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Hill Hall 627  
off hr: Tu 4:30-5:30  
after class / by appt

## **Human Rights in a Global World**

Anthropology 21:070:320  
Dana Room, 4<sup>th</sup> Floor, Dana Library  
Tu 6-9

Prof. Alexander Hinton  
*Contact information above*

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Since the passage of the 1948 Universal Declaration of Human Rights (UDHR), human rights have become one of the leitmotifs of the modern world, one whose emergence is directly bound up with the Holocaust in particular and mass atrocity more generally. This course explores the origin and proliferation of concepts and institutions related to human rights and mass atrocity, with a particular emphasis on the infrastructures that have emerged to prevent mass human rights violations such as genocide and atrocity crimes. Along the way, we will take up a variety of topics as we explore how human rights ideas, laws, institutions, movements, and practices are enacted, transformed, contested, and understood in contexts ranging from international courts to rural villages in the Global South. Throughout the course, you are expected to continually reflect not just on the readings, but also on how the concepts and ideas we discuss relate to your lives and the contexts of diversity and intercultural complexity through which you move.

### **Learning Goals**

- Knowledge of the international human rights prevention infrastructures ranging from institutional mechanisms to key human rights documents and laws.
- Understanding the origins and concept of human rights as well as how human rights vary across time and place.
- Enhancing analytical and critical thinking skills.
- Understanding key issues in the anthropology of human rights, including: (a) the tension between universalism and particularism; (b) “how human rights travel” and, in so doing,

are vernacularized, appropriated, ignored, and transformed as they “land” in particular settings; and (c), and relatedly, the role of culture and diversity in intergroup relations and related human rights issues, including atrocity crimes and their prevention.

- Awareness of the possibility and limitations of mass atrocity / mass human rights crimes interventions through case studies and contemporary examples.
- Understanding how human rights relate to the lives of students and the local and global worlds around them.

## REQUIRED BOOKS

\*\**Hardcopies* of books (and articles) required / \*\*no e-versions besides Straus\*\*

Donnelly, Jack and Daniel J. Whelan. 2018. *International Human Rights* (5<sup>th</sup> edition).  
Boulder, CO: Westview.   **\*\*5<sup>th</sup> edition only\*\***

Hinton, Alexander Laban. 2018. *The Justice Facade: Trials of Transition in Cambodia*.  
New York: Oxford University Press.

Straus, Scott. 2016. *Fundamentals of Genocide and Mass Atrocity Prevention*.  
Washington, D.C.: United States Holocaust Memorial Museum. (pdf)

*Oxford English Dictionary* app (recommended)

**\*\*\* You must bring a hard copy of the assigned book/s and articles to each class** (no Kindle, e-book, or pdfs)\*\*\*

**\*\*\* Books are available at Rutgers Bookstore.**

**\*\*\* Most of the books listed above are on 2-hour reserve at Dana library (under Anthropology 21:070:320). E-articles should be downloaded the library IRIS e-journals (a few will be posted on Blackboard). Please print out each pdf and bring the hard copy to class.**

**\*\*\* Please turn off all cell-phones and other electronic devices during class and put them away.** Texting, checking Facebook, and so forth are not permitted. Your phone and other electronic devices (laptops, Kindles, e-readers, iPads, etc.) must be put away during the entire class. Studies have shown that when electronic devices are not being used, student retention of knowledge is higher, learning more active, and discussion better.

\*\*\* Unless otherwise indicated, assignments will **not be accepted by e-mail**. You must bring / turn in a hard copy of written work.

\*\*\* **Plagiarism Policy** – Plagiarism shows disrespect for intellectual property, the college, the instructor, your fellow students, and yourself. Taking credit for work that is not your own, copying ideas from the internet, submitting a paper you did not write, and not properly citing your sources are all considered plagiarism. Plagiarism is a very serious offense and will result in a failing grade and jeopardize student standing. If you are uncertain whether something constitutes plagiarism, please come talk to me or see:

<http://libguides.rutgers.edu/c.php?g=336756&p=2272723>

On academic integrity, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

## REQUIREMENTS

- **Participation / Attendance (10%)**: By signing up for this course, you are committing to attend it regularly barring an unforeseen emergency or illness. Your grade will drop if you miss classes, don't participate, or repeatedly late or leave early. If a student has more than one unexcused absence (missing a significant portion of the class period counts as a partial absence), his or her final grade will be lowered by 3.5% for the first extra absence and 5% for each extra absence thereafter.

