully* as you are responsible for being aware of all of its contents. If any changes to the syllabus become necessary, they will be announced in class.

# Prerequisites

* This course is an upper-level Political Science (International Relations) elective.
* There are no formal prerequisites for this course. As it is an upper-level Political Science course, however, students are expected to have completed all lower-level major requirements and have a fundamental understanding of the Political Science field. PLSI 120 (International Politics) also provides a foundation for all upper-level International Relations courses and thus should be taken prior to or concurrently with this course.

# Course Description

This course explores the evolution of international human rights from World War II to today and the tension between national interests and moral values. Through films, assigned readings, research, and class lectures and discussions, students will learn about the key developments, issues and obstacles in the protection of human rights worldwide and the key players in the promotion of human rights protection.

# Course Goals

This course provides an in-depth understanding of international human rights; the competing role of values and national interests in international politics; International Relations theory explanations of state behavior in regards to human rights; actors involved in the protection of human rights (including states, NGOs, and IGOs); tools available to different actors to address human rights violations (including law, diplomacy, advocacy, norms, sanctions, and humanitarian intervention); and the real-life consequences of action and inaction for billions of people around the world.

# Primary Learning Outcomes

Students successfully completing this course will be able to:

* Explain the meaning of human rights
* Understand the nature and impact of human rights violations, including specific cases
* Describe the historical development of human rights in international relations, recent and ongoing human rights violations, and approaches used to address these violations
* Critically evaluate arguments for and against the universality of human rights
* Critically evaluate various approaches to improving human rights in sovereign states
* Apply international relations theories to explain government actions affecting human rights in both domestic and foreign policy
* Explain how the U.S. has (selectively) addressed human rights violations in other countries, and critically evaluate the impact of these foreign policy choices
* Explain how intergovernmental organizations (including the United Nations and the Council of Europe), international law and norms, non-governmental organizations and individuals have attempted to enhance the protection of human rights around the world
* Engage in informed discussions about human rights and make informed decisions that affect rights in your community, country, and other countries (whether as a voter, consumer, or activist, or in your career in politics, business, education, a nonprofit organization, et.al.)

# Required Course Materials

* There is one required book, which is available in paperback for purchase or rental through the university bookstore (http://www.kennelbookstore.com), <http://www.amazon.com/gp/product/0813345014/>, etc.
	+ Jack Donnelly, *International Human Rights*, 4th ed., Boulder: Westview Press, 2012, ISBN 9780813345017. (There’s a newer edition, but this one is much cheaper).
* Other required readings and films in the course schedule below are available through the course Canvas page unless otherwise noted.
* You are expected to keep abreast of international/world news, for example by reading a major daily newspaper such as the *New York Times* or *Washington Post*, both available electronically. This will greatly facilitate your understanding and appreciation of course concepts as you will see how they are applied in the ‘real world’ on a daily basis, with critical implications. You should be prepared to discuss human rights-related news in class.
* It is *recommended* you purchase the following writing guide (unless you already own a similar one) and use it for all of your academic writing assignments:
	+ Diana Hacker and Nancy Sommers, *A Pocket Style Manual*, 6th ed. Boston: Bedford/St. Martin’s, 2012. (also available in the bookstore)

# Student Responsibilities & Course Study Expectations

You are expected to read assigned materials *before* each class, attend all class sessions, participate in discussions of assigned readings and related current events in class, and complete assignments on time. Missing class or assignments (including readings) will affect your course grade and may make it difficult to pass the course. Exams cover both assigned readings and class lectures**/**discussions and assignments assume you have completed all course work up to that point. If you are unable to attend a class, you remain responsible for what you miss.

If you must miss a class due to illness or emergency, please consult with a classmate for help with class notes and announcements; you may also schedule an appointment to meet with me. Missed in-class assignments cannot be made up except in the case of a documented illness or emergency. If you expect personal circumstances to cause you to miss any classes, please speak to me within the first week of the semester.

Come to class ready to listen, learn, and participate. Silence and put away cell phones and other reading material. Do not bring items to class (e.g. food) that are potentially disruptive or distracting to others. Be respectful of others’ opinions, allow for opportunities for all to participate, and debate issues collegially using evidence to support your position.

In an undergraduate university course, students are expected to spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of six hours outside of class each week. Some students may need more outside study time and some less. Likewise, some weeks will require more study time and some less.

If you find yourself having any difficulty in the course at any time, *please come in for help*. Your success and learning in this course will depend almost entirely on how much effort you put into it. If there’s anything I can do to facilitate your learning, please let me know.

