

IAFS 3000-002: Humanitarianism
Spring, 2024
Monday, Wednesday, Friday, 10:10-11:00
Hale 260

Contact Information

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Ketchum 212
Office Hours: MWF: 1:15-2:15

Class Description

What human rights do people have? How and why are these rights violated by governments, during war, and through lack of development or other basic needs? What can the international community do to help secure these basic rights in different circumstances? This course will consider these questions. It is broadly divided into three segments. First, we will consider human rights in peacetime, and why governments violate the human rights of their citizens. Second, we will consider human rights in conflict, why war crimes and genocide are committed, and what can be done to protect people in war. Finally, we will consider individuals' economic rights and what can be done to help development, alleviate poverty, and secure prosperity for all people.

Learning Objectives

- Understand current the current international law on human rights as well as philosophical traditions that created this framework
- Understand how and why human rights are violated
- Understand various methods of protecting or promoting human rights and their strengths and weaknesses

Texts and Readings

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

Course Requirements and grades

Your grade will be determined by the following assignments:

- Three papers (30% each)
- Attendance and participation (10%)

Papers (due February 23, April 5, and May 1)

For each segment of the course, you will write a paper analyzing the causes of humanitarian problems and what can be done to prevent them. Each paper will be a maximum of five pages, double spaced. A more detailed prompt will be provided later.

Attendance and participation

You are required to attend all scheduled classes and relevant small group meetings and participate fully. You are allowed two unexcused absences, and then each further absence will

result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

Schedule

- Week 1 - introduction
 - Jan. 17
 - Jan. 19
 - “How to Read a Scholarly Article.” Brown University. <https://libguides.brown.edu/evaluate/Read> (How to read)
 - Barnett, Michael and Thomas G. Weiss. 2011. *Humanitarianism Contested: Where Angels Fear to Tread*. London: Routledge. <https://doi-org.colorado.idm.oclc.org/10.4324/9780203829301>. Ch. 1 (On Canvas)
- Week 2 – human rights
 - Jan. 22
 - Universal Declaration of Human Rights. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
 - International Covenant on Civil and Political Rights. <https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil-and-political-rights> (Read through Article 27)
 - Viljoen, Frans. 2012. *International Human Rights Law in Africa*. 2nd edition. Oxford University Press <https://academic.oup.com/book/2219> (ch. 1, on Canvas)
 - Jan 24
 - Ishay, Micheline. 2008. *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press. Ch. 1, Ch. 2 (On Canvas)
 - Jan 26
 - Witte, John, M. Christian Green and John Witte. 2011. *Religion and Human Rights: An Introduction*. Oxford University Press. <https://ebookcentral.proquest.com/lib/ucb/detail.action?docID=800833>. Chs. 3, 5, 7. (On Canvas)
 - Lodi, Hafsa. 2022. “Muslim Feminists Are Not Here you’re your Misconceptions About Their Faith.” Refinery29. <https://www.refinery29.com/en-gb/muslim-feminism-womens-rights>
- Week 3 – why do states violate human rights?
 - Jan 29 – Iran pt. 1
 - “The Islamic Republic’s Power Centers.” Council on Foreign Relations. <https://www.cfr.org/article/islamic-republics-power-centers>
 - “Iran 2022” Amnesty International. <https://www.amnesty.org/en/location/middle-east-and-north-africa/iran/report-iran/>
 - Ziabari, Kouros. 2023. “Female Protests in Iran: One Year Later.” USIP. <https://iranprimer.usip.org/blog/2023/sep/06/protests-anniversary-one-year-later>

