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HUMAN RIGHTS NEWS

Thomas J. Dodd Research Center
405 Babbidge Road, U-1205
Storrs, CT 06269
Phone: (860) 486-8739
Fax: (860) 486-6332
www.humanrights.uconn.edu

Editor-in-Chief Connie Yan
Managing Editor Shawn Beals
Copy Editors Connie Yan
Shawn Beals
Design / Layout Katie Uhlan
News Editor Sarah Kopman-Fried
Photography Editor Julie Friedlander
Arts Editor Becky Rivard
Publication Advisor Rachel Jackson

Contributors

Shawn Beals
Sarah Kopman-Fried
Joshua Litwin
Krista Ostaszewski
Katie Uhlan

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Back cover art courtesy of Joshua Litwin

Letter From: Eleni Coundouriotis

Associate Director, Human Rights Institute



Photo Courtesy of humanrights.uconn.edu

The spring semester at HRI always brings the work of students to the fore. Human Rights minors are doing their internships and presenting the results, the student human rights journal, *Namaste*, comes to fruition, and graduating seniors are preparing to enter the field of human rights professionally. This spring was particularly special because of the student-run Human Rights Awareness Week that drew hundreds of members of the university community to a large number of different events around campus. The energy, creativity, and intelligence of our students continue to inspire all of us at HRI.

This was also a busy semester for the faculty study groups. The Economic Rights Study Group hosted its first annual "Economic Rights Workshop" on the topic, "Instantiating Economic Rights." Radhika Balakrishnan (Marymount Manhattan College, Department of Economics and International Studies) and Mark Gibney (University of North Carolina-Asheville, Law) joined regular and affiliate

members of the Economic Rights Group for a day-long discussion.

The study groups for Foundations of Humanitarianism, a collaboration between HRI and the University of Connecticut Humanities Institute also had an active year. The group on "Culture, Politics, and History of Humanitarianism" hosted a mini-conference with Sally Engle Merry from New York University on "Human Rights, Capitalism, and Imperialism" which drew about 70 participants from the university community. The "narrative" group invited Amanda Anderson from Johns Hopkins University as its magnet scholar for the three visits over the course of the year. Discussion focused on proceduralism, law, and narrative.

HRI's Program in Science and Human Rights collaborated with the Humanities Institute for the annual Day in the Humanities, a day-long conference on "Re-designing the Human." The year's third lecture in Science and Human Rights was given by Dr. Evelyn Hammonds from Harvard University who spoke about race and science.

Julie Friedlander, a senior majoring in political science with a minor in human rights, is the first recipient of the Richard Goldstone Internship at the International Criminal Tribunal for the former Yugoslavia. Friedlander will be spending six months in The Hague, Netherlands, working in the research unit of the Office of the Prosecutor.

We look forward to having Professor David Forsythe (University of Nebraska) as Gladstein Visiting Professor in Human Rights in the fall. Professor Forsythe will be teaching in the Political Science department and participating in a range of HRI events. In the fall we will also inaugurate the graduate certificate in Human Rights.

'Intemperate Times' Transcends Ages



Joshua Litwin/Human Rights News

The artwork on the walls of the Human Rights Gallery at the William Benton Museum of Art packs a powerful message of peace.

The Human Rights Gallery Presents Artwork Of Käthe Kollwitz

By Katie Uhlan

When you step back and look at the exhibition in the Human Rights Gallery at the William Benton Museum of Art, the outlook is bleak.

On the walls there are about a dozen images – black and white photos, black and white lithographs and black and white woodcuts.

However, when you take a step forward and look at each individual piece of work you see the emotion, strength and pain that fills the four walls of the gallery.

“Intemperate Times” is composed of all artwork by Käthe Kollwitz.

“There are individuals, who, throughout history have never been able to accept any rationalization for the debasement of human life and existence or the abuse of human rights; they see the rights of human beings as paramount. One such individual was the early 20th century German artist Käthe Kollwitz,” reads the placard that introduces the exhibition.

Kollwitz’s inspiration for all of her artwork comes from strong anti-war sentiments, which arose after her eldest son Peter was killed in the trenches of Belgium during World War I. Her artwork made her famous in the early twentieth century when she sold them to various campaigns to be made into posters.

