

**AALS International Human Rights Section  
Survey for Section Website**

**Name of your Institution:** The Center for Human Rights and Global Justice at New York University School of Law

**Contact Person for Further Information (name, phone and email):** Lauren Maher, Program Director, [lauren.maher@nyu.edu](mailto:lauren.maher@nyu.edu), (212) 992-8186.

**Questions about your Human Rights Centers, Institutions or Programs (CIP):**

1. *How many Human Rights Centers, Institutions or Programs do you have and what are they called?* The Center for Human Rights and Global Justice (CHRGJ)

*For each separate one, please answer the following questions:*

2. *What is the makeup of the Center/Institute/Program staff? (full-time staff, part-time staff, law professors, law students, other professors or students, and advisory board)*

The Center for Human Rights and Global Justice has four full-time and two part-time staff, three faculty Directors, one adjunct professor and one to two visiting research fellows and doctoral researchers per year who carry out research on issues of relevance to the work being conducted at the Center. We also welcome visiting human rights practitioners who are carrying out research on issues of relevance to the work being conducted at the Center for Human Rights and Global Justice. CHRGJ offers part-time (Fall, Spring and Summer) and full-time (Summer) unpaid internships for NYU and non-NYU undergraduate and graduate students from a wide range of disciplines. The Center may also additionally seek interns to work on specific projects for specified time periods.

3. *How are law students involved with the CIP? (i.e. are there journals, newsletters, briefs, or other publications, human rights programs abroad, other international human rights campaigns, etc.)*

Law students are involved with the Center in a number of ways, including through the work the International Human Rights Clinic, which is offered to 14 students, fall and spring semesters (please see the response to question 14 or visit <http://www.law.nyu.edu/clinics/semester/humanrights> for more information); the International Law and Human Rights Student Fellowship Program, which involves approximately 20 students each year; and the Emerging Human Rights Scholarship Conference, which involves several students each year. Clinic faculty also serve in an advisory role to Law Students for Human Rights, an NYU Law student group that engages in hands-on human rights research and advocacy. Following is additional information on the International Law and Human Rights Student Fellowship Program, the Emerging Human Rights Scholarship Conference, human rights course offerings (including the International Human Rights Clinic), and recent Center events.

## **International Law and Human Rights Student Fellowship Program**

The Center for Human Rights and Global Justice, in cooperation with the [Institute for International Law and Justice](#), administers the International Law and Human Rights Student Fellowship Program for selected NYU School of Law students. The Fellowship Program combines academic and practical experience in international law and human rights and offers the opportunity to complete a specialized training program in international law, undertake a summer internship at an elite institution, and complete a substantial research paper growing out of a work experience. Established in 2002, the Fellowship Program is undertaken with support from the [Public Interest Law Center \(PILC\)](#). A small stipend is available for first-year JD, second-year JD and JSD students at NYU School of Law selected for Fellowship. The extent of LLM participation in the Fellowship Program is contingent on funding.

### **Eligibility**

Eligible applicants for the Fellowship are persons who are at the time of application first-year JD, second-year JD, LLM and JSD students at NYU School of Law. The application, interview and selection process is competitive and rigorous and occurs during the Fall Semester. A description of Fellowship Program requirements and process can be found on the CHRGGJ website ([www.chrgj.org](http://www.chrgj.org)).

### **Components**

Fellowships can focus on the areas of Transitional Justice, Human Rights, or International Law and have three main components:

*Training Program:* During the Spring Semester, Student Fellows complete seminars on substantive international law issues that are relevant to their placements and designed to prepare them for their internships.

*Research Paper:* Student Fellows undertake a supervised research project on a transitional justice, international law or human rights issue to be agreed upon in advance with academic supervisors at NYU. In the past, the Center has published some of these papers as part of its Working Papers Series. (Please visit [www.chrgj.org](http://www.chrgj.org) for our Working Papers Series.) Selected fellows may be invited to present their paper at the Center's Emerging Human Rights Scholarship Conference, held annually. (Please see below for more information on this conference.)

*Fieldwork:* Student Fellows conduct fieldwork at placement sites, generally for 10 to 12 weeks during the summer. The nature of the Fellowship varies according to placement site, but may include direct client interaction, work on domestic campaigns, attending relevant meetings, drafting policy papers, and general institutional support as assigned by the host institution.

During the 2005-06 academic year, there were 30 Student Fellows, with fieldwork placements at prominent institutions in 22 locations, including Argentina, France, Ghana,

India, Liberia, Malaysia, the Netherlands, Northern Ireland, Peru, South Africa, Serbia and Montenegro, Switzerland, Tanzania, Thailand and the U.S.

*List of Fieldwork Placements 2005-06:*

Centre on Housing Rights and Evictions (COHRE), Geneva, Switzerland

Center for Legal and Social Studies (CELS), Buenos Aires

Fédération Internationale des Ligues des Droits de l'Homme (International Federation for Human Rights), (FIDH), Paris

Ghana Center for Democracy and Development (CDD-Ghana), Accra

Humanitarian Law Center, Belgrade

Instituto de Derechos Humanos y Democracia (IDEH), Lima, Peru

Inter-American Commission on Human Rights (IACHR) Washington D.C.