- Milani, Abbas. 2010. “The Green Movement.” USIP. <https://iranprimer.usip.org/resource/green-movement>
 - Alfoneh, Ali. 2010. “All the Guards Men: Iran’s Silent Revolution.” *World Affairs*. 173(3): 73-79. (On Canvas)
 - Jan 31 – repression
 - deMeritt, Jacqueline H.R. 2016. “The Strategic Use of State Repression and Political Violence” *Oxford Research Encyclopedias*.
 - Hafner-Burton, E. M. (2014). “A social science of human rights.” *Journal of Peace Research*, 51(2), 273–286. <http://www.jstor.org/stable/24557421>
 - Feb 2 – repression pt. 2
 - Hassan, Mai Daniel Mattingly, Elizabeth R. Nugent. 2022 “Political Control.” *Annual Review of Political Science*. 25:1, 155-174
 - Frantz, E., & Kendall-Taylor, A. 2014. “A dictator’s toolkit: Understanding how co-optation affects repression in autocracies.” *Journal of Peace Research*, 51(3), 332–346. <http://www.jstor.org/stable/24557483>
- Week 4 – Minority rights
 - Feb 5 – repression cont
 - Kuran, Timur. 2001. “Sparks and Prairie Fires: A Theory of Unanticipated Political Revolution.” *Public Choice*. 61(1): 41-74
 - Palmer, Ada. 2024. “Tools for Thinking About Censorship.” *Ex Urbe Blog*. <https://www.exurbe.com/tools-for-thinking-about-censorship/>
 - Feb 7 – Minority rights
 - Scribner, Colleen. 2019. “Why Strongmen Attack Women’s Rights.” *Freedom House*. <https://freedomhouse.org/article/why-strongmen-attack-womens-rights>
 - Ayoub, Phillip M. 2014. “With Arms Wide Shut: Threat Perception, Norm Reception, and Mobilized Resistance to LGBT Rights.” *Journal of Human Rights*. 13(3): 337-362. DOI: 10.1080/14754835.2014.919213
 - Posner, Daniel N. 2004. “The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi.” *The American Political Science Review*. 98(4), 529–545. <http://www.jstor.org/stable/4145323>
 - Feb 9 – Iran pt. 2
- Week 5 – protecting human rights
 - Feb 12 – democracy
 - Feb 14 – international institutions
 - Feb 16 - norms
- Week 6 – – laws of war
 - Feb 19
 - Feb 21
 - Feb 23
 - **Paper 1 due**
- Week 7 – why are war crimes committed?
 - Feb 26 – Bosnia pt. 1
 - Feb 28 – Why are war crimes committed
 - March 1 – sexual violence in conflict

- Week 8 – genocide and ethnic cleansing
 - March 4 – what is genocide?
 - March 6 – stages of genocide
 - March 8 – other causes of genocide
- Week 9 – preventing war crimes and genocide
 - March 11
 - March 13
 - March 15 – transitional justice
- Week 10 – reducing suffering in war
 - March 18
 - March 20
 - March 22
- Spring Break – March 25-29
- Week 11 – positive rights
 - April 1
 - April 3
 - April 5
 - **Paper 2 due**
- Week 12 – explaining differences in development
 - April 8
 - April 10
 - April 12
- Week 13 – development strategies
 - April 15
 - April 17
 - April 19
- Week 14 – helping individuals
 - April 22
 - April 24
 - April 26
- Week 15 - conclusions
 - April 29
 - May 1
 - **Paper 3 due**
 - May 3 (reading day)

Policies

Late policy

Assignments may be turned in late, provided you let me know. If you need to turn these in late, you **MUST** e-mail that it will be late (you do not need to provide a reason) **AND** provide a date by which you will have it completed. While they will be granted, extensions on the final paper must be limited in order to allow me to finish grading everything on time.

Communication

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet on zoom office hours.

Grading Grievances

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. If you wish to appeal a grade, you must submit in writing an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

Classroom Behavior

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy.

For more information, see the [classroom behavior policy](#), the [Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

Requirements for Infectious Disease

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all applicable campus policies and public health guidelines to reduce the risk of spreading infectious diseases. If public health conditions require, the university may also invoke related requirements for student conduct and disability accommodation that will apply to this class.

If you feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the [guidance of the Centers for Disease Control and Prevention \(CDC\) for isolation and testing](#). If you have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home but should follow the [guidance of the CDC for masking and testing](#).

Accommodation for Disabilities, Temporary Medical Conditions, and Medical Isolation

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance.

If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website. If you have a required medical isolation for which you require adjustment, e-mail me and we will work out appropriate accommodations

Preferred Student Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [Honor Code](#). Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: honor@colorado.edu, 303-492-5550. Students found responsible for violating the [Honor Code](#) will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit [Honor Code](#) for more information on the academic integrity policy.

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and [support resources](#) can be found on the [OIEC website](#).

Please know that faculty and graduate instructors must inform OIEC when they are made aware of incidents related to these policies regardless of when or where something occurred. This is to ensure that individuals impacted receive outreach from OIEC about resolution options and support resources. To learn more about reporting and support for a variety of concerns, visit the [Don't Ignore It page](#).

Religious Accommodations

Campus policy requires faculty to provide reasonable accommodations for students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please communicate the need for a religious accommodation in a timely manner. In this class, if a religious observance affects any graded assignment, please let me know and we will work out appropriate modifications

See the [campus policy regarding religious observances](#) for full details.

Mental health and wellness

The University of Colorado Boulder is committed to the well-being of all students. If you are struggling with personal stressors, mental health or substance use concerns that are impacting academic or daily life, please contact [Counseling and Psychiatric Services \(CAPS\)](#) located in C4C or call (303) 492-2277, 24/7.

Free and unlimited telehealth is also available through [Academic Live Care](#). The Academic Live Care site also provides information about additional wellness services on campus that are available to students.