Florida Atlantic University

Department of History

Spring 2017

**History of Human Rights**

HIS 3270-001 CRN XXXX

Day/Time

Location: XX

3 credit hours

Professor Kelly J. Shannon

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**Course Description:**

Human rights are highly contested, and the concept has emerged as the result of a long historical process of global debate. The question this upper-division undergraduate history course will ask is: What are human rights, and how have they developed? The answer to that question is often fraught and is far from obvious. We will also grapple with related questions, such as who exactly counts as “human?” Which kinds of rights are human rights and which are not? Is there a hierarchy of human rights? Do rights belong primarily to individuals or to groups? Are human rights universal, or are they grounded in particular cultures or sources of authority, such as religion? In other words, where do human rights come from? Last, if people do possess certain rights by virtue of being born human, how can or should societies protect those rights? What if human rights conflict with other rights, such as states’ right to sovereignty?

This course will explore how people have defined human rights and have sought to protect them (or not) in different historical periods and cultural contexts from the ancient period through the present. Using historical documents and other sources from a variety of cultures and time periods, we will explore historical debates about human rights and seek to answer the central questions of the course.

**Learning Objectives:**

- to recognize key themes in the history of human rights

- to gain familiarity with the relevant historical narrative, key figures, concepts, and events of the history of human rights

- to gain a better understanding of how human rights concepts, law, and movements developed

- to analyze and critically evaluate primary and secondary historical sources

- to hone your historical research and writing skills

- to use your critical judgment to come up with your own historical interpretation of human rights and apply those judgments to historical events and current affairs

- to find connections between historical periods, recognize continuity and change over time, and understand causation

**COURSE MATERIALS:**

The following required books are available in the university bookstore.

1)  Micheline Ishay, *The Human Rights Reader: Major Political Essays, Speeches and Documents From Ancient Times to the Present,*2nd ed. New York: Routledge, 2007.

2) Nawal el Saadawi, *Woman at Point Zero,* new ed. London: Zed, 2015.

3) Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda.* New York: Picador, 1998.

4) Akira Iriye, Petra Goedde, and William I. Hitchcock, eds., *The Human Rights Revolution: An International History.* New York: Oxford, 2012.

***All other required readings, marked (\*BB\*) in the course schedule, are available on Blackboard in the Assigned Readings folder****.* You are required to use Blackboard for many assignments in this course. If you have technical difficulties or cannot access Blackboard, please speak with me immediately. **Blackboard has an app** for smartphones and tablets (“Blackboard Mobile Learn”) that you may find useful for accessing announcements, assignments, and other Blackboard tools while you’re on the go.

**COURSE REQUIREMENTS:**

**1. READING ASSIGNMENTS**

This course has a significant reading load that is aimed towards upper-level history majors. I expect you to complete all of the assigned readings for each day **prior to the start of class** as listed in the syllabus. You will be responsible for knowing the material covered by the assigned readings for class discussions and written assignments. You will not do well in this course if you are not willing to do the assigned readings. Don’t just read the assignments; think about them and take notes before coming to class. Since you will have absorbed the content of the readings prior to class, we can spend in-class time analyzing those readings and determining their historical and scholarly significance.

**2. PARTICIPATION**

Participation is worth **15%** of your final grade for this course. To earn an A for participation, you should come to class consistently, be prepared by having done the assigned reading, take notes, ask questions, and participate in class discussion on a regular basis. Merely attending class is not enough to earn an A for participation. The *quality* of your class contributions will matter as much or more than their quantity. *By taking this course, you are agreeing to participate actively in your learning.*

Although much of this course will involve group discussion, I will occasionally lecture. You are expected to engage with my lecture by taking notes and asking or responding to questions. My lectures are are, in a sense, the textbook for the course, so it will be difficult to do well without attending. You may not record my lectures or our class discussions/activities without my written permission and without proper SAS documentation. If I grant you permission to record my lectures, you may not share your recordings with anyone else or post them online or in any other public forum.

**Attendance**: If you are not in class, then you cannot participate. **You will get four (4) excused absences** to use penalty-free during the semester. You can use these free absences at any time, and you do not need to email or otherwise notify me about them. After these four absences, unexcused absences will have a negative effect on your participation grade. No other absences will be excused unless you will be missing class for documented university-related activities, documented illness, or documented family emergencies. If you arrive after I have already taken attendance, you will not get credit for your presence that day. Excessive unexcused absences will result in a grade of F for participation and potentially a failing grade for the course. You are responsible for making up all work that you miss on days you are absent.

