

**International Studies 401-002: Topics in Global Security
“Emerging Human Rights Issues and Advocacy in Southeast and East Asia”**

University of Wisconsin-Madison – Spring 2018 (3 credits)

Visiting Professor: Jean M. Geran, Ph.D.

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Office Hours: Thursdays, 9:30-11:30 am or by appointment

Description: The course is structured around emerging human rights issues and advocacy tools used by the full range of actors involved in promoting human rights and dignity in East and Southeast Asia. Students will be familiarized with international human rights frameworks, key thematic issues in Asian human rights, points of leverage and how various advocacy tools may be effectively applied to specific country human rights situations to affect positive change. Thematic issues include human trafficking, child exploitation, religious freedom, democracy promotion, political dissent, ethnic conflict/war crimes and statelessness. Throughout the course, students will be encouraged to think creatively about the link between human rights and other global issues like trade, security, law-enforcement, conflict, development etc. so that these links can inform and improve any human rights advocacy efforts.

Format: This class is a lecture format but will include plenty of discussion time. I will provide an overview of the listed topics and will share practical knowledge and experiences from the foreign policy world. There also will be interactive discussion based on our readings and other material. You must be ready to discuss and you need to have completed the day's assigned readings before class. You also will benefit from guest speakers who are subject matter experts on various topics.

Learning Outcomes:

- Understand the international human rights framework, focused on Asia region
- Know who the actors are and what advocacy approaches they take
- Be able to identify and effectively apply advocacy tools to a specific country/issue
- Identify the links between human rights and other global issues for points of effective leverage

Required Readings: One book is required. I have not placed orders through a bookstore. You will need to locate and acquire it. Let me know if you have any problems with access. In addition to the book, you will have other required readings and some suggested readings for each session which will be available through the library electronic reserves.

Textbook: Lagon, Mark P., and Anthony Clark Arend (eds), *Human Dignity and the Future of Global Institutions* (Washington, DC: Georgetown University Press, 2014)

Grading and Assignments: Your learning outcomes will be evaluated in the following four ways:

- *Reaction papers:* students are required to submit reaction papers to the reading assignments (or other material assigned) for 3 classes out of Part 2 and 3 thematic weeks 4-13. These short papers should not exceed 500 words and shall be printed and submitted to me (mailbox or office) **one day in advance (by 4:00 p.m. on Tuesdays or Thursdays)**. Reaction papers will account for 30% (10% each) of your grade.

- *Participation*: Class participation is central and participants are expected to contribute actively to the discussion and course trajectory. Participation will account for 30% of the final grade.
- *Individual Final Project/Paper (Individual Human Rights Advocacy Strategy)*: students will be required to write a final paper of 2,000 words maximum. The paper will account for 30% of the final grade.
- *Group Presentation (Community/Topic Advocacy Strategy)*: students will be required to present a collaborative human rights strategy in teams created by the professor around chosen communities or topics of individual students. The group presentation will account for 10% of the final grade.

Reaction Papers Assignment: (30%): These short papers should not be a summary of the readings but instead should be like an informative memo. They should contain personal reaction to and reflection on the reading materials as well as identification of any advocacy tools used or referenced in the readings. Reaction papers should help you participate in class discussion and contribute to your final project. The main point is to have your ideas, reflections, thoughts out of the readings, what you have discovered, what has surprised you, what you think was important or unconvincing, what you agree or disagree with, what questions it raised for you, or an analysis of advocacy tools that may contribute to your final paper. You can choose the structure you deem most suitable: it can be a well-structured text or it can be, at least sometimes, a bullet-point paper if it allows you to raise different issues that are too hard to connect in 500 words. Either way you should seek to include several analytical points stated as succinctly as possible. Each paper must be related to the readings of the coming class but you are encouraged to write about ideas, concepts or tools within those readings that you think may be applied to whatever topic or community you have chosen for your final paper. Because reaction papers are short, when you've laid out an idea, try not to repeat it and use the remaining space to say something else. You can choose any class you want in the given thematic period but I strongly suggest you complete at least 2 before spring break.

Participation Grade Basis (30%):

1. Attending class. In case of emergency, serious illness or religious holiday, it is best to tell me in advance if you know you are going to miss class. However, you each will get ONE free pass to miss ONE class without penalty. For most, this will likely be the Friday before spring break although your final projects will benefit greatly from attending that day. Plan ahead as I will keep attendance and missing any more than ONE class during the semester will affect your participation grade.
2. Contributing to class discussion. Be prepared to bring up a point, highlight an advocacy tool or application you've discovered, raise a question, connect ideas, offer your opinion, share your experience, agree or disagree with others. Listening carefully to others in class should prompt ideas of your own for your final project.
3. You are encouraged to send me, via email, news articles relevant to the course. These may be on the Rohingya crisis or other pertinent issues and I expect each student to send me at least two news items which I may then share with the class list during the semester. I also expect each student to give a brief description of their submitted new item(s) in class at least once.