International Center for Transitional Justice (ICTJ) New York, NY

International Criminal Tribunal for Rwanda (ICTR)

International Criminal Tribunal for the Former Yugoslavia (ICTY)

International Law Commission (ILC) Geneva, Switzerland

International Women's Rights Action Watch-Asia Pacific (IWRAW), Kuala Lumpur

Legal Resources Centre, Constitutional Litigation Unit (LRC), Johannesburg

Liberia Truth and Reconciliation Commission, Monrovia

People's Watch, Tamil Nadu, India

Transitional Justice Institute, Jordanstown, Northern Ireland

UN High Commissioner for Refugees, Geneva, Switzerland

UN High Commissioner for Refugees, Bangkok, Thailand

UN Special Rapporteur on Extrajudicial, Summary or Arbitrary Executions, New York and Geneva, Switzerland

Women's Legal Centre, Cape Town, South Africa

World Health Organization (WHO), Geneva, Switzerland)

## **Emerging Human Rights Scholarship Conference**

Through the Emerging Human Rights Scholarship Conference, the Center encourages scholarly inquiry into human rights topics at the law school and assists students to develop significant contributions to human rights research. Inaugurated in 2003, the Conference provides a unique opportunity for NYU School of Law JD, LL.M. and JSD students to receive substantive feedback on their human rights work from Center Faculty, Staff and Global Visitors. Several students are selected each year to present their papers at the half-day conference. Each paper receives comment by one Faculty member, one Staff Member or Global Visitor of the Center, and selected fellow panelists, followed by an open discussion. Starting from 2006, the best paper from each Conference will be eligible for publication in the Center's Working Papers series.

4. *If it's not obvious from the name of the program, does the CIP focus on any specific international human rights law issues (i.e. refugees, women's rights, etc.)?*

The Center undertakes rigorous legal analysis and disseminates studies in five key research and project areas: Detainees and the "War on Terror," Discrimination and National Security, Economic, Social and Cultural Rights, Extrajudicial Executions, and Transitional Justice.

5. *What classes, seminars, symposiums, or other presentations have been offered in conjunction with the CIP?*

NYU School of Law offers a wide range of courses on international human rights law which cover the universal and regional legal regimes as well as the impact of human rights law on national legal systems, international economic institutions, war crimes tribunals, truth commissions, and the United Nations.

The course descriptions provided below are some of those that focus in particular detail on human rights law. There are numerous other courses taught that deal with human rights law in a broader context or with human rights problems through the lens of U.S. or comparative constitutional law.

Prospective students should also consult the [complete and up-to-date course listing](#) found on the NYU School of Law web site and should read about the [International Human Rights Clinic](#).

## **Human Rights Courses (Spring 2007)**

### **Human Rights Advocacy (open to JDs and LL.Ms)**

Margaret Satterthwaite and Smita Narula

This new course will explore multifaceted approaches to human rights advocacy in both domestic and international settings. It will combine a focus on practical skills with critical interrogations of the professional practices of human rights lawyers and the human rights movements in which they participate. Skills will be taught using simulations; critical engagement will be fostered through discussion of scholarly articles as applied to real-life scenarios.

## **Case Studies in Transitional Justice**

Paul van Zyl

A range of case studies, historical and contemporary, of countries experiencing transition, will be discussed in the class. In each case documents relating to the specific country will be made available to the students prior to the class. Examples of some of the countries considered include Peru, East Timor, Ghana, Sierra Leone, Mexico, Northern Ireland, Afghanistan, Burma and Zimbabwe. Students will select one case study for their semester paper.

## **War, Crime and Terror: Legal and Moral Dimensions of the Counter-Terrorism Efforts of the US and other Countries**

Tom Gerety and Aziz Huq

War, Crime, and Terror: Moral and legal dimensions of the counter-terrorism efforts of the United States and other countries. The U.S. government has insisted on an aggressive war powers/emergency powers approach to the threat of terrorism. Others have argued that terrorism is a species of international crime and that the criminal law can be adjusted to respond adequately and fairly. This seminar will read widely in cases and commentary on these and related questions. Among other themes, we will devote the most time to the examination of 'just war' theory with its insistence on proportionality and reasonableness in the use of state violence. We will seek analogies and precedents from past emergencies for the moral and legal dilemmas we now face.

## **Human and Constitutional Rights in Europe**

Mattias Kumm and Victor Ferreres Comella

The last fifty years in Europe have seen the emergence of a common European constitutional tradition. This common tradition is distinct in interesting ways from the US constitutional tradition with regard to the institutions charged with the protection of rights as well as the structure of rights reasoning and the outcomes produced. This seminar focuses on the protection of rights as they are enforced by national highest courts, the European Court of Human Rights and the European Court of Justice. Topics will include: Constitutional Courts in Europe, the relationship between national and transnational human rights guarantees, freedom of speech, freedom of religion, rights and the 'war on terror, indirect effect/state action, social and economic rights.

