

LEAD 579
Human rights advocacy and international NGOs
Spring 2015
Thursday, 6-9pm
Room: MRH 145

Instructor Hans Peter Schmitz (MRH 275J)
619.260.2747
Office hours: by appointment

Course description

The idea of human rights has become a powerful tool in struggles against oppression and discrimination. Since the 1960s, international non-governmental organizations (INGOs) have pioneered information and media strategies to address human rights abuses and injustice across the world. This course investigates the practice of human rights-based advocacy from practitioner and interdisciplinary academic perspectives. It focuses attention on the history of transnational activism, its effectiveness and challenges, and controversies about the motives and tactics of activists. The seminar will discuss in what ways international NGOs target individual states, corporations and other non-state actors. It will also draw on lessons learned from some of the major recent global INGO campaigns focused on topics such as torture, capital punishment, anti-personnel landmines, women's rights, or global poverty.

*The Department of Leadership Studies faculty has approved this course to meet the requirements of the SOLES International Experience Requirement.

Course objectives

At the end of the course, students will be able to:

- assess the role of international NGOs as agents of social and political change;
- consider the key differences between domestic and international advocacy efforts;
- discuss the relative strengths and weaknesses of contemporary interdisciplinary research on the effectiveness of INGO strategies and tactics;
- understand the core contributions of INGOs in the international policy process from agenda-setting to implementation;
- consider the importance of core future challenges for INGOs;
- develop effective research strategies and/or policy recommendations on a specific human rights issue and/or national context.

Readings

The course readings will consist of academic articles and other publications made available on Blackboard.

Course requirements (Two credit option)

Class attendance and participation	10%
Response papers	40%
Advocacy strategy proposal	50%

Assessment of student performance

Class **attendance** and **participation** entail regular reading of the materials and active participation.

The **response papers** are due throughout the semester and offer a written assessment of two or more of the assigned readings in a given week. Each student will write a total of three papers (750 words each). The papers must be circulated on the day before the class session with the assigned reading(s). Students submitting response papers will also introduce the readings for class discussion.

The **advocacy strategy proposal** will require students to apply lessons from the readings to the development of an issue you would like to advocate for. During class sessions, we split time between the discussion of readings and your advocacy projects. Students will focus either on a global issue advanced at the international level (agenda-setting and norm creation), or on a campaign that focuses on advocacy targeted at domestic social and political change (implementation, compliance, and monitoring). As part of the advocacy project, students will submit the following assignments:

- identification of a ‘cause’ (why this issue?, why not another issue?)
- context (who is already doing advocacy in this area?, what are the facts?)
- identification of a ‘solution’ (what is it you want to accomplish?)
- strategy (‘insider’ or ‘outsider’ approach, allies?)
- tactics (online, offline?)
- monitoring and evaluation (how do you assess the effectiveness of your advocacy?)

After receiving feedback on your draft sections, the final advocacy proposal is due on Friday, May 1.

THREE CREDIT OPTION

Students taking the course for three credits will write a **research or policy paper** based on a topic related to the course content. Students will chose their assignment in the second week and submit two drafts prior to final submission. The first draft will include a two page overview/outline of the planned project and a one-page bibliography of initial sources identified. The second draft will cover a full introduction and at least one main part of the final paper. The research paper is 14-16 pages long. This assignment counts for 20 per cent of the overall grade. Students choosing the three credit option will only submit one response paper.

Requests for accommodations

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students’ needs, however, performance standards for the course will not be modified in considering specific accommodations.