**Quizzes**: I reserve the right to give you quizzes or in-class writing assignments at any time. Your quiz grades (if any) will be factored into your participation grade.

**3. WRITTEN ASSIGNMENTS**

You must **submit Current Events assignments electronially** to Blackboard in the “Discussion Board” folder; **all other assignments must be submitted in both hard copy and an electronic copy on Blackboard via SafeAssign**.All written work must be typewritten on standard 8.5” x 11” paper, double-spaced, in 12-point font, and with one-inch margins all around. Staple your papers before turning them in.You must plan ahead to write effective papers. The description for each assignment is posted on Blackboard in the “Assignments” folder. You MUST cite your sources for all written assignments using **Chicago Style** format (footnotes and bibliography). There is a handout on this posted on Blackboard in the “Assignments” folder, and you should refer either to the *Chicago Manual of Style* and/or Turabian’s *Manual for Writers* for how to cite using Chicago Style.

You have the option to *revise and resubmit* all formal paper assignments (that is, everything except Current Events, Reading Notes/Reactions, and the final paper/exam) *one time each* after receiving a grade on your first submission. A revised paper has the potential to earn a higher grade than the first submitted draft, *if and only if* your revised paper addresses the substantive feedback that I provided to you on your graded first draft and if you edit it for proper grammar, punctuation, spelling, syntax, and other writing problems. Revised drafts may be submitted at any time between your receipt of the graded first draft and our final class meeting (XX/XX).

**Important Policies:** You may notemail any assignments to me unless you have received my express permission to do so *at least 24 hours before the due date*. No exceptions. Late Policy: Unless you request and receive a paper extension for a legitimate reason *before the paper is due*, **I will not accept late assignments**. Failure to submit an assignment will result in a failing grade of zero (0) for that assignment. Assignment Help:Please consult me and/or the Center for Excellence in Writing if you would like some help in putting together your papers (<http://www.fau.edu/UCEW>). Do not wait until the day before an assignment is due to ask for help.

**a) Current Events:** Uou should regularly follow current events throughout the semester from reputable news sources (i.e., major newspapers, news magazines, news podcasts, or news websites). I will post a list of example news sources to Blackboard in the “Assignments” folder. Whenever you come across a current event that relates to human rights, you should post a link to the story to the Discussion Board on Blackboard, along with your thoughts about the event and how it relates to the course. You must post **at least four (4)** current events over the course of the semester, although you may post more if you wish. In addition to posting events, you should read other students’ posts each week. Respond to their posts with thoughtful analysis of the event and/or their comments. You must respond to **at least four (4)** other students’ posts during the semester, although you may post more if you wish. The purpose of this is to help you highlight the relevance of the course material for today’s world and to continue our in-class conversations through these online discussions. Detailed instructions for this assignment are on Blackboard in the “Assignments” folder. **Worth 5% of your final grade.**

**b) Reading Notes & Reactions:** Throughout the semester, you will take notes on the assigned readings and write short reflections on the readings in response to questions that I pose to you. I will collect these periodically throughout the semester. Your reading reflections will be the starting point for your formal essay papers (see below) and will be helpful in preparing your final exam paper. Detailed instructions and due dates are available on Blackboard in the “Assignments” folder. **Worth 10% of your final grade.**

**c) Essay Papers:** You will write **two (2)** short papers of **4-6 full pages** each that analyze the readings and course topics in response to questions that I pose. You will have a choice of questions, and each question has a different due date. You must do at least one paper before the mid-point of the semester on XX/XX (Spring/Fall Break). Details for these assignments will posted in the “Assignments” folder on Blackboard. **There are different due dates for each option. See course sehedule below. Worth 30% of your final grade (each paper is worth 15%).**