## **Anthropology of Human Rights**

Sally Merry

This course examines the origins of human rights thinking in Europe and the US and its contemporary elaboration and dissemination in the post-World War II period. This includes an analysis of its institutional grounding in United Nations institutions and non-governmental organizations. The course examines the opposition between culture and rights along with current theoretical efforts to negotiate an intermediate space. The course discusses the way

particular concepts of culture and rights are deployed in the global production and localization of human rights ideas and examines human rights as a practice, a discourse, and a form of global law. Specific areas of focus include indigenous rights and women's rights. The course discusses approaches to transnational, deterritorialized, and multi-sited ethnography.

### **Human Rights Courses (Fall 2006)**

#### **Comparative Constitutional Law: The South African Experience**

Richard Goldstone

This course will examine the importance and utility of comparative constitutional law (constitutional borrowing) in constitutional adjudication. Particular attention will be devoted to constitutional developments in South Africa since its transition to a constitutional state in 1994. The key documents and decisions which will be examined will be those relating to the protection of civil liberties, economic and social rights, affirmative action and freedom of expression.

#### **International Human Rights**

Philip Alston

The course provides a general introduction to the role of human rights in the 21st century. It examines the historical origins of the concept, its international legal context and its normative structure. Themes that run throughout the course include cultural relativism, the relationship between rights and duties, the 'public-private' distinction, changing conceptions of statehood and sovereignty, and responses to terrorism. The course concentrates on the United Nations system, dealing with both Charter-based and treaty-based arrangements. In order to illustrate the functions and processes of institutions we look at issues such as summary executions, disappearances, arbitrary detention, homosexuality, democratization, and the human rights responsibilities of non-state actors such as corporations.

## **Constitutional Law of Europe: The EU, its Member States and the ECHR**

Mattias Kumm

This course examines the basic structures of the law of the European Union and the European Convention of Human Rights and its impact on its Member States. We will study legal texts, decisions and doctrines in their respective political contexts asking questions such as: What are the requirements of a transnational rule of law? To what extent should national courts recognize EU Law as the supreme law of the land? In which way does the establishment of a common market require the making of political choices and who makes them? What requirements must decisions by transnational institutions meet to be legitimate? Do European institutions meet them? How should Human Rights be protected in Europe? What are the respective roles of Member States, the ECJ and the ECHR? Substantive rights issues we will look at include the protection of freedom of religion and rights issues connected to antiterrorism measures.

## **Transitional Justice in Times of Transition**

Paul van Zyl

The course deals with legal, moral, social and political questions that arise in countries emerging from massive conflict or from periods of authoritarian or repressive rule. The course will focus on the strategies available to new democratic governments in order to confront a legacy of human rights abuse. These strategies include prosecutions, truth commissions, reparation programs, institutional reforms and reconciliation programs. The course will examine the precise nature of the international law obligations that arise following the commission of gross violations of human rights. It will also explore the real constraints embryonic democracies face in attempting to comply with these obligations. The course will cover a historical period from the commencement of the Nuremberg Trials until recent efforts to pursue accountability in Sierra Leone, Peru and East Timor. Taking this class is a prerequisite for the Spring 2006 seminar, Case Studies in Transitional Justice.

## **Children's Rights in International Law**

Philip Alston

The seminar focuses on both the theory and practice of children's rights and especially the UN Convention on the Rights of the Child (which has 192 States parties). The course will consider whether children really should be treated as rights-holders and whether this approach is more effective than the alternatives. Consideration will be given to the key legal concepts and the framework of rights reflected in the CRC. Specific issues will include whether it is productive to think in terms of children's rights to education, housing or health care and how such rights can be 'enforced'; children's rights in the criminal justice context including the death penalty; corporal punishment; whether child labor should or could be banned worldwide; efforts to end the involvement of children in armed conflict; and child sexual exploitation. We will also consider the pros and cons of US ratification of the Convention.

## **Recourse to Force in International Law**

Thomas Franck and Miriam Sapiro

This seminar will examine the law of the U.N. Charter and its development through judicial decisions and practices over the past half-century insofar as it pertains to the use of military force by states acting individually and collectively, and by "coalitions of the willing" acting under the auspices of the Security Council. Military actions to be studied include those responding to threats to the peace, acts of aggression and gross violations of human rights.

## **Law of War and International Criminal Courts**

Richard Goldstone

The objectives of the course will be to explore the theoretical and practical significance of the prosecution of war criminals for the enforcement of international humanitarian law. A historical survey of international humanitarian law and the prosecution of war criminals will be considered, with emphasis on post-World War II developments including the International Military Tribunals (Nuremberg and Tokyo) and the two UN ad hoc international criminal tribunals for the former Yugoslavia and Rwanda. The substantive jurisdiction and procedural law of the ad hoc tribunals will be discussed, highlighting theoretical and practical problems associated with the international prosecution of war criminals. The course will conclude with a consideration of the problems associated with the establishment and early cases of the International Criminal Court.