# Helpful Resources

* For free **writing assistance** on campus, contact the [Writing Center](http://www.fresnostate.edu/artshum/writingcenter/)(<http://www.fresnostate.edu/artshum/writingcenter/>) at 278-0334.
* For free **tutoring** or writing assistance for second-language learners, contact the [Learning Center](http://www.fresnostate.edu/learningcenter) (http://www.fresnostate.edu/studentaffairs/lrc/) in the basement of the Madden Library at 278-3052.
* Our campus has developed [SupportNet](http://fresnostate.edu/studentaffairs/lrc/supportnet/students.html) (http://fresnostate.edu/studentaffairs/lrc/supportnet/students.html) to connect students with specific campus resources promoting academic success. You may be referred to SupportNet if I believe their services may help you succeed in this course. You may also contact SupportNet yourself and/or review the **Success Toolkit tips** on their website.
* For **technology** issues,contact the [Help Desk](http://fresnostate.edu/help/) at 559.278.5000 or http://fresnostate.edu/help/
	+ If you have **difficulty** **playing a film** from the course Canvas page through the streaming server, ensure you are logged into your Fresno State account (or log out and back in) and try updating your flash player.
* I hold **office hours** every week. Feel free to stop by or make an appointment for any reason, but do so right away if you are having any difficulty in this course. Outside of office hours, e-mail is usually the quickest way to reach me. Please put **“PLSI 128T” or “human rights class” in the subject line** of your e-mail so it does not get lost *and* include your **full name** in your message. Barring extenuating circumstances, I will reply to messages within 24-48 hours, except possibly on weekends and holidays.

# Major Assignments & Examinations

## Assignment and Examination Schedule

Your grade will be based on the following assignments:

| Assignment | Points | Deadline |
| --- | --- | --- |
| Online classes & film responses (6) | 18 | Jan. 24, Feb. 12, March 5, March 21, March 28, April 30; while it is recommended you post your response on your online class day listed here, I will accept your response up until the deadline listed below and on Canvas |
| Attendance/preparation/participation  | 8 | Every class |
| Human rights news post and analysis  | 5 | Various; date to be selected/assigned |
| Midterm exam | 23 | March 19 |
| Country case study (in-class group assignment)  | 6 |  Feb. 21, 26, 28 |
| Issue research report (approx. 3-5 pages text + references list) | 10 | April 23 |
| Final exam (including take-home essay) | 30 | Tues., May 14, 1:15 pm (essay part due through Canvas before exam starts) |

## Assignment Details and Requirements

Assignments in this course are designed to build and demonstrate knowledge and skills that will be critically important for employment or further study in the field of Political Science, including research, writing, analytical, communication, presentation, teamwork, and time management skills.

**Online classes and film responses:** A number of class sessions (as indicated in schedule below) will be on Canvas instead of in the classroom and will require you to watch a film on human rights and post a short reflective response following the posted guidelines. You will be asked to include your personal reaction to the film and what it demonstrates about human rights. Films are intended to provide you with a deeper appreciation of some key historical events, challenges, and approaches in the history of human rights violations and protections; your written reflections on the films should help connect these cases to broader questions about international human rights protection.

**Attendance/preparation/participation:** Attendance and preparation is important for your success in this course. You will lose one point for each class you miss after your 3rd absence. You may also lose ½ point for any class for which you are late or are unprepared. Good class preparation means you have read the assigned material and have at least brief notes for your reference and recollection (e.g. key argument, type of evidence provided to support argument, your reaction, any questions).

**International human rights news analysis report:** You will sign up for a date to share a recent news article and submit a brief analysis on a selected human rights topics related to course material the week you present. Assignment instructions are posted on Canvas. For credit on this assignment, you will need to:

1. Find a recent, full-length (not a couple of paragraphs) news article on your topic from a reliable newspaper, news magazine (e.g. Economist, Foreign Policy), or intergovernmental organization (e.g. UN) press release.
2. Copy and paste the full text of the article and a complete citation through the Canvas International Human Rights News link *by the evening before your assigned date*.
3. Submit a short, typed, proofread summary and analysis in class using the posted template.
4. Briefly share the news and your analysis in class on your assigned date. Please do *not* read your report or go through all of the details of your news; share only what is most interesting and important about your news, especially what it demonstrates about human rights.

The purpose of this assignment is to apply knowledge acquired in this course to current issues and to remain informed of some of the latest developments in international human rights protection, thereby better understanding course material and its importance. It is also an opportunity to apply and reinforce your research, writing, and citation skills.