Individual Human Rights Advocacy Strategy Paper (30%): Your final human rights strategy paper will be your chance to effectively apply the advocacy approaches and tools you learned about in class to a particular persecuted community and human rights situation in East or Southeast Asia. Each community has its own unique set of challenges and issues surrounding the human rights situation and it will be your job to figure out what those challenges are and how to overcome them and improve the human rights situation for that community via effective advocacy. Throughout the course you should be thinking about how all the actors and tools you've seen applied to the

Rohingya case can be effectively adapted to address the challenges in your target community. This will require a significant amount of research outside of class on your community and their specific challenges and the sooner you get started on this research the more ideas you will develop through the class sessions that can be incorporated into your final project. For this reason, you will need to choose your community/topic by the third week of class and submit it to me for approval. While not absolutely necessary, your strategy paper will be greatly strengthened by choosing to write from a specific human rights advocate perspective (U.S. State Dept, journalist, human rights organization, congressional staffer etc.). If each student writes as a specific actor, it also will make the group presentation easier for all.

Group Presentation (10%): The last two days of class will be devoted to group strategy presentations where you will need to coordinate your individual advocacy strategy with others in your assigned group. I will form the groups based on each student's individual topic choices. There will be overlap and collaborative opportunities within each group. The presentations will be judged on how well your group has figured out synergies and identified ways that your individual strategies interact with other actors in your group and amplify the effectiveness of the overall group strategy. Like the individual strategies it will also be evaluated on feasibility, effectiveness to influence change, and creativity but with a focus on how the group strategy becomes greater than the sum of its parts. The question that should guide the development of your group presentation is 'how can we have a greater impact working together than working as individual advocacy actors?' The answer should be clear in the presentation made by your group.

Due Dates and Expectations: You may submit your weekly reaction papers (printed out) at any time you wish during the semester as long as it is before the class discussing your chosen topic/readings. Be smart: don't wait until the last three sessions to complete these assignments. The way you have spread your reaction papers over the semester will also give me a sense of the quality of your participation. Deadline for the individual human rights strategy paper on your chosen topic is firm. I will permit an extension under extenuating circumstances such as an emergency or serious illness. It is best to tell me in advance if you know you are going to be late with an assignment.

Please, no phones turned on or visible (to you or me) during class. You can choose to use a laptop to take notes during class but avoid engaging in multitasking or non-classroom-related online activity. I am good with names and faces and can often tell when you are distracted by other things on your laptop. It will affect your participation grade if I think you are multitasking, at my complete discretion.

Communications: Showing respect to all and professionalism are essential for effective human rights advocacy. Therefore, while I welcome and encourage email communication with students, I expect you to use formal salutations (Dear Professor Geran/Dr. Geran) and closings (Sincerely, Regards, Yours Truly, etc.) throughout the semester. If your emails are too informal, your participation grade will suffer. I am committed to responding to weekday emails within 48 business hours. Weekend emails will generally be replied to by Monday evening.

Academic Honesty: Please read this carefully. If you have questions, consult with me or go to UW's Academic Misconduct Guide for Students, available online.

The following is from the guide mentioned above:

- Academic honesty requires that the course work (drafts, reports, examinations, papers) a student presents to an instructor honestly and accurately indicates the student's own academic efforts. UWS 14 is the chapter of the University of Wisconsin System Administrative code that regulates academic misconduct. (Available online.) UW-Madison implements the rules defined in UWS 14 through our own "Student Academic Misconduct Campus Procedures." UWS 14.03 defines academic misconduct as:
 1. seeking to claim credit for the work or efforts of another without authorization or citation
 2. using unauthorized materials or fabricated data in any academic exercise
 3. forging or falsifying academic records or documents
 4. intentionally impeding or damaging the academic work of others
 5. engaging in conduct aimed at making false representation of a student's academic performance
 6. assisting other students in any of these acts
- Please remember that any academic misconduct may be sufficient grounds for failing a student for the entire course.

Credits: This is a 3 credit course. Traditionally one credit equates to one hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks.

TENTATIVE CLASS SCHEDULE

**Readings are to be completed on the date they appear in the syllabus but are relevant for that entire week. It is best to have as much weekly reading done for class on Wednesday as possible. Readings may be added or adjusted throughout the semester.

PART 1: International Human Rights Framework, Institutions, and Actors

Week 1 - Human Rights Institutions and Instruments

W Jan. 24 Introduction to the course and the Universal Declaration of Human Rights

Book: Lagon and Arend, Introduction

Required Readings:

Glendon, M.A. (2001). "The Longing for Freedom." Ch. 1 in *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights*. Random House. pp. 1-20.