## **Recent CHRGI Events**

### 2006 Events

Third Annual Emerging Human Rights Scholarship Conference (March 31, 2006)

Internal Displacement Problems, Challenges and Perspectives (March 23, 2006)

### 2005 Events

The Missing Piece of the Puzzle: Caste Discrimination and the Conflict in Nepal Report and Advocacy Briefing (November 10, 2005)

Panel: Closing the First Guantánamo Prison Camps: How a Human Rights Clinic Sued the President and Won (October 26, 2005)

Film Screening: *Persons of Interest* (September 28, 2005)

Human Rights and the Media, A Conversation with Stalin K. (September 13, 2005)

Second Annual Emerging Human Rights Scholarship Conference (March 4, 2005)

### 2004 Events

From Torture to Trial: Guantánamo and Beyond (November 17, 2004)

Crackdown in Cairo: Egypt's Campaign Against Homosexual Conduct (March 4, 2004)

International Humanitarian Law, Justice, and Reconciliation in a Changing World (March 3, 2004)

Human Rights and Development: Towards Mutual Reinforcement (March 1, 2004)  
Should International Human Rights Law and Practice Shape the Philosophy of Human Rights? (January 28, 2004)

#### 2003 Events

Inaugural Emerging Human Rights Scholarship Conference (October 31, 2003)  
Human Rights Perspectives on the Millennium Development Goals (November 11, 2003)

#### 2002 Events

Focus on the International Criminal Court, with Judge Philippe Kirsch (Fall 2002)  
Human Rights Careers Seminar (Fall 2002)  
Forum on Truth Commissions with International Center for Transitional Justice (December 2002)

6. *Does the CIP assist students in acquiring internship/externship opportunities with human rights organizations (NGOs, IGOs, etc.)? Which organizations?*

Internship/externship opportunities are arranged primarily through the International Law and Human Rights Student Fellowship Program. Please see below a list of organizations hosting 2006 summer Fellows:

[Centre on Housing Rights and Evictions \(COHRE\)](#), Geneva, Switzerland

[Center for Legal and Social Studies \(CELS\)](#), Buenos Aires

[Fédération Internationale des Ligues des Droits de l'Homme](#) (International Federation for Human Rights), (FIDH), Paris

[Ghana Center for Democracy and Development \(CDD-Ghana\)](#), Accra

[Humanitarian Law Center](#), Belgrade

[Instituto de Derechos Humanos y Democracia \(IDEH\)](#), Lima, Peru

[Inter-American Commission on Human Rights \(IACHR\)](#) Washington D.C.

[International Center for Transitional Justice \(ICTJ\)](#) New York, NY

[International Criminal Tribunal for Rwanda \(ICTR\)](#)

[International Criminal Tribunal for the Former Yugoslavia \(ICTY\)](#)

[International Law Commission \(ILC\)](#) Geneva, Switzerland

[International Women's Rights Action Watch-Asia Pacific \(IWRAW\)](#), Kuala Lumpur

[Legal Resources Centre](#), Constitutional Litigation Unit (LRC), Johannesburg

Liberia Truth and Reconciliation Commission, Monrovia

[People's Watch](#), Tamil Nadu, India

[Transitional Justice Institute](#), Jordanstown, Northern Ireland

[UN High Commissioner for Refugees](#), Geneva, Switzerland

[UN High Commissioner for Refugees](#), Bangkok, Thailand

[UN Special Rapporteur on Extrajudicial, Summary or Arbitrary Executions](#), New York and

[Women's Legal Centre](#), Cape Town, South Africa

[World Health Organization](#) (WHO), Geneva, Switzerland)

7. *In general, how is the CIP funded?*

The Center is funded by New York University School of Law, private foundations and individual donors.

8. *Does the CIP have any affiliations with Human Rights groups outside the law school or university? Which ones? What is the nature of the affiliation?*

Achieving the scholarly and policy objectives of the Center can be greatly aided through close collaboration on specific projects with some of the key international and domestic human rights non-governmental organizations and other relevant bodies. This collaboration takes a variety of different forms, including co-organization of conferences and workshops; placement for the Fellowship Program; work on specific projects in the context of the International Human Rights Clinic; and support for particular organization initiatives (see the CHRGI website for descriptions of those collaborative efforts).

Some examples of activities undertaken outside of the International Human Rights Clinic and Fellowship Program include:

- WITNESS: In June 2006, [WITNESS](#) produced *Outlawed*, a film on extraordinary rendition and secret detention, in partnership with the Center and 13 other human rights organizations, such as Human Rights Watch and Amnesty International. The Center will continue to work with WITNESS and these partner organizations on follow-up to the video and its recommended actions.
- ENSAAF: The Center has collaborated with [ENSAAF](#) on a number of occasions, including, for example, in [urging investigation into torture and “disappearances” in India](#) (May 1, 2006) and to emphasize the U.S. duty to withhold extradition to risk of torture in the case of Kulvir Singh Barapind, both through a [press release](#) and through an [Amicus Brief](#), submitted to The Hon. Dr. Condoleeza Rice, U.S. Secretary of State, concerning

International and Domestic Law Standards Governing Applications for Relief from Extradition Under the Convention Against Torture.