**Country case study and issue research report**: Details of these assignments will be provided in class.Their purpose is to deepen your understanding of past and continuing human rights violations and responses through guided research on particular countries and issues of student interest.

**Exams**: The two exams will cover both course readings and in-class and online lectures/discussions/films and must be taken at the scheduled time; make-up exams will rarely be allowed and only with an excuse approved by the instructor *before* the test (except in the case of a documented emergency). Both exams will include multiple choice and short answer questions testing your knowledge and understanding of the course material. The final exam will be comprehensive, but with a greater emphasis on material following the midterm. A portion of your final exam will be a short essay prepared at home in response to a comprehensive essay question and submitted through Canvas *prior* to the start of the exam in class.

**All written assignments** must be clearly written at the level expected of an upper-level university course and generally be free of grammatical and proofreading errors. Sloppy assignments may not be accepted. Submissions containing any **plagiarism** will not receive credit and may earn further penalties (see below). Please consult the “Helpful Resources” above if you would like free writing assistance. LATE assignments will not be accepted unless otherwise indicated; please plan accordingly.

# Course Policies

## Policy on Technology in the Classroom and Class Materials

* To ensure an open space for learning and inquiry, audio and video recordings of the class are prohibited unless I give you explicit individual approval or you provide an official letter from Services for Students with Disabilities (SSD) approving this service.
* All instructor-designed materials, including PowerPoints and classroom lectures, are proprietary to the instructor and for your own educational purposes only. You agree not to share these materials without my approval.
* Laptops are not recommended for taking notes in the classroom and their use may be restricted, or individuals using laptops may be required to sit in the back of the classroom to avoid distracting others.

## Grading Policy

To facilitate tracking your grades throughout the semester, the course will be graded on a simple 100-point basis, and all grades will be posted on Canvas shortly after assignments are completed. I recommend you frequently check your grades to track your progress in the course and ensure all assignments were successfully submitted. If you are unsure of why you received a specific grade, please come in and I will be happy to go over it with you. Final course letter grades will be assigned according to the total number of points you have earned on all assignments, as follows: 90 to 100 points = A, 80 to 89 = B, 70 to 79 = C, 60 to 69 = D, 59 and below = F.

## Adding/Dropping the Class

If you add the class after the first day, please notify me immediately for information on missed work for which you will be responsible. You are discouraged from joining the course after missing more than one class/week. Students who drop the course will be removed from Canvas on Census Day, if not before. It is your responsibility, however, to ensure you have withdrawn completely from the course using the Web Registration System. If you do not do so, you will remain enrolled in the course and receive a final grade.

## Plagiarism and Plagiarism Detection

**If your written assignments contain any plagiarism** **or are not your own independent work**, you should expect to receive a ZERO for those assignments, and may receive an F for the course. Plagiarism includes using the work of others without citing their work and quoting their words appropriately. If you have any questions about this, ask *before* writing and submitting any assignment. It is your responsibility to be aware of what plagiarism is, why it is a violation of academic honesty, and how to avoid it.

The campus subscribes to the Turnitin plagiarism prevention service through Blackboard, and you will need to submit some written assignments to Turnitin through Canvas. Your work will be used by Turnitin for plagiarism detection and for no other purpose. If you refuse to participate in the Turnitin process, you must indicate this in writing to the instructor prior to turning in your first written assignment, in which case the instructor will use other electronic means to verify the originality of your work. Any student may be requested to submit evidence of their sources before receiving a grade on a written assignment. Turnitin Originality Reports will be available for your viewing by appointment only.

# University Policies

You are expected to be aware of and follow all university policies in this course.

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:** “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

1. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
2. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
3. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:**"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

**Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright)  <http://www.fresnostate.edu/home/about/copyright.html>

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# PLSI 128T Course Schedule, Spring 2019

Note: Each assigned reading listed below should be completed before the class session that day/week. Bring all written assignments and reading notes to class for discussion. This syllabus and schedule are subject to change in the event of extenuating circumstances.