F Jan. 26 International Human Rights Framework and Instruments

Book: Lagon and Kaminski, Ch. 6

Required Readings:

Roth, K. (2018). *How to Stand Up for Human Rights in the Age of Trump*. Foreign Policy. 18 January 2018. Retrieved from <https://foreignpolicy.com/2018/01/18/how-to-stand-up-for-human-rights-in-the-age-of-trump/>

Clarke, G. (2012). *The Evolving ASEAN Human Rights System: The ASEAN Human Rights Declaration of 2012*. Northwestern Journal of International Human Rights. Vol. 11. Issue 1. Retrieved from <https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1154&context=njihr>

ASEAN Secretariat. *ASEAN Human Rights Declaration and Phnom Penh Statement*. (2012). Retrieved from http://www.asean.org/storage/images/ASEAN_RTK_2014/6_AHRD_Booklet.pdf

Suggested Readings:

Bayuni, E. (2012). *Southeast Asian Leaders Put on a Good Face About Human Rights*. Foreign Policy Magazine. Retrieved from <http://foreignpolicy.com/2012/11/30/southeast-asian-leaders-put-on-a-good-face-about-human-rights/>

United Nations. *International Covenant on Civil and Political Rights*. Retrieved from <http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

United Nations. *International Covenant on Economic, Social and Cultural Rights*. Retrieved from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Week 2 - Human Rights Advocacy Actors

W Jan. 31 Human Rights Advocacy Actors and Institutions

Book: Williams, Ch. 3

Required Readings:

Aswad, E. & Geran, J. (updated 2018). *List of International Human Rights Instruments and Institutions*.

Falk, R. (2009). *Think Again: Human Rights*. Foreign Policy Magazine. Retrieved from <http://foreignpolicy.com/2009/10/28/think-again-human-rights/>

Green, S. (2017). *When the U.S. Gives Up on Human Rights, Everyone Suffers*. Foreign Policy Magazine. Retrieved from <http://foreignpolicy.com/2017/04/04/when-the-u-s-gives-up-on-human-rights-everyone-suffers/>

United States Department of State. (2017). *Burma 2016 Human Rights Report*. Retrieved from <https://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm#wrapper>

Suggested Readings:

Lynch, C. (2017). *UN Human Rights Chief to Leave, Citing 'Appalling' Climate for Advocacy*. Foreign Policy Magazine. Retrieved from <http://foreignpolicy.com/2017/12/20/u-n-human-rights-chief-to-leave-citing-appalling-climate-for-advocacy/#>

Field, M. (2017). *International Human Rights Day 2017 and the UK's Role in Promoting Human Rights*. Speech by Mark Field, MP at Westminster Hall. Retrieved from <https://www.gov.uk/government/speeches/international-human-rights-day-2017-and-the-uks-role-in-promoting-human-rights>

****DUE via email by 4pm Thursday: Final Project Community/Actor Individual Choices****

F Feb. 2 Wrap-Up Actors and Discussion of Final paper/project

Book: Crocker, Ch. 4

Week 3 - Rohingya Case Study

W Feb. 7 Case Study - Rohingya Crisis Overview

Book: Lindberg, Ch. 2

Readings:

Clark, D. B. (2018). Inside the Rohingya Refugee Camps, Traumatized Exiles Ask Why the World Won't Call the Humanitarian Crisis 'Genocide.' Post Magazine. 16 January 2018. Retrieved from <http://www.scmp.com/magazines/post-magazine/long-reads/article/2128432/inside-rohingya-refugee-camps-traumatised-exiles>

Blank, J. & Culbertson, S. (2018). *How the U.S. Can Help Resolve the Rohingya Crisis: A Two-fold Approach for Washington and its Partners*. Foreign Affairs. Retrieved from <https://www.foreignaffairs.com/articles/burma-myanmar/2018-01-04/how-us-can-help-resolve-rohingya-crisis?cid=soc-fb-rdr>

Kantar, S. (2017). *The Myanmar Military's Legacy of Impunity: How the Rohingya Crisis Fits a Historical Pattern*. Foreign Affairs.

Mahmood, S.S. et. al. (2017). *The Rohingya People of Myanmar: health, human rights and identity*. The Lancet. (also Wk 4)

Suggested Readings:

Akhter, S. & Kusakabe, K. (2014). *Gender-Based Violence among Documented Rohingya Refugees in Bangladesh*. Indian Journal of Gender Studies. (also Wk 12)

Prasse-Freeman, E. (2017). *The Rohingya Crisis*. Anthropology Today. (also Wk 13)

Beyrer, C. & Kamarulzaman, A. (2017). *Ethnic Cleansing in Myanmar: the Rohingya Crisis and Human Rights*. Lancet.