- [Council of Europe](#): The Center has provided support to the investigation undertaken by Rapporteur Dick Marty into Alleged secret detentions and unlawful inter-state transfers involving Council of Europe member states, including through providing key Center reports on this topic and meeting with the investigatory team. This contribution was recognized in Mr. Marty's [June 2006 report](#) on this issue.
- European Parliament: In May 2006, Professor Margaret Satterthwaite met with Members of the [TDIP Temporary Committee](#) (Temporary Committee on the alleged use of European countries by the CIA for the transportation and illegal detention of prisoners) of the European Parliament to provide expert legal advice on the international human rights and other legal standards applicable to this issue.
- [European Parliament Subcommittee on Human Rights](#): On February 20, 2006, the European Parliament Subcommittee on Human Rights held an "Exchange of views on Nepal, one year after the coup d'état." Members of the European Parliament (MEPs), who had received the Center's report on Nepal, raised a number of concerns regarding the treatment of Dalits in the One MEP in particular referred to the "horrifying information" that she had seen regarding the targeting of Dalits by the army, police and Maoists. Experts present at the meeting to provide testimony also raised the treatment of Dalits on numerous occasions.
- International Dalit Solidarity Network (IDSN): The Center has collaborated with the [International Dalit Solidarity Network](#) in a number of capacities, both through its research projects and through the International Human Rights Clinic. In December 2003, the Clinic prepared a report for IDSN that investigated the extent of caste discrimination in South Asian diaspora communities in the United States and the United Kingdom. The Center played a key role in the drafting of the [Kathmandu Dalit Declaration](#), released at IDSN's [International Consultation on Caste-Based Discrimination](#) in Kathmandu, Nepal in December 2004. In August 2005, IDSN coordinated the Geneva release of the Center's report, *Missing Piece of the Puzzle: Caste Discrimination and the Conflict in Nepal*, and has used its networks to help disseminate the report to key E.U., U.N., and international financial institution officials. Center Faculty Director Smita Narula is a IDSN co-founder and regularly attends IDSN-sponsored meetings with U.N. officials in Geneva, including the [U.N. Sub-Commission Special Rapporteurs on Discrimination Based on Work and Descent](#).
- [U.K. All-Party Parliamentary Group on Extraordinary Rendition](#): In December 2005, the Center was commissioned by the U.K. All-Party Parliamentary Group on Extraordinary Rendition to produce a briefing paper on international law and extraordinary renditions: *Torture by Proxy: International Law Applicable to "Extraordinary Renditions" (2005)*.

The Center continues to work closely with the All-Party Parliamentary Group to facilitate the Group's contact with U.S. actors and to provide opportunities for the Group to interact with members of the NYU School of Law community.

- **MacArthur Justice Center:** In March and June 2005 the Center hosted two litigation and advocacy strategy sessions on the "war on terror." Co-convened with the MacArthur Center for Justice, these meetings provided an opportunity for concrete discussion about common strategy, the sharing of expertise, and ways to enhance organizational capacity. Several of the Center's current projects are a direct result of these meetings.
- **Human Rights Clinics:** In February 2005, the Center, jointly with Boalt Hall School of Law, UC Berkeley, University of Virginia School of Law, and Yale Law School, hosted a day-long workshop on international human rights clinical legal education. Twenty-three law schools from the United States and one school from Canada were represented at the workshop. The purpose of the workshop was to discuss collectively themes, challenges, and goals common to human rights clinics at the various schools. This conference was the first in a series of annual events to be held at law schools nationwide.

9. *Does the CIP allow student involvement in actual International Human Rights cases? What is the degree of that involvement?*

Please see the above information on the International Human Rights Clinic and Fellowship Program. Both of these programs entail direct student involvement in cases. Students also engage in case work through Law Students for Human Rights.

10. *What, in your opinion, attracts students to participate in the CIP?*

Prominent faculty, diverse student opportunities, the International Human Rights Clinic, the caliber of courses, and the cutting edge work of the Center that focuses on five key research and project areas: Detainees and the "War on Terror," Discrimination and National Security, Economic, Social and Cultural Rights, Extrajudicial Executions, and Transitional Justice attract students to participate in the Center.

11. *What are some specific projects or cases that the CIP has undertaken in recent years?*

Please refer to our website ([www.chrgj.org](http://www.chrgj.org)) for additional information on the Center's five key research and project areas: Detainees and the "War on Terror," Discrimination and National Security, Economic, Social and Cultural Rights, Extrajudicial Executions, and Transitional Justice. For examples of recent activities of the International Human Rights Clinic, please refer to the response to question 14.

12. *Are there cultural and language barriers that impede your work? If so, how have you overcome these barriers?*

No.

13. Are there any other suggestions you may have concerning the organization of a CIP?  
No.

***Questions about your human rights clinical work:***

14. *How many clinics do you have that are handling international human rights litigation or projects (by using international law in domestic fora and/or by taking matters to IGOs)?*

The International Human Rights Clinic at NYU School of Law, co-taught by CHRGJ Faculty Directors Professor Smita Narula and Professor Margaret Satterthwaite, explores multifaceted approaches to human rights advocacy in both domestic and international settings. Through seminar discussions, simulations and fieldwork, the course will emphasize practical skills, including investigating and documenting human rights violations; advocating before United Nations, regional, and national human rights bodies; and engaging with global human rights campaigns. Students also address questions of ethical, political and professional accountability related to human rights work.