Course Schedule

Class session/topic	Readings assigned
January 29: What are human rights and where do they come from?	1. Martinez, Jenny S. 2013. Human rights and history, <i>Harvard Law Review</i> 126 (7), 221-240. 2. Donnelly, Jack 2013. <i>Universal Human Rights in Theory and Practice</i> . Ithaca: Cornell University Press (chapters 1, 2, and 11: ‘The Concept of Human Rights,’ ‘The Universal Declaration Model,’ and ‘International Human Rights Regimes,’ 7-39, 161-196). 3. The Universal Declaration of Human Rights , 1948.
February 5: Do human rights treaties work?	1. Hafner-Burton, Emilie M. 2012. International Regimes for Human Rights. <i>Annual Review of Political Science</i> 15, 265-286. 2. Roth, Kenneth and Eric Posner 2015. Have Human Rights Treaties Failed? New York Times, Room for Debate . 3. Hopgood, Stephen 2013. Human rights: past their sell-by date, openDemocracy , June 18.
February 12: Human rights organizations and networks Due today: ‘identify your cause’ section	1. Willetts, Peter 2002. What is a Non-Governmental Organization? , in <i>Encyclopedia of Life Support Systems: Encyclopedia of Institutional and Infrastructural Resources</i> . Oxford: Eolss Publishers. 2. Schmitz, Hans Peter 2014. ‘Non-state actors in human rights promotion’, <i>The Sage Handbook of Human Rights</i> , edited by Anja Mihr and Mark Gibney. London: Sage, 352-372. 3. Rieff, David 1999. Precarious Triumph of Human Rights, <i>The New York Times Magazine</i> , August 8, 36-41. 4. Petrasek, David 2011. Human Rights – The Last Big Thing?, <i>Journal of Human Rights Practice</i> 3, 105-112.
February 26: Campaigns: global advocacy (three credit option: first draft due) Due today: ‘context’ section	1. Becker, Jo 2013. <i>Campaigning for Justice. Human Rights Advocacy in Practice</i> . Stanford: Stanford University Press (chapter 2 on domestic workers). 2. Cox, Brendan 2011. <i>Campaigning for International Justice</i> . London: BOND (Read ‘Executive summary,’ 4-6, and ‘Themes,’ 33-61). 3. Price, Richard 1998. Reversing the Gun Sights: Transnational Civil Society Targets Land Mines, <i>International Organization</i> 52, 613-644.
March 5: Advocacy lessons	1. Esso, Shereen and Lisa VeneKlasen 2013. Making Change Happen. Power-Movement-Change: Malawi. JASS . Just Associates. 2. Lord, Janet E. 2002. Mirror, Mirror on the Wall: Voice Accountability and NGOs in Human Rights Standard Setting, <i>Seton Hall Journal of Diplomacy and International Relations</i> 5 (2), 93-110. 3. Stachowiak, Sarah 2013. Pathways for Change: 10 Theories to Inform Advocacy and Policy Change Efforts , Center for Evaluation Innovation/ORS Impact. 4. Libby, Pat et al. 2012. <i>The Lobbying Strategy Handbook</i> . London: Sage (excerpts).
March 12: Measuring advocacy outcomes and impact	1. Schlangen, Rhonda, and Jim Coe 2014. The Value Iceberg. Weighing the Benefits of Advocacy and Campaigning. BetterEvaluation. 2. Barkhorn, Ivan, Nathan Huttner and Jason Blau 2013. Assessing Advocacy , <i>Stanford Social Innovation Review</i> (spring). 3. Teles, Steven and Mark Schmitt 2011. The Elusive Craft of Evaluating Advocacy , <i>Stanford Social Innovation Review</i> (summer). 4. Organizational Research Services 2007. <i>A Guide to Measuring Advocacy and Policy</i> . Annie E. Casey Foundation.

<p>March 19: Competing for attention</p> <p>Due today: 'solution' section</p>	<ol style="list-style-type: none"> 1. Waldorf, Lars 2012. White Noise: Hearing the Disaster, <i>Journal of Human Rights Practice</i> 4, 469-474. 2. Thrall, A. Trevor, Dominik Stecula, and Diane Sweet 2014. May We Have Your Attention Please? Human-Rights NGOs and the Problem of Global Communication, <i>The Harvard International Journal of Press/Politics</i> 19 (2), 135-159. 3. Ron, James, Howard Ramos, and Kathleen Rodgers 2006. What Shapes the West's Human Rights Focus? <i>Contexts</i>, 23-28.
<p>March 26: Online advocacy: how does social media matter?</p> <p>(three credit option: second essay draft due in class)</p>	<ol style="list-style-type: none"> 1. Bennett, W. Lance, and Anna Segerberg. 2012. The Logic of Connective Action. <i>Information, Communication & Society</i>, 15 (5), 739-768. 2. Karpf, David 2010. Online Political Mobilization from the Advocacy Group's Perspective: Looking Beyond Clicktivism. <i>Policy & Internet</i> 2 (4), 7-41. 3. Gregory, Sam 2012. 'Kony 2012 Through a Prism of Video Advocacy Practices and Trends', <i>Journal of Human Rights Practice</i> 4, 463-468.
<p>April 2: spring break</p>	<p>No class</p>
<p>April 9: Celebrity advocacy</p> <p>Due today: 'strategy' and 'tactics' section</p>	<ol style="list-style-type: none"> 1. Thrall, A Trevor et al. 2008. Star Power: Celebrity Advocacy and the Evolution of the Public Sphere, <i>The Harvard International Journal of Press/Politics</i> 19 (2), 135-159. 2. Brockington, Dan 2012. The production and construction of celebrity advocacy in international development, <i>Third World Quarterly</i> 35 (1), 88-108. 3. Volcic, Zala, and Karmen Erjavec 2014. Transnational celebrity activism in Bosnia and Herzegovina: Local responses to Angelina Jolie's film 'In the Land of Blood and Honey,' <i>European Journal of Cultural Studies</i>.
<p>April 16: Advocacy for social, economic, and cultural rights</p>	<ol style="list-style-type: none"> 1. Gready, Paul 2013. Organisational Theories of Change in the Era of Organisational Cosmopolitanism: lessons from ActionAid's human rights-based approach, <i>Third World Quarterly</i> 34, 1339-1360. 2. Aberese Ako, Matilda, Nana Akua Anyidoho, and Gordon Crawford 2013. NGOs, Rights-Based Approaches and the Potential for Progressive Development in Local Contexts: Constraints and Challenges in Northern Ghana, <i>Journal of Human Rights Practice</i> 5, 46-74. 3. Schmitz, Hans Peter 2012. A Human Rights-based Approach (HRBA) in Practice: Evaluating NGO Development Efforts, <i>Polity</i> 44, 523-541.
<p>April 23, 30, and May 7 (Research presentations (Three credit option only))</p>	<ul style="list-style-type: none"> • Academic conference-style panels featuring student presentations • Students taking the class for three credits will present in panels with assigned chair and discussant (presentation time: 10 minutes).

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final

grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.”

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES On-line Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on academic integrity

The complete plagiarism policy is available for your review at:

http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.

Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor’s files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor’s determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean’s office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of

probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.