F Feb. 9 Case Study - Rohingya Advocacy Tools

Video (in class): "I Am Rohingya: Documentary Trailer"

Book: Soderberg, Ch. 1

Required Readings:

United States Senate. (2017). Resolution 250. *Condemning horrific acts of violence against Burma's Rohingya population and calling on Aung San Suu Kyi to play an active role in ending this humanitarian tragedy*. 115th Congress. 1st Session. Retrieved from <https://www.congress.gov/bill/115th-congress/senate-resolution/250/text>

Vermeulen, W. & Pegan, A. (2017). *Foreign Parliaments are not Powerless to help the Rohingya: their Pressure on Myanmar is Vital*. The Conversation. Retrieved from <https://theconversation.com/foreign-parliaments-are-not-powerless-to-help-the-rohingya-their-pressure-on-myanmar-is-vital-86167>

Currie, K. E.. (2017). *U.S. Statement at UN Human Rights Council Special Session on Burma*. U.S. Ambassador to the United Nations Economic and Social Council. December 5, 2017. Retrieved from <https://geneva.usmission.gov/2017/12/05/unhrc-special-session-on-burma/>

Human Rights Watch. (2017). *Burma: 40 Rohingya Villages Burned Since October*. Satellite Imagery. Retrieved from <https://www.hrw.org/news/2017/12/17/burma-40-rohingya-villages-burned-october>

BBC. (2017). *Rohingya Crisis: Myanmar general hit by U.S. sanctions*. 21 December 2017. <http://www.bbc.com/news/world-asia-42447510>

United Nations Office of the High Commissioner for Human Rights. (2017). *End of Mission Statement by Special Rapporteur on the Situation of Human Rights in Myanmar*. July 21, 2017. Retrieved from <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=21900&LangID=E>

United Nations. (2017). *UN Security Council Calls on Myanmar to End Excessive Military Force in Rakhine State*. 6 November 2017. Retrieved from <https://www.un.org/press/en/2017/sc13055.doc.htm>

United States Department of State. (2017). *United States Assistance to Burma*. Factsheet. Office of the Spokesperson. Retrieved from <https://www.state.gov/r/pa/prs/ps/2017/11/275606.htm>

Hancock, S. & Wheeler, R. (2017). *'The Darkness of Humans': Investigating Mass Rape in Burma*. Interview, Human Rights Watch. 16 November 2017. Retrieved from <https://www.hrw.org/news/2017/11/16/darkness-humans-investigating-mass-rape-burma>

Suggested Readings:

Mizzima. (2017). *U.S. Ambassador Discusses Myanmar Challenges Including Rakhine, Media Freedom*. 21 December 2017. Retrieved from <https://www.bnionline.net/en/news/us-ambassador-discusses-myanmar-challenges-including-rakhine-media-freedom>

Tillerson, R.W. (2017). *Joint Press Availability with Burmese State Counsellor Aung San Suu Kyi*. United States Department of State. Naypyidaw, Burma. November 15, 2017. Retrieved from <https://www.state.gov/secretary/remarks/2017/11/275603.htm>

Reuters. *UN Rights Investigator Calls for Pressure on China, Russia over Abuses in Burma*. 28 December 2017. Retrieved from <http://www.dvb.no/news/un-rights-investigator-calls-pressure-china-russia-abuses-burma/79000>

Week 4 - Statelessness and Legal Identity - 'Right to have Rights'

W Feb. 14 Statelessness - Introduction to topic

Book: Boudreaux, Ch. 10

Required Readings:

Stevens, J. (2017). "Introduction." In *Citizenship in Question: Evidentiary Birthright and Statelessness*. edited by Lawrence & Stevens. Duke University Press.

(Revisit Wk 3) Mahmood et. al. *The Rohingya People of Myanmar: health, human rights and identity*.

Stuart, A. (2016). *Born a Threat: Highlanders with no Citizenship*. Citylife Chiang Mai. Retrieved from <http://www.chiangmaicitylife.com/citylife-articles/born-threat-highlanders-no-citizenship/>

Suggested Readings:

Bhabha, J. (2011). "From Citizen to Migrant: The Scope of Child Statelessness in the Twenty-First Century." In *Children Without a State: A Global Human Rights Challenge*, edited by Bhabha, J. 1-40. MIT Press, <http://www.jstor.org/stable/j.ctt5hhf49.5>.

F Feb. 16 Citizenship in Northern Thailand

Guest Speaker: **Michigan State University**

Video (in class): Feingold, "Birth Registration"

Required Readings:

Flaim, A. (2017). "Problems of Evidence, Evidence of Problems." Ch. 8 in *Citizenship in Question: Evidentiary Birthright and Statelessness*. edited by Lawrence & Stevens.

Koning, S. M. (2014). *Could Universal Health Care Coverage Restrict Access? The mixed effects of universal coverage on minorities' receipt of obstetric care in northern Thailand*. The Lancet.

PART 2: Exploitation - Human Trafficking and Child Vulnerability

Week 5 - Human Trafficking Overview

W Feb. 21 Human Trafficking - Introduction to topic

Book: Lagon, Ch. 11

Required Readings:

Haugen, G. and Boutros, V. (May/June 2010). *And Justice for All: Enforcing Human Rights for the World's Poor*. Foreign Affairs. Retrieved from <https://www.foreignaffairs.com/articles/2010-05-01/and-justice-all>.