- **Group Presentation (with presentation proposal) (10%)**: Each student will participate in a group presentation on a global atrocity crimes "hot spot." Your group will monitor the case in question on a weekly basis (and provide updates to the class) and, toward the end of the semester, formally present on the case while answering the following question: "How has the International Human Rights Regime been (and not been) mobilized to prevent genocide in your case? And what else might be done?" Be sure to draw on class readings in answering this question and use "The Framework of Analysis" as the starting point for your monitoring and assessment. A description of your group presentation, including specific discussion of how it relates to course readings and themes, will be due on the prior to your presentation (sent as a pdf file). Each group should meet with the instructor or TA prior to their November presentation.

- **Weekly Quizzes (40%)**: Each week, there a quiz will be given promptly *at the start of class* and conclude fifteen minutes later. Please be sure to be on time.

- **Cumulative Exam (multiple choice + "policy brief" on atrocity "hot spot) (40%)**: There will be a cumulative exam, half of which will be a student policy brief on an atrocity crimes "hot spot" due on December 5 (the other half will include select "study questions" from the syllabus).

## **COURSE SCHEDULE**

*(please note the syllabus is subject to modification depending on current events and our discussions)*

### **Tues, Sept 4 – Introduction**

- syllabus (carefully review before class)
- film*, “The Story of Human Rights?”
- Assessment Quiz* on syllabus & atrocity prevention (given promptly at the start of class)

### *Recommended films on Genocide and Atrocity Crimes Prevention*

- “Operation Finale” (now playing / about the Nazi Adolf Eichmann)
- “Watchers of the Sky” (about Raphael Lemkin and atrocity crimes prevention)

## **I. Human Rights and Atrocity Crime Prevention**

### **Tues, Sept 11 – International Human Rights**

- Donnelly and Whelan, Chapter 1
- HR Document: 1948 The Universal Declaration of Human Rights  
<http://www.un.org/en/universal-declaration-human-rights/index.html> (text)
- Dembour, “What are Human Rights: Four Schools of Thought” (pdf)
- Ignatieff, “Human Rights as Politics” (pdf)

*In-class film clip*, “The Measure of a Man” (Star Trek)

*Quiz 1*

*Study questions (see also Donnelly & Whelan study questions for each chapter)*

How did international human rights norms emerge (note the places of the UN Genocide Convention and Declaration of Human Rights and UN Genocide Convention within this process)? What is the international human rights regime? (Be able to define “international regime” and the “international human rights regime.”) What the “four schools of thought” about human rights? What does Ignatieff mean by titling his essay “human rights as politics”?

## Tues, Sept 18 – Global Human Rights Regime

- Donnelly and Whelan, Chapter 5 & p. 177-79 (on Rwanda)
- Cowan, Jane. 2015. “Between Learning and Schooling: The Politics of Human Rights Monitoring at the Universal Periodic Review.” *Third World Quarterly* 36(5): 1175-90.
- *website*: Human Rights Council (<https://www.ohchr.org/en/hrbodies/hrc/pages/home.aspx>)
- *Graph*: Muñoz, Alejandro Anaya. 2017. “International Human Rights Regimes: A Matrix for Analysis and Classification.” *Sur* 14(25): chart on p. 175 (open access journal) <http://sur.conectas.org/en/international-human-rights-regimes-matrix-analysis-classification/>
- *HR Document*: 1948 Convention on the Prevention and Punishment of the Crime of Genocide (<http://www.hrweb.org/legal/genocide.html> (text / 2pgs.))

### Quiz 2

*Study questions (see also Donnelly & Whelan study questions for each chapter)*

What is the Global Human Rights Regime? (Start differentiating the key aspects of and broad differences between the global, regional, and transnational levels of the international human rights regime.) How does the Human Rights Council operate as part of the Global Human Rights Regime (i.e., in terms of norms and procedures like Universal Periodic Review, Reports, and so forth)?