One such image is the lithograph titled “No More War,” which features a sexless being openmouthed, fist raised with a determined look. All of the images in the gallery are so very powerful and moving, despite the fact that they deal with a war that happened over 100 years ago, they are all the more moving given America’s current situation in the Middle East. This work became one of Kollwitz’s best known images. “The Social Democratic Party commissioned the image for Central German Youth Day in 1924,” reads the description of the image.

Other images in the gallery show anti-abortion,

“There are individuals, who, throughout history have never been able to accept any rationalization for the debasement of human life and existence or the abuse of human rights; they see the rights of human beings as paramount. One such individual was the early 20th century German artist Käthe Kollwitz.”

– William Benton Museum of Art

hunger and other images, which are very different but have one cohesive theme. All the images are very dark and emotional, with sad faced figures.

The Human Rights Gallery changes twice each year, once each semester. It is located on the second floor of the William Benton Museum of Art.



Photo Courtesy of Joshua Litwin/Human Rights News
Kollwitz's lithograph "No More War," is one of the artist's best known pieces.

Day In The Life Of A Human Rights Intern

Pax Educare, Inc.: The Connecticut Center for Peace Education

By Krista Ostaszewski

As a human rights minor I was required to intern the spring semester of my senior year. As the time approached to do so, I was panic stricken from the responsibility of finding a internship experience that would fulfill my requirement. In addition, I wanted my internship to be enjoyable and further my knowledge in my selective field of concentration: human rights journalism.

After searching numerous local organizations I came across Pax Educare, Inc.: The Connecticut Center for Peace Education. It is a non-profit, grassroots organization that is based out of Hartford. Self-described as a resource center for the research, study and the teaching of peace, I was immediately interested.

In January of 2007 I became the Pax Educare Inc. spring intern. Working directly with Mary Lee Morrison, the Founder, President and Director of the organization I was put in charge of the newsletter. I was ready to put my journalism skills to the test, and learn more about how grassroots organizations work to make a difference in their community.

Along with writing the newsletter I attended meetings that the organization was a part of. This included the creation of a proposal

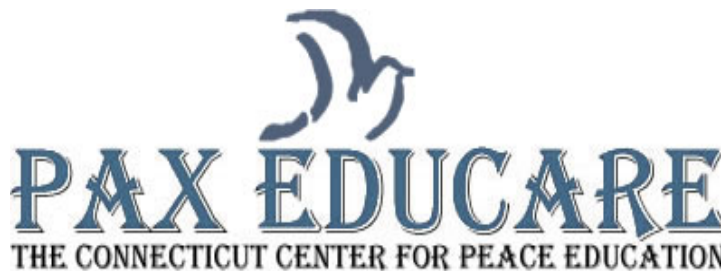
for a cross-consortium major in peace and conflict resolution studies. With the help of University of Hartford Professors, we created a collaborative that would offer a peace studies major at other locations including local institutions like the University of Hartford, St. Joseph's College and Central State University. I also became a part of the Education for Global Sustainability Conference set for June in Hartford. Funded by the Women League of Voters; active members in the area, including teachers, professors and

on how they move forward women's initiatives, while also highlighting women's roles in the peace making process.

Through a long process I was able to interact in the beginning stages of this important venture. Tentatively titled "Building Cultures of Peace: Women Creating a More Secure World," and set for November 10, 2007 at the University of Hartford, it was exciting to be a part of the project's growing process.

I was in charge of getting in contact with international women's groups to receive contact information for speakers and workshop leaders and ideas. Such organizations included UNIFEM, the Initiative of Inclusive Security, and even University of Connecticut women's studies professors for assistance.

Working with Pax Educare has allowed me to take part in the inner workings of a grassroots. This is the sort of organization that truly strives to make a difference throughout its local community. I was introduced to many prominent figures within the area that not only accepted me with open arms, but also proved to be scholarly role-models. The knowledge and drive these intellectuals showed, filled me with admiration, hope and excitement for a future in human rights related work.



local activists helped organize a conference to bring awareness to people in the community on how to create a sustainable earth, with a special concern on environmental issues.