U.S. Department of State. (2017). *Trafficking in Persons Report 2017*. Introductory Material. Retrieved from <https://www.state.gov/documents/organization/271340.pdf>

Chouvy, P. (2013). Introduction: Illegal Trades Across National Borders. Chouvy P. & I.B. Tauris. eds. *Atlas of Trafficking in Southeast Asia: The Illegal Trade in Arms, Drugs, People, Counterfeit Goods*.

F Feb. 23 Human Trafficking - Advocacy Tools/Diplomacy

Book: Samway, Ch. 14

Required Readings:

ASEAN Plan of Action Against Trafficking in Persons. Retrieved from <http://www.asean.org/storage/2015/12/APA-FINAL.pdf>

Feingold, D.A. (2010). "Trafficking in Numbers: The Social Construction of Human Trafficking Data." In Andreas, P. & K. M. Greenhill (eds.). *Sex, Drugs, and Body Counts: The Politics of Numbers in Global Crime and Conflict*. Ithaca: Cornell University Press. pp. 46-74.

U.S. Department of State. (2017). *Trafficking in Persons Report*. Relevant International Conventions/ Closing Material.

Suggested Readings:

U.S. Department of State. (2017). *Trafficking in Persons Report*. Country Narratives: <https://www.state.gov/j/tip/rls/tiprpt/2017/>

The White House. (2017). Presidential Proclamation. January as National Slavery and Human Trafficking Prevention Month. Retrieved from <https://www.whitehouse.gov/presidential-actions/president-donald-j-trump-proclaims-january-2018-national-slavery-human-trafficking-prevention-month/>

U.S. Department of State. (2016). *United States Advisory Council on Human Trafficking Annual Report*. Retrieved from <https://www.state.gov/j/tip/263114.htm>

Week 6 (formerly Week 7) - Sex Trafficking

W Feb. 28 Sex Trafficking - Introduction to topic
Video (in class): Trading Women (Feingold)

Required Readings:

Molland, S. (2012). Introduction. *The Perfect Business? Anti-trafficking and the Sex Trade along the Mekong*. University of Hawaii Press. Ch. 1.

Siddharth, K. (2017). "Thailand and the Mekong Subregion." Ch. 6 in *Sex Trafficking: Inside the Business of Modern Slavery*. New York: Columbia University Press.

Feingold, D. (2014). "Virgin Territory Re-explored: Ethnographic Insight, Public Policy and the Trade in Minority Women in Southeast Asia." Ch. 7 In Yea, S. ed. *Human Trafficking in Asia: Forcing Issues*. Routledge.

Suggested Readings:

Kuo, M. (2000). *Asia's Dirty Secret: Prostitution and Sex Trafficking in Southeast Asia*. Harvard International Review.

F Mar.. 2 Sex Trafficking Case - Japan
Video (in class): End Slavery in Japan, Shihoko Fujiwara. TEDxTokyo

Required Readings:

Stafford, J. (2017). *Japan's Battle Against Human Trafficking: A Victim-Oriented Solution*. The George Washington International Law Review. Vol. 50 (1). pp. 181-207

Iizuka, M. (2013). *Traffickers Hunt Japanese Too, Activists Warn*. Japan Times. 27 December 2013. Retrieved from <https://www.japantimes.co.jp/news/2013/12/27/national/traffickers-hunt-japanese-too-activists-warn/#.Wl04jsaZM6g>

Prevost, T. (2015). *The Japanese Debate Over a Ban on Child Abuse Images in Manga*. Konbini. 30 October 2015. Retrieved from <http://www.konbini.com/us/lifestyle/japanese-ban-manga-child-abuse-images/>

BBC. *Apology after Japan Porn Industry Claims*. 23 June 2016. Retrieved from <http://www.bbc.com/news/world-asia-36604001?SThisFB>

Suggested Readings:

Devine, S. (2007). *Poverty Fuels Trafficking to Japan*. Herizons. Vol. 20. Issue 3. Winnipeg.

Week 7 (formerly Week 6) - Labor Trafficking

W Mar. 7 Labor Trafficking - Fishing Industry Thailand, Myanmar and Malaysia Guest Speaker: Issara Institute, Thailand

Book: (Revisit Lagon, Ch. 11)

Required Readings:

Tran, O. & Marschke, M. (2017). From Trafficking to Post-Rescue: Insights from Burmese Fishers on Coercion and Deception in (Anti) Trafficking Processes. Series 3 Paper, July 2017. Issara Institute.

U.S. Department of State. (2017). *Factsheet: U.S. Government Efforts to Advance Business and Human Rights in 2017*. Bureau of Democracy, Human Rights and Labor. Retrieved from <https://www.state.gov/j/drl/rls/fs/2017/275861.htm>

Stride, J. (2016). *Assessing Government and Business Responses to the Thai Seafood Crisis*. Humanity United & Freedom Fund. Retrieved from https://humanityunited.org/wp-content/uploads/2016/05/FF_HU_Assessing-Reponse_FINAL_US-copy.pdf

Suggested Readings:

Kiss, L., Pocock, N. et. al. (2015). *Health of men, women, and children in post-trafficking services in Cambodia, Thailand, and Vietnam: an observational cross-sectional study*. Lancet Global Health Vol. 3. March 2015.