Fieldwork consists of projects undertaken for: 1) human rights organizations in the United States and abroad; and 2) intergovernmental human rights experts and bodies (including the United Nations). Fieldwork focuses on a wide range of issues, such as: economic and social rights; human rights in the "war against terror," the accountability of non-state actors for human rights abuses; and the human rights of groups marginalized on the basis of caste, ethnicity, race, gender, and sexuality, among other categories. These projects give students an opportunity to assist in formulating policy and legal responses to current human rights problems.

The International Human Rights Clinic works with non-governmental and intergovernmental human rights organizations, partnering with groups based in the United States and abroad. Working as legal advisers, co-counsel, or advocacy partners, clinic students work side-by-side with human rights activists from around the world. Past and current projects include:

- Human Rights Abuses in the "War on Terror"
- Access to Justice for NYC Immigrant Communities
- Gender and Human Rights
- Caste Discrimination
- Economic and Social Rights
- International Justice
- Accountability of International Actors
- Human Rights within the U.N.
- Human Rights Monitoring

For additional information on the International Human Rights Clinic, please visit <http://www.law.nyu.edu/clinics/semester/humanrights>.

The International Environmental Law Clinic at NYU School of Law offers students opportunities to bring together theory and practice to provide innovative situations to cutting-edge problems in international and developing country environmental law and sustainable development. Clients include environmental groups located in the U.S. and abroad; the United Nations and its various agencies; the World Bank and other multilateral development agencies and other international organizations; and governments of developing countries and countries with transition economies. Depending on the client assignment, students may draft laws or regulations; research and prepare position papers for clients on the negotiation and implementation of international and regional environmental agreements; or analyze and develop strategies on environmental law reforms and policy initiatives.

For additional information on the International Environmental Law Clinic, please visit <http://www.law.nyu.edu/clinics/semester/intlenvtl/index.html>.

*For each such clinic, please answer the following questions:*

15. *What is the makeup of the clinic staff? (full-time staff, part-time staff, permanent/non-tenure track/temporary law professors, law students, other professors or students)*

The International Human Rights Clinic at NYU School of Law, is co-taught by CHRGJ Faculty Directors Professor Smita Narula and Professor Margaret Satterthwaite. CHRGJ Research Director Jayne Huckerby provides additional student supervision.

16. *In what fora do you practice?*

Please refer to the response to question 14.

17. *Who are your case referral agencies?*

N/A.

18. *Please list any partner NGOs that assist you in casework or in teaching the clinic.*

The following organizations have been part of clinic casework over the past few years:

Amnesty International

Brennan Center for Justice

Center for Constitutional Rights

Center for Economic and Social Rights

Center for Justice and Accountability

Center for Reproductive Rights

Centre on Housing Rights and Evictions

Council of People's Organization

Human Rights in China

Human Rights Watch Africa Division

Human Rights Watch Asia Division

Human Rights Watch Business and Human Rights division

Human Rights Watch Children's Rights Division

Human Rights Watch Women's Rights Division  
Institute for Justice and Democracy in Haiti  
International Dalit Solidarity Network  
International Women's Rights Action Watch – Asia/Pacific  
Legal Access Network for South Asians  
National Economic and Social Rights Initiative  
New York City Bar Association's International Human Rights Committee  
Robert F. Kennedy Memorial Center for Human Rights  
Special Court for Sierra Leone  
World Organization for Human Rights USA  
Zanmi Lasante (Partners in Health, Haiti)

19. *If you were planning to start up a human rights clinic, what are the most important substantive books to have on your shelf, the top websites you would bookmark and the most important listservs to join (you do not have to catalogue your library for us, we would just like to let our colleagues know your "top ten list" of items you most strongly recommend for people who are starting out)?*

Please see the International Human Rights Clinic Spring 2006 syllabus (below) for readings we have found especially helpful.

## INTERNATIONAL HUMAN RIGHTS CLINIC NYU SCHOOL OF LAW

PROFESSORS SMITA NARULA AND MARGARET SATTERTHWAITE

### SPRING 2006 SYLLABUS

*Assignments and readings are subject to change.*

**I. January 11 Introductory Class: Human Rights Lawyering Clinic Projects, and Discussion of Selection Process**

Assignment

Short case example of human rights problem and approaches – due Friday, January 13 at 10 a.m.

**II. January 18 Skills Session 1: Players, Venues, Approaches and Strategies**

Readings

(1) Henry J. Steiner & Philip Alston, *Civil Society: Human Rights NGOs and Other Groups*, in INTERNATIONAL HUMAN RIGHTS IN CONTEXT: LAW, POLITICS, MORALS 938-964 (2d ed., 2000).

- (2) Makau Mutua, *Savages, Victims, and Saviors: The Metaphor of Human Rights*, 42 HARV. INT'L L.J. 201.
- (3) David Kennedy, *The International Human Rights Movement: Part of the Problem?*, 15 HARV. HUM. RTS. J. 99 (2002).