**d) Rwanda Activity:** At the end of the semester, on **XX/XX**, we will conduct a group exercise in order to analyze what happened during the Rwandan Genocide in 1994. I will place each of you in a group, and each group will be assigned the role of specific historical actors involved in the genocide (i.e., members of a country delegation to the UN, NGO representatives, members of the press, etc.). Prior to the group activity, you will prepare by researching the role that your assigned historical actors played in the genocide/response to the genocide (using Gourevitch’s book, documents that I provide to you, and additional sources that you find on your own); determine their motivations during the genocide; and analyze the consequences of their actions. You will then prepare a memorandum on your individual research that you will submit on **XX/XX** and will share with your assigned group electronically prior to the class activity. During the class activity on **XX/XX**, your group will provide a brief opening statement explaining your historical actors’ position on the events in Rwanda, and the rest of the class period will be devoted to debating and analyzing what happened during the genocide. Your grade for this activity will therefore be based on two components: your research memorandum and your participation in the group debate. Detailed instructions on this assignment are posted to Blackboard in the “Assignments” folder. **Worth 15% of your final grade.**

**e) Final Paper/Exam:** Your final assignment will be a take-home exam of **7-9 full pages** in length that will combine your knowledge of the course material with original research. You will choose either to explore a topic from this course more in-depth or a topic that we did not have a chance to cover in detail in this course (i.e., children’s rights, LBGTQ rights, human trafficking, etc.), and you will write an argument-driven paper in response to a question that I pose to you. Detailed instructions will be posted to Blackboard in the “Assignments” folder. This exam is due during our university-scheduled final exam period, at **XX:XX am/pm on XX/XX. This is worth 25% of your final grade.**

**GRADE DISTRIBUTION:**

Participation 15% Short Papers 30%

Current Events 5% Rwanda Activity 15%

Reading Notes & Responses 10% Final Paper/Exam 25%

**GRADING SCALE:**

A 94-100 B- 80-82 D+ 67-69

A- 90-93 C+ 77-79 D 63-66

B+ 87-89 C 73- 76 D- 60-62

B 83-86 C- 70-72 F 59 and below

**E-MAIL & OFFICE HOURS POLICIES**:

**I will use your official FAU email account for all email communications relating to this course**. You are responsible for checking that email account regularly. I will also post announcements to Blackboard. **When emailing me, include the course number in the subject line, and include your full name in the email signature.**

You may email me at the email address listed above. Address me as Doctor or Professor Shannon. *Please note that if you email me after 8:00 p.m. during the week, I may not respond to you until the following day*. I also check email less frequently over the weekend. I will respond to your emails as soon as possible, but I cannot guarantee that I will respond to you immediately or even in the same calendar day depending on my schedule. Do not wait until the last minute to email me if you have pressing questions or concerns. Please also feel free to stop by to see me during my scheduled office hours or to email me to set up an appointment if you are unable to come during my office hours. *Please note that I will not answer emailed questions that can be answered by reading the Syllabus or information posted to Blackboard.* Also, please do not ask me questions prior to the start of class, when I am preparing the classroom computer. I will be happy to speak to you after class ends.

**CLASSROOM CONDUCT:**

I strive to foster as open and as comfortable an environment in the classroom as possible so that you feel

free to express your thoughts and viewpoints. It is perfectly acceptable, and even desirable, for you to disagree with me and with one another during class discussion. Every scholarly interpretation is welcome, provided that you base that interpretation on reliable scholarly evidence and critical reasoning. Your interpretations should be expressed in a manner that shows respect for me and your fellow classmates, and I will be respectful of you. In fostering a sense of civility and mutual respect, I hope to create the comfortable classroom environment that I believe is most conducive to constructive learning.

In order for you to help create this environment, you should **arrive for class on time** so as not to disrupt class and distract your classmates. If you have an unavoidable reason why you will be consistently late to class, please speak with me as soon as possible. Otherwise, chronic lateness will negatively affect your participation grade for the course. You also **may not leave class early** unless there is an emergency or you become ill.

You may use laptops and/or tablets in class, but only for class-related purposes, such as looking at assigned readings. **Cell phones are not allowed for any reason during class**. Please turn off or silence your cell phone.Texting, sending emails, playing on Facebook, watching Youtube, doing work for other classes, talking to your friends, etc. in class is very disruptive, so please do not engage in these or other disruptive behaviors. Food and beverages are allowed, but please take your trash with you when you leave. I also expect you to follow the university code of conduct at all times.

**PLAGIARISM and ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>.

**STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to execute coursework properly must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880) —and follow all SAS procedures.