## Tues, Sept 25 – Humanitarian Intervention and the Responsibility to Protect (R2P)

- Donnelly and Whelan, Chapter 10 & p. 140-141 on Myanmar
- *case study, Myanmar*: UNHCR, “Report of the Independent International Fact-Finding Mission on Myanmar” (Advanced Unedited Version, August 24, 2018) [https://www.ohchr.org/Documents/HRBodies/HRCouncil/FFM-Myanmar/A\\_HRC\\_39\\_64.pdf](https://www.ohchr.org/Documents/HRBodies/HRCouncil/FFM-Myanmar/A_HRC_39_64.pdf)
- *case study, Rwanda: reread* Barnett, Michael N. 1977. “The UN Security Council, Indifference, and Genocide in Rwanda.” *Cultural Anthropology* 12(4): 551-78. (pdf)
- *website*: Global Centre for the Responsibility to Protect -- <http://www.globalr2p.org>
- recommended: Lemkin, “Totally Unofficial Man” (pdf)

### Quiz 3

*Study Question*: According to Donnelly and Whelan, has the international community been effective in making humanitarian interventions to stop genocide and mass atrocity? How was the Global Human Rights Regime mobilized to respond to the Rwanda crisis in 1994 and, according to Barnett, what problems arose and why? Given what you have read, how might the Global Human Rights Regime be mobilized differently today? For example, to what extent are the international human rights infrastructures being mobilized in with regard to the Rohingya (Myanmar) similar or different than those operationalized in 1994? Are they more effective and, if so, to what extent?

**Oct 2 – Case Study: UN Office on Genocide Prevention (Global HR Regime)**

- *website*: UN Office on Genocide Prevention and the Responsibility to Protect  
-- [www.un.org/en/genocideprevention/](http://www.un.org/en/genocideprevention/)
- UN Office on Genocide Prevention and the Responsibility to Protect. 2014. “Framework of Analysis for Atrocity Crimes: A Tool for Prevention.” New York: United Nations. (33 pages, Blackboard pdf)  
[http://www.un.org/en/preventgenocide/adviser/pdf/framework%20of%20analysis%20for%20atrocity%20crimes\\_en.pdf](http://www.un.org/en/preventgenocide/adviser/pdf/framework%20of%20analysis%20for%20atrocity%20crimes_en.pdf)
- Hehir, Aidan. 2010. “An Analysis of Perspectives on the Office of the Special Adviser on the Prevention of Genocide.” *Genocide Studies and Prevention* 5(3): 258-76.
- Hehir, Aidan. 2011. “The Special Adviser on the Prevention of Genocide: Adding Value to the UN’s Mechanisms for Preventing Intra-state Crisis?” *Journal of Genocide Research* 13(1): 271-286.
- United Nations Office on Genocide Prevention and The Responsibility to Protect. N.D. “Plan of Action for Religious Leaders and Actors to Prevent Incitement to Violence that Could Lead to Atrocity Crimes.” New York: United Nations.  
[http://www.un.org/en/genocideprevention/documents/publications-and-resources/Plan%20of%20Action\\_Religious\\_Prevent-Incite-WEB-rev3.pdf](http://www.un.org/en/genocideprevention/documents/publications-and-resources/Plan%20of%20Action_Religious_Prevent-Incite-WEB-rev3.pdf)

*Quiz 4*

*Study Questions*: Describe the structure, functions, and practices of the UN Office on Genocide Prevention. How does it interface with other units within the UN and the larger human rights / atrocity crimes prevention regime (be specific in your answers including discussion of the various levels of the international human rights regime)? How has the Responsibility to Protect become a part of the atrocity crimes prevention history and practice? Has the Office been involved, directly or indirectly, in your group’s case study? If so, how? If not, why not? How might you draw on the “Framework of Analysis” to monitor your atrocity crimes “hot spot?” (Also, be sure to be familiar with the “Framework of Analysis” risk factors and the definition of atrocity crimes and the responsibility to protect).

## Oct 9 – Transnational Human Rights / Atrocity Prevention Regime

- Donnelly & Whelan, Chapter 9
  - *website review*
    - Auschwitz Institute for Peace and Reconciliation  
<http://www.auschwitzinstitute.org>
    - International Conference on the Great Lakes Region (Genocide Prevention)  
<http://www.icglr.org/index.php/en/genocide-prevention>
  - “Integration into the State Architecture for Prevention: National Mechanisms for the Prevention of Genocide and other Atrocity Crimes,” Auschwitz Institute, 2018  
<http://www.auschwitzinstitute.org/wp-content/uploads/2016/01/2018-National-Mechanisms-Booklet-web.pdf>
  - Capicotto, Samantha, and Rob Scharf. 2018. “National Mechanisms for the Prevention of Atrocity Crimes,” *Genocide Studies and Prevention* 11(3): 6-19.  
<https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1502&context=gsp>
- recommended film*, “Kony 2012” (<https://invisiblechildren.com/kony-2012/>)