F Mar. 9 Labor Trafficking - Overview/Supply Chains

Book: Singh, Ch. 5

Required Readings:

Esslemont, T. (2015). *Slavery Numbers in Chaos, Prolonging Suffering for Victims*. Thompson Reuters Foundation. 18 November 2015. Retrieved from <http://news.trust.org/item/20151118110205-uu3qy/?source=shtw>

Robinson, G. (2017). *Dark New Dimensions: Rohingya Crisis Highlights Investors' Contrasting Views*. Nikkei Report.

Betts, A. (2018). *In an Illiberal World Order, We Need New Ways to Defend Human Rights*. The Guardian. 20 January 2018. Retrieved from https://www.theguardian.com/commentisfree/2018/jan/21/illiberal-world-order-we-need-new-ways-to-defend-human-rights?CMP=share_btn_fb

Suggested Readings:

Pocock, N.S., Kiss, L., Oram, S. & Zimmerman, C. (2016). *Labour Trafficking among Men and Boys in the Greater Mekong Subregion: Exploitation, Violence, Occupational Health Risks and Injuries*. PLoS ONE, Vol. 11(12).

Week 8 (formerly Week 11) - Democracy and Dissent

W Mar. 14 Democracy Promotion in Asia

Video (in class): Freedom House. “Democracy in Crisis Overview.”

Guest Speaker: **National Endowment for Democracy**

Book: Revisit, Ch. 9

Required Readings:

Aung San Suu Kyi. (1991). “In Quest of Democracy” and “Freedom from Fear.” Ch. 5-6 In *Freedom from Fear*. Penguin. New York, NY.

Freedom House. (2018). Regional Trends: Asia and Pacific. In *Freedom in the World 2018: Democracy in Crisis*. Retrieved from <https://freedomhouse.org/report/freedom-world/freedom-world-2018>

Mathieson, D.S. (2017). *Death Rattle for Myanmar Democracy*. Asia Times. 29 December 2017. Retrieved from <http://www.atimes.com/article/death-rattle-myanmar-democracy/>

Suggested Readings:

Hsu, K.F. (2017). *Beijing Can't Understand Taiwan's Democracy*. Foreign Policy. 15 December 2017. Retrieved from <http://foreignpolicy.com/2017/12/15/beijing-cant-understand-taiwans-democracy/>

Hong Kong Watch. (2017). *Hong Kong 20 Years On: Freedom, Human Rights and Autonomy Under Fire*. A Report on Lord Ashdown's Trip to Hong Kong, November 2017. Retrieved from <https://www.hongkongwatch.org/all-posts/2018/1/15/lord-ashdown-report-hong-kong-20-years-on-freedom-human-rights-and-autonomy-under-fire>

F Mar. 16 Dissent and Political Prisoners - Xinjiang, China

Video (in class): “Rebiya Kadeer: Personal History”, Freedom Collection

Required Readings:

Hammond, J. (2013). *Interview: Rebiya Kadeer*. The Diplomat. 25 October 2013. Retrieved from <https://thediplomat.com/2013/11/rebiya-kadeer/>

Chin, J. & Burge, C. (2017). *Twelve Days in Xinjiang: How China's Surveillance State Overwhelms Daily Life*. Wall Street Journal. 19 December 2017.

Shih, G. (2017). *China's Crackdown on Uighurs Spreads to Even Mild Critics*. Associated Press. 28 December 2017. Retrieved from <https://apnews.com/7b8cfc93570f4afba2496d232ce09ce8/As-China-smothers-Xinjiang-even-mild-critics-are-silenced>

Coca, N. (2018). *The Rapid Rise of Censorship in Southeast Asia*. The Diplomat. 19 January 2018. Retrieved from <https://thediplomat.com/2018/01/the-rapid-rise-of-censorship-in-southeast-asia/>

Suggested Readings:

Bernstein Institute. (2017). *Defending Dissent: Civil Society and Human Rights in the Global Crackdown*. Conference Digest: Bernstein Annual Conference, April 13-14, 2017. Retrieved from <http://nyubernsteinconference.org/wp-content/uploads/2017/11/Bernstein-Institute-Conference-Digest.pdf>

Week 9 (formerly Week 8) - Child Trafficking and Violence

W Mar. 21 Child Trafficking, Violence and Other Exploitation

Video (in class): Geran, CSIS “Combating Child Trafficking”

Book: Bibbins Sedaca, Ch. 13

Required Readings:

ASEAN Secretariat. (2016). *ASEAN Regional Plan of Action on the Elimination of Violence Against Children*. Jakarta. pp. 1-33. Retrieved from <http://crcasia.org/wp-content/uploads/2016/11/ASEAN-RPA-on-EVAC.pdf>

United States Government Action Plan on Children in Adversity: A Framework for International Assistance 2012-2017. (2012, December). Retrieved from <https://www.childreninadversity.gov/about/how/action-plan>

Business Mirror. (2017). *#NotForSale: The Billion-peso Cyber-pedophilia Industry*. 29 October 2017. Manila.