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**COURSE SCHEDULE:** (subject to change)

**Assigned readings are to be completed by the date under which they are listed in the schedule. (\*BB\*) refers to readings posted on Blackboard in the “Assigned Readings” folder**

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**WEEK 1:** ***Introduction to the Course***

**Tues., 8/23:** Introduction to the course

**Thurs., 8/25:** Group Activity: What are human rights? When did the idea of human rights begin?

*Assigned Reading:*  Ishay, *Human Rights Reader,* “Introduction”

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**WEEK 2:** ***Unit 1: Early Rights Concepts***

**Tues., 8/30:** Rights Concepts in the Ancient World

*Assigned Reading:* 1) Ishay, *Human Rights Reader,* documents 1.3 (Plato), 1.8 (Kautilya), 1.9 (Asoka), 3.2 (Thucydides), 3.5 (Mencius), 4.3-4.5 (Plato & Aristotle), & 4.6 (Kautilya)

2) Hammurabi’s Code (\*BB\*)

3) Proclamation of Cyrus the Great (\*BB\*)

**Thurs., 9/01:** Rights Concepts in World Religions

*Assigned Reading:* 1) Ishay, *Human Rights Reader*, documents 1.7 (Confucius), 1.10 (Chinese Buddhist verses), 1.11-1.13 & 4.9-4.11 (Hebrew Bible, New Testament, & Koran), 3.4 (Confucius), 3.11 (Aquinas), 4.7 (Manu), & 15.1 (Magna Carta)

2) Excerpt from Sir Thomas More, *Utopia* (\*BB\*)

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**WEEK 3:** ***Unit 2: The Enlightenment & Proto-Human Rights Movements***

**Tues., 9/06:** Natural Rights & Enlightenment Thought

*Assigned Reading:*  1) Ishay, *Human Rights Reader*, documents 5.3 (Locke), 5.7 (Hobbes), 6.3 (Locke), 6.9 (Paine), 6.12 (Kant), 15.2 (Habeas Corpus), & 15.3 (English Bill of Rights)

2) Excerpt from Jean-Jacques Roussea, *The Social Contract* (\*BB\*)

3) Micheline Ishay, *History of Human Rights,* “Human Rights and the Enlightenment” (\*BB\*)

**Thurs., 9/08:** The French & American Revolutions

*Assigned Reading:* 1) Ishay, *Human Rights Reader*, documents 15.4 (Declaration of Independence) & 15.5 (French Declaration fo the Rights of Man and Citizen)

2) The U.S. Bill of Rights (\*BB\*)

3) Excerpts from Lynn Hunt, *Inventing Human Rights* (\*BB\*)

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**WEEK 4:**

**Tues., 9/13:** Rights for Whom? Women & Enslaved People in the 18th & 19th centuries

*Assigned Reading:* 1) Ishay, *Human Rights Reader*, documents 7.4 (Equiano), 7.5 (Smith), 7.6 (Robespierre), 7.7 (de Gouges), & 7.8 (Wollstonecraft)

2) Marquis de Condorcet, *Reflections on Negro Slavery* and *On the Admission of Women to the Rights of Citizenship* (\*BB\*)

2) Abigail Adams, “Remember the Ladies” (\*BB\*)

3) Frederick Douglass, Fourth of July Address (\*BB\*)

**Thurs., 9/15:** Socialism, Marx, and Rights in the Industrial Age

*Assigned Reading:* 1) Ishay, *Human Rights Reader*, documents 8.3 (Marx), 8.5 (Paris Commune), 8.7 (Blanc), 8.10-8.12, 9.1, & 9.3-9.4 (Marx), 9.6 (Luxemburg), 9.8 (Trotsky), 9.11 (Woolf), & Chapter 10

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**WEEK 5:**

**Tues., 9/20:** Colonialism; **Essay Option #1**

*Assigned Reading:* 1) Alice Conklin, “Colonialism and Human Rights: A Contradiction in Terms?” (\*BB\*)

2) Lata Mani, “Contentious Traditions: The Debate on *Sati* in Colonial India” (\*BB\*)

**Thurs., 9/22:** Humanitarianism

*Assigned Reading:* 1) U.S. Declaration of War on Spain, 1898 (\*BB\*)

2) Covenant of the League of Nations (\*BB)

3) Paul Gordon Lauren, “To Protect Humanity and Defend Justice: Early International Efforts” (\*BB\*)

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**WEEK 6:** ***Unit 3: The Development of Modern Human Rights Law***