### *Quiz 5*

*Guest speaker, October 9, 7pm, Dana Room, 4<sup>th</sup> Floor, Dana Library*

Jack Mayerhofer, Chief of Staff, Auschwitz Institute for Peace and Reconciliation

“Working with Government and other State Actors for Atrocity Prevention”

*Quiz Study Question:* What is the transnational human rights regime and how does it differ from the global multilateral human rights regime? What are the norms and procedures used by Transnational international non-governmental (INGOs) actors like Amnesty International and Human Rights Watch? What is the mission of the Auschwitz Institute (a transnational human rights / atrocity prevention regime actor) and how does its work on “national mechanisms for the prevention of genocide and atrocity crimes” illustrate how it implements its mission? In what other ways does it implement its vision?

## **Oct 16 – Regional Human Rights Regime**

- Donnelly & Whelan, Chapter 6
- Frank, David A. 2018. “The Reduction of Mass Atrocity Crimes in East Asia: The Evolving Norms of ASEAN’s Prevention Mechanism.” *Genocide Studies and Prevention* 11(3):98-108. (e-journal)
- *peruse related websites:*
  - ASEAN Intergovernmental Commission on Human Rights (<http://aichr.org>), -- --
  - ASEAN Parliamentarians on Human Rights (<https://aseanmp.org>)
  - Asia-Pacific Centre for the Responsibility to Protect (<https://r2pasiapacific.org>)
- Muñoz, Alejandro Anaya. 2017. “International Human Rights Regimes: A Matrix for Analysis and Classification.” *Sur* 14(25): 174-78.
- Dieng, Adama, and Jennifer Welsh. 2016. “Assessing the Risk of Atrocity Crimes.” *Genocide Studies and Prevention* 9(3): 4-12. (e-journal)  
(case study-related reading on “Framework of Analysis” for group pres work)
- *revisit* UN Office on Genocide Prevention and the Responsibility to Protect. 2014. “Framework of Analysis for Atrocity Crimes: A Tool for Prevention.” New York: United Nations.

*Presentation workgroup (part of class will be allocated for group work)*

### *Quiz 6*

*Study questions (see also Donnelly & Whelan study questions for each chapter)*

What are the key actors in the regional human rights regime? How does it differ from an interact with other levels of the international human rights regime (global, transnational, and national levels)? How has the regional human rights regime been mobilized to prevent atrocity crimes and what are its strengths and weaknesses in doing so? How does ASEN work in this regard? How do Dieng and Welsh describe assessment using the OSAGP “Framework of Analysis?” And how might it contribute to your group presentation?

### Oct 23 – National Human Rights Regime & The US / USHMM

- Donnelley and Whelan, Chaps 7-8
- Straus, *Fundamentals of Genocide and Mass Atrocity Prevention* v-28 (Presidential Directive 10), 123-30
- “Atrocities Prevention,” U.S. Department of State  
<https://www.state.gov/j/atrocitiesprevention/>
- Pomper, Stephen. 2018. “Atrocity Prevention Under the Obama Administration: What We Learned and the Path Ahead.” Washington, D.C.: USHMM.  
[https://www.ushmm.org/m/pdfs/Stephen\\_Pomper\\_Report\\_02-2018.pdf](https://www.ushmm.org/m/pdfs/Stephen_Pomper_Report_02-2018.pdf)
- website review: USHMM The Simon-Skjodt Center for the Prevention of Genocide  
-- [www.ushmm.org/confront-genocide/about](http://www.ushmm.org/confront-genocide/about)

#### *Quiz 7*

*Quiz Study Question:* What is the National Human Rights Regime and how does it differ from the other dimensions (global, transnational, and regional) of the International Human Rights Regime? What is the structure of the U.S. National Human Rights Regime? Does the U.S. have a “National Mechanism for Prevention” in the sense that AIPR discusses the term? How did the U.S. national prevention architecture develop under Obama and how does the USHMM fit into this architectures, if it does?

### Oct 30 – National and Sub-National Regimes

- Straus, *Fundamentals of Genocide and Mass Atrocity Prevention*, tba (pdf)
- Boix, Bridget. 2016. “Turning Atrocity Prevention Inside-Out: Community Based Approaches to Preventing, Protecting, and Recovering from Mass Violence.” *Genocide Studies and Prevention* 9(3): 59-69 (e-journal)
- *revisit* Capicotto, Samantha, and Rob Scharf. 2018. “National Mechanisms for the Prevention of Atrocity Crimes,” *Genocide Studies and Prevention* 11(3): 6-19.  
<https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1502&context=gsp>

#### *Quiz 8*

*Study questions:* What is the National Human Rights Regime and how does it differ from the other dimensions (global, transnational, and regional) of the International Human Rights Regime? And based on AIPR’s work on “national mechanisms,” how do sub-national actors interface with national, regional, transnational, and global actors working on genocide prevention?