Beech, H. (2017). Rohingya Children Facing ‘Massive Mental Health Crisis.’ New York Times. 31 December 2017. Retrieved from <https://www.nytimes.com/2017/12/31/world/asia/rohingya-children-myanmar.html>

Suggested Readings:

Molla, M.A. (2018). *40,000 ‘Orphans’*. The Daily Star News. Dhaka. 14 January 2018. Retrieved from <http://www.thedailystar.net/frontpage/orphan40000-1519507>

United Nations Children Fund. (2016, September). *Uprooted: The growing crisis for refugee and migrant children*. Retrieved from https://www.unicef.org/publications/files/Uprooted_growing_crisis_for_refugee_and_migrant_children.pdf

F Mar. 23 Wrap-Up Part 2 and In-class work on Final Project

Week 10

Mar. 28 and 30 No Class: Spring Break!!!

PART 3: Oppression - Political, Ethnic and Religious Minority Abuse

Week 11 (formerly Week 13) - Religious Freedom

W Apr. 4 Religious Freedom and Faith-based Actors
Cases: Montagnards and Unified Buddhist Church of Vietnam

Book: Banchoff, Ch. 12

Required Readings:

U.S. Department of State. (2017). International Religious Freedom Report for 2016: Vietnam. Retrieved from <https://www.state.gov/j/drl/rls/irf/religiousfreedom/index.htm?year=2016&dlid=268780#wrapper>

World Democracy Movement. (2016). *Call for Immediate Release of Thich Quang Do*. Retrieved from <http://www.movedemocracy.org/call-for-immediate-release-of-thich-quang-do>

Vietnam Committee on Human Rights. (2017). *Notes on the Venerable Thich Quang Do*. Retrieved from http://queme.org/app/uploads/2017/11/Notes-on-Most-Venerable-Thich-Quang-Do_2017.pdf

Tacet, A. (2017). *Montagnards: Escaping Vietnam, Stateless in Thailand*. Al Jazeera. 24 March 2017. <http://www.aljazeera.com/indepth/features/2017/03/montagnards-escaping-vietnam-stateless-thailand-170320090502798.html>

Hayward & Walton, *Myanmar's Religious Problem*. Foreign Affairs.

(Revisit Wk 3) Prasse-Freeman, "The Rohingya Crisis"

Rogers, B. (2017). *I Salute the Pope's Bold Stance on Human Rights in Burma*. Catholic Herald. 29 August 2017. Retrieved from <http://www.catholicherald.co.uk/commentandblogs/2017/08/29/i-salute-the-popes-bold-stance-for-human-rights-in-burma/>

Suggested Readings:

U.S. Congress (105th). *International Religious Freedom Act of 1998*. Retrieved from <https://www.state.gov/documents/organization/2297.pdf>

Barbato, M. & Joustra, R. (2017). *Introduction: Popes on the Rise*. The Review of Faith & International Affairs, 15:4, 1-5. 13 November 2017.

F Apr. 6 Religious Freedom - Track 3 Diplomacy, Vietnam
Guest Speaker: **Institute for Global Engagement**

Required Readings:

U.S. Commission on International Religious Freedom. *2017 Annual Report: Key Findings and Recommendations*. pp. 1-9 & 25 (Vietnam). Retrieved from <http://www.uscirf.gov/sites/default/files/KeyFindingsRecommendations.2017AnnualReport.pdf>

Thames, K., Seiple, C. & Rowe, A. (2009). "Overview of International Religious Freedom Advocacy." Ch. 1 In *International Religious Freedom Advocacy: A Guide to Organizations, Law and NGOs*. Baylor University Press. pp. 1-14.

Thames, K., Seiple, C. & Rowe, A. (2009). "Case Study II: Vietnam" Ch. 11 In *International Religious Freedom Advocacy: A Guide to Organizations, Law and NGOs*. Baylor University Press. pp. 139-146.

Week 12 - Ethnic Minority Oppression and Abuse

W Apr. 11 Ethnic Conflict and Sexual Exploitation

Required Readings:

Feingold, D. (2013). *The Burmese Traffic-jam Explored: Changing Dynamics and Ambiguous Reforms*. Cultural Dynamics. Sage.