| **Week** | **Date** | **Topic** | **Assigned readings & other assignments (due/to be discussed on day listed)** | **Assigned Film** |
| --- | --- | --- | --- | --- |
|  1 | Thurs., Jan. 17 | Course Introduction  | *Before next class*: Interview two people & ask: 1) What are human rights (in your view)? 2) Are your rights protected/respected? (If not, what rights do you feel are not protected sufficiently?) 3) Should the U.S. help protect rights of people in other countries? 4) (Add a question of your own if you wish.) Record age, gender, and profession of interviewees and date & location of interview. |  |
|  2 | Tues., Jan. 22  | Definition & Emergence of Human Rights | *Bring interview responses to class*. |  |
| Thurs., Jan. 24 | World War II & the Holocaust: “Never Again” | ONLINE class*: watch at home* the documentary film listed here on the Nazi rise to power and the Holocaust (available through Canvas), complete the readings below, and post your response following the Discussion prompt, including 1) your personal reaction to the film; 2) what you think the film teaches us about human rights; 3) your reaction to the assigned readings below on the Holocaust; 4) any questions the film or readings raised for you Excerpt from Holocaust memoir: Sonia Schreiber Weitz, *I Promised I Would Tell*. Brookline, Mass.: Facing History and Ourselves National Foundation, Inc. Read at least p. 1-29 (PDF, p. 12-40).“The Holocaust's Forgotten Victims,” *Huffington Post*, 25 Jan. 2016.Jamie L. Freedman, “A Lucky Child,” *GW Magazine*, Spring 2014, p. 52-55. (re. Thomas Buergenthal) | *The Path to Nazi Genocide* (38 min.) Post response by Sun. 1/27 |
| 3 | TU/TH, Jan. 29 & 31 | The Holocaust & Development of International Human Rights | *Bring copy of posted film response to class*.Richard Overy, “The Nuremberg Trials: International Law in the Making,” in *From Nuremberg to the Hague: The Future of International Criminal Justice*, ed. Philippe Sands. Cambridge, UK: Cambridge UP, 2003, p. 1-29Donnelly, “Human Rights as an Issue in World Politics,” p. 3-16. |  |
| 4 | TU/TH, Feb. 5 & 7 | Universality of Human Rights | Donnelly, Chap. 2: “Theories of Human Rights” (p. 19-26 & p. 30-35; skip section #7,8, 9)Donnelly, Chap. 3, “The Relative Universality of Human Rights” (p. 37-48, but skip section #5) & p. 182-185 (Problem 6) on “Human Rights & ‘Asian Values’” Amartya Sen, “Freedom and Needs: An Argument for the Primacy of Political Rights,” *The New Republic* 210, no. 2/3 (Jan. 10 & 17, 1994): 31-38.  |  |
| 5 | Tues., Feb. 12 | The Domestic Politics of Human Rights; Latin America | ONLINE class: *watch film*, post response in Canvas Discussions following prompt, & bring copy of response to next classDonnelly, chap. 4 “The Domestic Politics of Human Rights: Dirty Wars in the Southern Cone” (p.57-66) | *Archaeology of Memory: Villa Grimaldi* (1 ½ hrs.)Post response by Wed., Feb. 13 |
| Thurs., Feb. 14 | *Bring copy of posted film response to class*.Hans Peter Schmitz and Kathryn Sikkink, “International Human Rights,” in *Handbook of International Relations* (Sage Publications, 2002), p. 517-537. (Read p. 518-521 on why violations occur.) |  |
| 6 | TU/TH, Feb. 19 & 21 | Human Rights & Foreign Policy | Donnelly, p. 113-125 in chap. 8, “Human Rights in American Foreign Policy” Donnelly, p. 26-30 (#7, 8, 9) Donnelly, Chap. 9 (“Human Rights and Foreign Policy”), p. 139-148.Jeane J. Kirkpatrick, “Dictatorships and Double Standards,” Commentary 68, no. 11 (Nov. 1979): 34-45. |  |
| 7 | TU/TH, Feb. 26 & 28 | Human Rights & Foreign Policy (cont.); in-class country research group assignment | “Egypt Widens Crackdown and Meaning of ‘Islamist,’” *New York Times,* 24 Aug. 2013.Kenneth Roth, “Time to Abandon the Autocrats and Embrace Rights: The International Response to the Arab Spring,” in *Human Rights Watch World Report 2011,* <http://www.hrw.org/world-report-2012/time-abandon-autocrats-and-embrace-rights>.(Read 1st 3 sections & conclusion). |  |
| 8 | Tues., March 5 | Genocide | ONLINE class: *watch film*, post response in Canvas Discussions following prompt, & bring copy of response to next class | *Scream Bloody Murder* (2008) (1 hr. 20 min.)Post response by Wed. 3/6 |