### III. Global Human Rights & Culture

#### Nov 6 – Human Rights: Universal or Particular?

- Donnelly and Whelan, Chap 3
- 1947 AAA Statement on Human Rights (4 pgs)
  - <http://franke.uchicago.edu/aaa1947.pdf>
  - also at: <http://humanrights.americananthro.org/1947-statement-on-human-rights/>
- 1999 AAA Statement on Human Rights (2 pgs)
  - <http://humanrights.americananthro.org/1999-statement-on-human-rights/>
- Preis, Anne-Belinda S. 1996. "Human Rights as Cultural Practice: An Anthropological Critique." *Human Rights Quarterly* 18: 286-315.
- Document: International Covenants on Civil and Political Rights & Economic, Social, and Cultural Rights (1966)

*presentations*

*Quiz 9*

*Quiz Study Question:* What are positions of universalist / relativist perspectives on human rights? How is this division and tension reflected in the American Anthropological Association statements? The 1948 AAA statements states: "How can the proposed Declaration be applicable to all human beings, and not be a statement of rights conceived only in terms of the values prevalent in countries of Western Europe and America?" Do you agree? How have anthropologists sought to overcome the paradox of the need to respect universal values and cultural difference? And how does this tension between universalism and particularism affect relations across culturally diverse settings?

#### Nov 13 – Diversity and Difference: Culture, Buddhism, and Vernacularization

- Sikkink, Kathryn, and Hun Joon Kim. 2013. "The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations." *Annual Review of Law and Social Science* 9: 269-85 (e-journal)
- Levitt, Peggy, and Sally Merry. 2009. "Vernacularization on the Ground: Local Uses of Global Women's Rights in Peru, China, India and the United States." *Global Networks* 9(4): 44-161. (e-journal)
- Hinton, *The Justice Facade* (1-36, 64-88)

*Recommended films:* "The Missing Picture"

*Guest lecturer, Willa-Rae Culpepper*

*Quiz 10*

*Study questions:* What is "the justice cascade" and how does it relate to the international human rights regime? How do Levitt and Merry's arguments about "vernacularization," intermediaries, and gender rights and Hinton's about "the transitional justice imaginary" and "the justice facade" complicate and even undercut "the justice cascade" argument? Relatedly, how does the creation of the Uncle San booklet by the (Local NGO) Khmer Institute of Democracy illustrate the messiness of norm transmission, including local Cambodian

Buddhist beliefs? Be sure to understand the following key terms: the justice cascade, vernacularization, intermediaries, “values packages,” the transitional justice imaginary, the justice facade, Uncle San, the Khmer Institute of Democracy, and Cambodian Buddhist vernacular understandings of transitional justice and human rights norms.

**Nov 20 – \*\*No Class\*\* (Thurs classes)**

- continue reading Hinton, *The Justice Facade*

**Nov 27 – Global Justice, Subdomestic Actors, and Vernacularization**

- finish Hinton, *The Justice Facade*

*presentations*

*Quiz 11* (on the entire book)

*Study questions:* What is “the justice facade” and how does it related to Cambodian Buddhist vernacular understandings. How do Cambodia NGOs translate and vernacularize conceptions of global justice? And what does such vernacularization say about how human rights ideas vary across diverse and complicated cultural worlds? Be ready to answer this question in relationship to Cambodian NGOs like KID, CSD, and DC-Cam.

**Dec 4 – Genocide Commemoration Day (\*\*policy brief due\*\*)**

- Readings, tba
- UN Resolution on the International Day of Commemoration and Dignity of the Victims of the Crimes of Genocide and of the Prevention of Genocide (Dec 9)  
-- [http://www.un.org/en/ga/search/view\\_doc.asp?symbol=A/RES/69/323](http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/69/323)

*possible guest lecture*

*Quiz 12* (if applicable)

*Recommended films on Genocide*

“Schindler’s List” (25<sup>th</sup> Anniversary re-release on December 7)

*(December 9) International Day of Commemoration and Dignity of the Victims of the Crimes of Genocide and of the Prevention of Genocide*

**Dec 11 – Review**

Review