ASEAN Regional Plan of Action on the Elimination of Violence toward Women. Retrieved from <http://www.asean.org/storage/2015/12/APA-FINAL.pdf>

Thompson, N. (2018). *Myanmar's Unhappy Rebels*. The Diplomat. Retrieved from <https://thediplomat.com/2018/01/myanmars-unhappy-rebels/>

F Apr. 13 Rape as a Weapon of War in Myanmar/Burma
Guest Speaker: **Gender Equality Network-Myanmar**

Required Readings:

(Revisit Wk 3) Akhter & Kusakabe, "GBV Among Documented Rohingya Refugees"

Shan Women's Action Network (SWAN). (2002). *License to Rape*. Retrieved from <http://www.shanwomen.org/reports/36-license-to-rape>.

Seelinger, K.T. (2014). *An Open Letter to UK Foreign Secretary William Hague and UNHCR Special Envoy Angelina Jolie*. 17 June 2014. Retrieved from https://www.huffingtonpost.com/kim-thuy-seelinger-jd/sexual-violence-initiative_b_5490235.html

Sandford, S. (2017). *UN Gathers Horror Stories from Rohingya Women Fleeing Myanmar*. Voice of America. 28 December 2017. Retrieved from <https://www.voanews.com/a/united-nations-gathers-horror-stories-rohingya-women-fleeing-myanmar/4183387.html>

Suggested Readings:

United Nations. (2000). *Security Council Resolution 1325* (Women, Peace and Security). 31 October 2000. Retrieved from <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N00/720/18/PDF/N0072018.pdf?OpenElement>

Week 13 (formerly Week 8/9) - Child Rights and Family

W Apr. 18 Child Rights Instruments and Development Aid

Book: Desai and Kharas, Ch. 9

Required Readings:

Huebner, G., Boothby, N., et.al. (2016, June, 16). *Beyond Survival: The Case for Investing in Young Children Globally*. National Academy of Medicine. Retrieved from <https://nam.edu/beyond-survival-the-case-for-investing-in-young-children-globally/>

Humanium (international non-governmental organization on children's right). *Realization of Children's Rights Index*. Retrieved from <http://www.humanium.org/en/map-respect-children-rights-worldwide/>.

Geran, J.M. (2013). *Securing a Better Future Means Knowing your Past*. USAID Impact Blog. Retrieved from <https://blog.usaid.gov/2013/03/securing-a-better-future-means-knowing-your-past/>

Girlup. (2015). *Girls Count Act 2015: Bill Brief*. Retrieved from https://girlup.org/wp-content/uploads/2015/04/Girls-Count-Act-2015_Bill-Brief.pdf

Suggested Readings:

United Nations. *The Convention on the Rights of the Child* (adopted 1989, into force 1990). Retrieved from <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>.

**F Apr. 20 Child's Right to a Family
Alternative Family Care - Inter-country Adoption/Orphan Tourism**

Video (in class): Glover, "Care for Children-What We Do"

Video (in class): Geran, "Each Campaign"

Required Readings:

Clay, R.; CdeBaca, L.; et.al. (2011, January 7). *A call for coordinated and evidence-based action to protect children outside of family care*. Lancet. Retrieved from [http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(11\)61821-7/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(11)61821-7/abstract)

Better Care Network Netherlands. (2015). Guidelines on the deployment of volunteers working with children abroad. Retrieved from <http://bettercarenetwork.org/library/particular-threats-to-childrens-care-and-protection/effects-of-institutional-care/guidelines-on-the-deployment-of-volunteers-working-with-children-abroad>

Williamson, J., & Greenberg, A. (2010, September). *Families, Not Orphanages*. Better Care Network Working Paper. Retrieved from <http://bettercarenetwork.org/library/the-continuum-of-care/foster-care/families-not-orphanages>

USAID. *Brochure and Latest Newsletters (July and October)*. Family Care First Cambodia. Retrieved from <http://www.familycarefirstcambodia.org>

Suggested Readings:

United Nations Children's Fund. (2010). *Guideline on the Alternative Care of Children*. Retrieved from https://www.unicef.org/protection/alternative_care_Guidelines-English.pdf

Week 14

W Apr. 25 Ethical Volunteering/Working with Vulnerable Children in Asia
Guest Speaker: **Faith to Action/Better Care Network/UNICEF**

Book: Lagon and Arend, Ch. 15

Required Readings:

van Doore, K., Martin, F., & McKeon, A. (2016, May 12). *Expert Paper: International Volunteering and Child Sexual Abuse*. Retrieved from <http://bettercarenetwork.org/bcn-in-action/better-volunteering-better-care/research-and-articles/expert-paper-international-volunteering-and-child-sexual-abuse>

Better Volunteering, Better Care Initiative. Interagency resources on ethical volunteering with vulnerable children. <http://bettercarenetwork.org/bcn-in-action/better-volunteering-better-care>

Faith to Action Initiative. Tools and guidelines for effective faith-based support for family care of vulnerable children. <http://www.faithtoaction.org/resources/>

F Apr. 27 In-class work in groups for final presentations

Week 15

W May 2 Student group presentations

F May 4 Careers and Human Rights Advocacy Discussion

*****Final paper due on the last day of class, May 4*****
(bring printed version to class and send me an electronic version before class)