### III. January 25 Substantive Law Session 1: Review of Intl. Human Rights Law

#### Readings

- (1) International Covenant on Civil and Political Rights
- (2) International Covenant on Economic, Social and Cultural Rights
- (3) International Convention on the Elimination of All Forms of Racial Discrimination
- (4) *The Nature of States Parties Obligations*, General Comment 3, U.N. CESCR, 5th Sess. (1990).
- (5) *The Nature of the General Legal Obligation Imposed on States Parties to the Covenant*, General Comment 31, U.N. CCPR, Human Rights Committee, 80th Sess. (2004).
- (6) *General Recommendation XXIX on Article 1, Paragraph 1, of the Convention (Descent)*, CERD Committee, 61st Sess. (2002).
- (7) *The Practice of Human Rights Treaty Bodies with Respect to Reservations to International Human Rights Treaties* (2005).
- (8) Rhona K.M. Smith *The United Nations organizational structure*, in TEXTBOOK ON INTERNATIONAL HUMAN RIGHTS 53-82 (2d ed., 2005).
- (9) Readings on the U.N. human rights mechanisms reform process (to be distributed prior to class).

#### Assignment

Critical reflection, due Friday, January 27 at 10 a.m.

### IV. February 1 Skills Session 2: Approaches to Economic & Social Rights

#### Readings

- (1) *Substantive Issues Arising in the Implementation of the International Covenant on Economic, Social, and Cultural Rights*, General Comment 12: The right to adequate food, U.N. ESCOR, Committee on Economic, Social and Cultural Rights, 20th Sess. (1999).
- (2) IHRIP & FORUM-Asia, *Monitoring and Assessing the Enjoyment of ESC Rights*, in Circle of Rights: Economic, Social and Cultural Rights Activism: A Training Resource 365-391 (2000).
- (3) COHRE, *Introduction: Lessons from Practice*, and *The World Bank Inspection Panel*, in LITIGATING ECONOMIC, SOCIAL AND CULTURAL RIGHTS: ACHIEVEMENTS, CHALLENGES AND STRATEGIES 8-28, 171-175 (2003).
- (4) Kenneth Roth, *Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization*, 26 HUMAN RIGHTS QUARTERLY 63 (2004)
- (5) Thomas Pogge, *General Introduction in World Poverty and Human Rights: Cosmopolitan Responsibilities and Reforms* ADD YEAR AND EDITION.

#### Assignment

Prepare for in-class simulation exercise

### V. February 8 Skills Session 3: Interviewing and Fact-Finding

#### Readings

- (1) Diane Orentlicher, *Bearing Witness: The Art and Science of Human Rights Fact Finding*, 3 HARV. HUM. RTS. J. 83, 83-135 (1990).
- (2) FORUM-ASIA & Union for Civil Liberty, HANDBOOK ON FACT-FINDING AND DOCUMENTATION OF HUMAN RIGHTS VIOLATIONS.
- (3) Pumla Gobodo-Madikizela, *The Language of Trauma, in A HUMAN BEING DIED THAT NIGHT: A SOUTH AFRICAN WOMAN CONFRONTS THE LEGACY OF APARTHEID* 79-94 (2003).
- (4) Martus FAQ at <http://www.martus.org/concept/faqs.shtml>

Assignment

Prepare for in-class simulation exercise

**VI. February 15 Skills Session 4: Documenting Abuses and Gathering Information from Governments and Other Potential Opponents**

Readings

- (1) UN High Commissioner for Human Rights, *Situation of Human Rights in the Darfur Region* (May 7, 2004).
- (2) Human Rights Watch, *Darfur Documents Confirm Government Policy of Militia Support* (July 20, 2004).
- (3) UPI, "President Bashir: The International Intervention would not solve the Problem in Darfur" (July 27, 2004).
- (4) BBC/Koert Lindijer, "Analysis: Reining in the Militia" (August 5, 2004).
- (5) Human Rights Watch, *Some Transparency, No Accountability: The Use of Oil Revenue in Angola and Its Impact on Human Rights* [http://www.hrw.org/reports/2004/angola0104/1.htm#\\_Toc60036802](http://www.hrw.org/reports/2004/angola0104/1.htm#_Toc60036802)

Assignment

Draft of report summary due Friday, February 17 at 10 a.m.

**VII. February 22 Skills Session 5: Human Rights Report Writing**

Readings

- (1) Richard Wilson, *Representing Human Rights Violations: Social Contexts and Subjectivities*
- (2) Report links to be sent by email.

Assignment

Draft of press release due Friday, February 24 at 10 a.m.

**VIII. March 1 Skills Session 6: Working with and through the Media**

Readings

- (1) CENTER FOR COMMUNITY CHANGE, *HOW TO TELL AND SELL YOUR STORY* (1997). [Quickly skim the whole booklet, and read pages 9-14, 22-30, and 43-51.]
- (2) Anna Husarska, "Conscience Trigger": *The Press and Human Rights, in REALIZING HUMAN RIGHTS: MOVING FROM INSPIRATION TO IMPACT* (Samantha Power, ed., 2000).
- (3) Press Releases and Press Stories [links to be sent by email].
- (4) Handout on guidelines for writing press releases.

Assignment

Short overview of assigned human rights mechanism, due Friday, March 3 at 10 a.m.

**IX. March 8 Skills Session 7: Choosing Venues and Lodging Petitions**

Readings

- (1) Anne F. Bayefsky, *Introductions to Complaints Procedures*, in HOW TO COMPLAIN TO THE UN HUMAN RIGHTS TREATY SYSTEM 37-56 (2002).
- (2) Rhona K.M. Smith, *Monitoring, Implementing and Enforcing Human Rights in* TEXTBOOK ON INTERNATIONAL HUMAN RIGHTS 145-170 (2d ed., 2005).