**Tues., 9/27:** WWII & the Creation of the United Nations

*Assigned Reading:* 1) Mark Mazower, “The Strange Triumph of Human Rights, ” (\*BB\*)

2) FDR, State of the Union Address, 1944 (\*BB\*)

3) Ishay, *Human Rights Reader*, document 15.6 (UN Charter)

**Thurs., 9/29:**The UN (cont’d); **Essay Option #2 due**

*Assigned Reading:* 1) Rhona Smith, “The United Nations Human Rights System” (\*BB\*)

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**WEEK 7:**

**Tues., 10/04:** The Holocaust & the Nuremburg Trials

*Assigned Reading:* 1) Robert H. Jackson, U.S. Opening Statement, Nuremberg Trials (\*BB\*)

2) Hannah Arendt, “The Perplexities of the Rights of Man” (\*BB\*)

3) G. Daniel Cohen, “The Holocaust and the ‘Human Rights Revolution’: A Reassessment” in Iriye, *Human Rights Revolution*

**Thurs., 10/06:** Defining Genocide

*Assigned Reading:* 1) Raphael Lemkin, “Genocide” (\*BB\*)

2) Ishay, *Human Rights Reader,* document 15.7 (Genocide Convention)

3) Film: *Watchers of the Sky* (I will host a film screening, date, time, & location TBD; for students who cannot attend the screening, a copy of the DVD will be on reserve for you at the library)

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**WEEK 8:**

**Tues., 10/11:** NO CLASS (fall break)

**Thurs., 10/13:** The Geneva Convention: What are human rights in wartime?; **Essay Option #3 due**

*Assigned Reading:* 1) Martha Finnemore, “Rules of War and War of Rules: The International Red Cross and the Restraint of State Violence” (\*BB\*)

2) Ishay, *Human Rights Reader,* document 15.9 (Geneva Convention) & 15.10 (Protocal Additions to Geneva)

3) William I. Hitchcock, “Human Rights and the Laws of War: The Geneva Conventions of 1949” in Iriye, *Human Rights Revolution*

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**WEEK 9:**

**Tues., 10/18:** The Universal Declaration of Human Rights

*Assigned Reading:* 1) Ishay, *Human Rights Reader,* document 15.8 (UDHR)

2) Mark Philip Bradley, “Approaching the Universal Declaration of Human Rights” in Iriye, *Human Rights Revolution*

**Thurs., 10/20:** A Hierarchy of Rights? Civil & Political Rights vs. Economic, Social, and Cultural Rights

*Assigned Reading:* 1) Ishay, *Human Rights Reader*, documents 13.2 (Covenant on Civil & Political Rights) & 13.3 (Covenant on Economic, Social, and Cultural Rights)

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**WEEK 10:** ***Unit 4:* *The Global Human Rights Movement***

**Tues., 10/25:** Decolonization & the Cold War: Self-Determination & Sovereignty

*Assigned Reading:*  1) Ishay, *Human Rights Reader,* documents IV.1 (E. Roosevelt), 11.2 (Luxemburg), 11.3 (Lenin), 11.8 (Gandhi), 11.11 (al-Husri), 11.12 (Ho Chi Minh), 11.13 (Nkrumah), & 11.14 (Fanon)

2) Declaration on the Granting of Independence to Colonial Countries and Peoples (\*BB\*)

3) Samuel Moyn, “Imperialism, Self-Determination, and the Rise of Human Rights” in Iriye, *Human Rights Revolution*

**Thurs., 10/27:** Decolonization and the Cold War: Racial Discrimination & Apartheid; **Essay Option #4 due**

*Assigned Reading:* 1) Carol Anderson, “A ‘Hollow Mockery’: African Americans, White Supremacy, and the Development of Human Rights in the United States” (\*BB\*)

2) Nelson Mandela, “I Am Prepared to Die” (\*BB\*)

3) International Convention on the Elimination of All Forms of Racial Discrimination (\*BB\*)

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**WEEK 11:**

**Tues., 11/01:** Decolonization & the Cold War: NGOs and the Transnational Grassroots Movement

*Assigned Reading:* 1) Susan Sontag, “Regarding the Torture of Others” (\*BB\*)

2) Amnesty International, Founding Article (\*BB\*)

3) Barbara Keys, “Anti-Torture Politics: Amnesty International, the Greek Junta, and the Origins of the Human Rights ‘Boom’ in the United States” in Iriye, *Human Rights Revolution*