| Thurs., March 7 | Preface and Chap. 1 from Samantha Power, *A Problem from Hell: America and the Age of Genocide* (re. Armenia)Samantha Power, “Bystanders to genocide: why the United States let the Rwandan tragedy happen,” *The Atlantic Monthly* 288.2 (Sept 2001): 84-108. (Read especially 1st 11 pgs., but the entire article is recommended) |
| 9 | TU/TH, March 12 & 14 | Humanitarian Intervention | Scott Strauss, “Darfur and the Genocide Debate” *Foreign Affairs* 84: 2 (Jan/Feb. 2005) (8 pgs.)Donnelly, Chap. 13 “Humanitarian Intervention against Genocide” - read p. 191 + sections 2, 3, 6, 8, 10 (rest of chapter is optional)Alan J. Kuperman, “Obama’s Libya Debacle: How a Well-Meaning Intervention Ended in Failure” Foreign Affairs 94, no. 2 (March/April 2015): 66-77. *Optional*: for a different view shortly after the Libya intervention, read Stewart Patrick, “Libya and the Future of Humanitarian Intervention: How Qaddafi's Fall Vindicated Obama and RtoP,” *Foreign Affairs*, August 26, 2011. (5 pages) |  |
| 10 | Tues., March 19 | **MIDTERM** |  |
| Thurs., March 21  | Role of NGOs | ONLINE class: *watch film*, post response in Canvas Discussions following prompt, & bring copy of response to next class | *E-Team* (2014) (re. Human Rights Watch first responders) (1 hr. 25 min.)Post response by Sun. 3/24 |
| 11 | Tues., March 26 | NGOs & Human Rights | Donnelly, chap. 10, “Transnational Human Rights Advocacy” (p. 149-155) Donnelly, p. 63-4 on “Human Rights NGOs” (in Domestic Politics of Human Rights chap. 4) |  |
|  | Thurs., March 28 | Grassroots Movements  | ONLINE class: *watch film,* post response in Canvas Discussions following prompt, & bring copy of response to next classDonnelly, p. 88-91 and p. 125-128 (on South Africa’s apartheid regime & international response) | *Have You Heard from Johannesburg: From Selma to Soweto* (2010)(1 ½ hrs.)Post response by Sun. 3/31 |
| 12 | TU/TH, April 2 & 4 | NGOs; Multilateral Institutions | Donnelly, chaps. 5: “Global Multilateral Mechanisms,” p. 77-88 Donnelly, chaps. 6: “Regional Human Rights Regimes, p. 95-103 Donnelly, chap. 7: “Assessing Multilateral Mechanisms,” p. 105-111Donnelly, chap. 11, “Comparing International Actors and Evaluating International Action,” p. 161- 164 |  |
|  13 | Tues., April 9 | Multilateral Institutions (cont.) |  |  |
| Thurs., April 11 | TBD | *Deadline for issue research report topic to be approved.* |  |
|  | TU/TH April 16 & 18 | SPRING BREAK |  |
| 14 | Tues., April 23 | Human rights issues discussion/reports in class*Bring typed report (due at start of class)* |  |
| Thurs., April 25 | Punishment & Transitional Justice | Donnelly, p. 66-70 Luke Moffett, “Syria and the International Criminal Court: Justice Denied,” opendemocracy.net, May 22, 2014Anthony Deutsch, “Historic Verdict Condemns Warlord, but Hague Court Limited,” March 14, 2012, [www.reuters.com](http://www.reuters.com)David P. Forsythe, “Transitional Justice: Criminal Courts and alternatives,” p. 117-154 in *Human Rights in International Relations*, 3rd ed., 2012 |  |
| 15 | Tues., April 30 | Human Rights Violations by Western “Role Models” | ONLINE class: *watch film,* post response in Canvas Discussions following prompt, & bring copy of response to next class | *The Prisoner or: How I Planned to Kill Tony Blair* (2006) (1 hr. 15 min.)Post response by Wed., May 1 |
| Thurs., May 2  | Thomas J. Schoenbaum, *International Relations: The Path Not Taken* (Cambridge: Cambridge UP, 2006), p.255-263.Donnelly, p. 133-135 (Problem 4: US Ratification of Human Rights Treaties)Amnesty International, *Annual Report 2017/18: United States of America*, <https://www.amnesty.org/en/countries/americas/united-states-of-america/report-united-states-of-america/>Donnelly, Problems 8 & 9: The Absolute Prohibition of Torture & (Anti)Terrorism and Civil Liberties (p. 244 -247) international response to US Torture Report, Dec. 2014 (news compilation)*Optional*: Human Rights Watch, “Guantánamo Detainee Accounts,” October 26, 2004, <http://hrw.org/backgrounder/usa/gitmo1004/index.htm> |  |
| 16 | Tues., May 7 |  | Wrap-up & review |  |
| Tues., May 14, 1:15 – 3:15 pm | **FINAL EXAM and final essay due** (submit essay on Canvas before exam starts) |  |