**X. March 22 Substantive Law Session 2: International Humanitarian Law**

**Guest Speakers: TBA**

Readings

- (1) Convention (I) for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field, Geneva, 1949: Articles 2 and 3; Excerpts from ICRC COMMENTARIES ON THE GENEVA CONVENTIONS OF AUGUST 12, 1949 COMMON ARTICLES 2 AND 3.
- (2) Malcolm N. Shaw, *International Humanitarian Law in* INTERNATIONAL LAW (5<sup>th</sup> ed., 2003) 1054-1081.
- (3) Human Rights Watch, Background Paper on Geneva Conventions and Persons Held by U.S. Forces (2002).
- (4) Memos from U.S. administration officials concerning the application of the Geneva Conventions to Al Qaeda and the Taliban (2002).

Recommended reading

Theodor Meron, *The Humanization of Humanitarian Law*, 94 AMERICAN JOURNAL OF INTERNATIONAL LAW 239 (2000).

Assignments

Critical reflection, due Friday, March 24 at 10 a.m.  
Preparation for project rounds.

**XI. March 29 Project Rounds 1: Team Presentations and Seminar Discussion**

Assignment

Preparation for project rounds.

**XII. April 5 Project Rounds 2: Team Presentations and Seminar Discussion**

**XIII. April 12 Skills Session 8: Preventing and Combating Secondary Stress**

Readings

- (1) Barbara Harrell-Bond, *Can Humanitarian Work with Refugees be Humane?* 24 HUMAN RIGHTS QUARTERLY 52 (2002).
- (2) UNHCR, *MANAGING THE STRESS OF HUMANITARIAN EMERGENCIES* (2001).
- (3) Nancy B. Roof/Center for Psychology and Social Change, *THE IMPACT OF WAR ON HUMANITARIAN SERVICE PROVIDERS: A WORKBOOK ON SECONDARY TRAUMATIC STRESS AND BURNOUT* (1994).

#### **XIV. April 19      Wrap-Up and Evaluation**

##### Assignment

Self evaluation and portfolio due Friday, May 5 at 10 a.m.

#### **ASSIGNMENT DUE DATES**

*Unless otherwise indicated, assignments are due on Fridays at 10 a.m. and should be posted to Blackboard*

- January 13: Short case example of human rights problem and approaches
- January 27: Critical reflection.
- February 17: Report summary.
- February 24: Draft of press release.
- March 3: Human rights mechanism.
- March 24: Critical reflection.
- May 5: Self evaluation and portfolio (hard copy submission)

20. *Do you have syllabi, simulations or any other material that you are able to make available to others, either upon request or by putting it up for colleagues on a shared link between the AALS human rights section website and your clinic's website (the AALS link could be password protected if this would be helpful)?*

Please refer to the CHRGI website ([www.chrgj.org](http://www.chrgj.org)), which will be updated by September 15, 2006. Please refer in particular to the section entitled Casebook/Syllabi.

21. *What percentage of the students in this clinic typically travel abroad for their clinic work?*  
Students do not routinely travel abroad for their clinical work, though international travel is a key part of our Fellowship program.

22. *Do students have the opportunity to meet their clients in person?*  
Students work directly with clinic clients – either in person or through email and phone contact (when clients are abroad, for example).

23. *What mix of domestic work (if any) and international cases does this clinic handle?*

As mentioned above, the International Human Rights Clinic works with non-governmental and intergovernmental human rights organizations, partnering with groups based in the United States and abroad. The substantive focus is on both international and domestic human rights issues.

**Individual Faculty Efforts:**

24. *Do you have any faculty that are performing or supervising significant international human rights litigation or projects outside the formal structure of centers and clinics? If so, what type of project and how many students are involved?*

Students occasionally participate in human rights projects that are not directly related to the work of the CHRGI or the International Human Rights Clinic. Working with members of NYU's faculty, they have opportunities to undertake projects related to faculty's diverse areas of human rights expertise. For example, students have assisted Prof. Smita Narula on her work with the [International Dalit Solidarity Network](#), which brings together international organizations, donor agencies, and non-governmental groups to build a world-wide movement against caste discrimination in Asia and Africa. Several students have been involved as research assistants to contribute to Professor Philip Alston's work by conducting research and writing on the death penalty, impunity, and other issues connected to extrajudicial executions. Students have also assisted Prof. Margaret Satterthwaite on projects related to her work consulting with the UN and NGOs on issues related to the rights of women migrant workers.

**Externships:**

25. *Do you have students receiving credit for human rights service performed outside your law school? Roughly how many students are doing this each year? What percentage of externships involve placement outside the U.S.?*

We do not offer credit for externships at present.

**AALS Human Rights Section:**

26. *As you know, the AALS human rights section is just getting off the ground and we would be grateful for your suggestions and leadership. Please let us know in writing or by calling Beth Lyon at 610-519-7126.*

**A final draft of your responses will be circulated to you before it is uploaded to the Section website. Please let us know if you would prefer that any of your answers *not* be placed on the website.**