**Thurs., 11/03:**  Decolonization & the Cold War: The Helsinki Agreement

*Assigned Reading:* 1) Andrei Sakharov, “How I Came to Dissent” (\*BB\*)

2) Jimmy Carter, “Foreign Policy and Human Rights” (\*BB\*)

3) The Helsinki Agreement (\*BB\*)

4) Sarah Snyder, “Principles Overwhelming Tanks: Human Rights and the End of the Cold War” in Iriye, *Human Rights Revolution*

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**WEEK 12:** ***Unit 5: Ongoing Human Rights Questions***

**Tues., 11/08:** Women’s Rights *Are* Human Rights…; **Essay Option #5 due**

*Assigned Reading:* 1) Charlotte Bunch, “Women’s Rights as Human Rights: Toward a Re-Vision of Human Rights” (\*BB\*)

2) el Saadawi, *Woman at Point Zero*

**Thurs., 11/10:** … And Human Rights *Are* Women’s Rights

*Assigned Reading:* 1) Ishay, *Human Rights Reader,* documents 13.10 (Nussbaum) & 15.16 (CEDAW)

2) UN, Beijing Platform for Action (\*BB\*)

3) Allida Black, “Are Women Human? The UN and the Struggle to Recognize Women’s Rights as Human Rights” in Iriye, *Human Rights Revolution*

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**WEEK 13:**

**Tues., 11/15:** Are human rights universal?

*Assigned Reading:* 1) Bilahari Kausiakan, “Asia’s Different Standard” (\*BB\*)

2) Aryeh Neier, “Asia’s Unacceptable Standard” (\*BB\*)

3) Kwasi Wiredu, “An Akan Perspective on Human Rights” (\*BB\*)

4) Ishay, *Human Rights Reader*, document 13.8 (Muzaffar)

**Thurs., 11/17:** Are human rights universal? (cont’d); **Essay Option #6 due**

*Assigned Reading:* 1) Abdullahi Ahmed An-Naim, “Human Rights in the Muslim World” (\*BB\*)

2) Cairo Declaration of Human Rights in Islam (\*BB\*)

3) UN, Vienna Declaration (\*BB\*)

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**WEEK 14:**

**Tues., 11/22:** How can – and should - the international community stop human rights violations?; **Essay Option #7 due**

*Assigned Reading:* 1) Excerpts from Samantha Power, *A Problem From Hell: America in the Age of Genocide* (\*BB\*)

2) UN website on the Responsibility to Protect (\*BB\*)

3) Nicholas Kristof, “What to Do About Darfur” (\*BB\*)

**Thurs., 11/24:** NO CLASS – THANKSGIVING HOLIDAY

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**WEEK 15:**

**Tues., 11/29:** How can we stop human rights violations? (cont’d)

**Rwanda Memorandum due**

*Assigned Reading:* 1) Alex de Waal, “No Such Thing as Humanitarian Intervention” (\*BB\*) 2) John Tirman, “The New Humanitarianism: How Military Intervention Became the Norm” (\*BB\*)

**Thurs., 12/01:** Group Activity: The Rwandan Genocide

*Assigned Reading:* Gourevitch, *We Wish to Inform You That Tomorrow We Will Be Killed With Our Families*

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**WEEK 16:**

**Tues., 12/06:** What is the future of human rights?; **Essay Option #8 due**

*Assigned Reading:* 1) William I. Hitchcock, “The Rise and Fall of Human Rights?” (\*BB\*)

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**FINALS WEEK**

**Day/Time:** Final class meeting; **Final Paper/Exam due**

**Selected Bibliography**

Abramowitz, Sharon and Catherine Panter-Brick, eds. *Medical Humanitarianism: Ethnographies and Practice.* Philadelphia: University of Pennsylvania, 2015.

Abu-Lughod, Lila. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.” *American Anthropologist* 104, no. 3 (September 2002): 783-790.

Afkhami, Mahnaz, ed. *Faith and Freedom: Women’s Human Rights in the Muslim World*. Syracuse: Syracuse University, 1995.

Agosin, Marjorie. *A Map of Hope: Women’s Writings on Human Rights – An International Literary Anthology*. New Brunswick: Rutgers, 1999.

Ahmed, Shamima and David M. Potter. *NGOs in International Politics*. Bloomfield, CT: Kumarian Press, 2006.

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