One of my favorite projects that Pax Educare allowed me to become involved in was the building of a women in peace conference. The goal of the project is to build collaborative, working relationships with international, national and local groups involved in peace building, with particular emphasis

International Human Rights Exchange

By Sarah Kopman-Fried

The International Human Rights Exchange (IHRE) has recently announced that it will begin to offer a program in Johannesburg, South Africa, beginning in July 2007. The program will take place during the South African fall semester which runs between July and November.

According to the organizers of the program, Bard College and the University of Witwatersrand, Johannesburg, the exchange will be open to both North American and African students. The two schools hope to give students an opportunity to study human rights outside their home environment.

Each year, the IHRE program attempts to attract an equal number of Africans and North Americans in order to ensure diversity in their programs. Students enrolled in the program are generally upperclassmen and are each given the opportunity to earn up to 16 credits throughout the semester.

In addition to bringing in geographic diversity, the IHRE program also stresses other forms of diversity as well. In the first five years of the program, 73% of students and 53% of North American students were non-white, 59% of students were female and 41% of students were male. During the same period, IHRE's 375 students included young people from 41 countries and dozens of different majors.

According to the IHRE Web site, each student who takes part in the IHRE program, must enroll in the core course, Human Rights: Perspectives from the Disciplines. This course examines the issues surrounding the Human Rights movement from the standpoints of economics, philosophy, political science, psychology and a variety of other disciplines.

Apart from this core course, students are also given the opportunity to enroll in a variety of other elective

seminars. This year's seminars will focus on the topics of Human Rights and Gender, Human Rights and Development, Politics of International Human Rights and HIV/AIDS.

Many of the alumni of the program speak about how the broad range of available courses served to "deconstruct the way they view the world" and "shaped the way that they look at the world and the way in which they view themselves."

Other alumni also add that transformation may also result simply from living abroad in Johannesburg. The University of Witwatersrand, known colloquially as "Wits"



Photo Courtesy of ihre.org
Students come from 41 countries around the world to study at the "wits" at the IHRE

is home to over 25,000 students and has produced more than 100,000 graduates. The university boasts 88 Rhodes Scholars and 4 Nobel Prize winners. Wits is also home to the Origins Center, a world class museum facility comprising two independent, but closely linked,

museums. The First of these is the South African Museum of Rock

Art (SAMORA) and the second is the James Kitching Gallery (JKG)

Akosua Koram, a junior at UConn is spending the fall semester studying in South Africa as part of the exchange program. Koram is majoring in history with a minor in human rights.

Other founding partners of the exchange program include Bryn Mawr College, Oberlin College, Morehouse College, Spelman College, Swarthmore College, Trinity College, University of Cape Town, University of Fort Hare, University of KwaZulu-Natal, University of the Western Cape and University of Zimbabwe.

Human Rights Festival Sp



Photo Courtesy of Joshua Litwin/Human Rights News

A variety of bands performed for UConn students at the Human Rights Awareness Festival.

By Becky Rivard

What started as an idea one year ago by newly-formed organization Idealists United evolved into the week-long Human Rights Awareness Festival held from April 9th to April 14th, 2007. The Festival was put together in an effort to "motivate people about human rights, while having fun," according to John Corkery, an event organizer and an active member of Idealists United.

The festival began on Monday with documentaries Promises, which is about the Palestinian and Israeli conflict; and Invisible Children, which shows the story of three young Americans traveling to Africa to witness children who are taken unwillingly into the army. Monday also featured a panel about Darfur and a hunger banquet. At the hunger banquet, food from around the world was served, and video clips on world

hunger issues were shown.

The following day, the Fair Trade CoffeeHouse was held. Many students gathered to listen to performances ranging from vocalists playing guitar, accordion, or keyboards, all conveying a message pertaining to human rights. "Save the Humans" t-shirts were sold to support CREA, an organization dedicated to promoting sustaining appropriate living wages for workers.

Books Awareness At UConn

The week's events continued with Wednesday's documentary, panel, and film: *A Closer Walk*. The documentary, *No Logo*, focused on the impact of corporate globalization and its effects. At the panel, student activist Allyssa Milan, Bill Armaline, Books Not Bars, and Janet Peck of Love Makes a Family all spoke on how they are helping their communities. *A Closer Walk* discussed how people from around the world are affected by AIDS.

Thursday, the No Sweat Fashion Show was hosted. The show focused on labor rights, and how sweat shops are still present in the world today. The clothing, which was donated and lent, was auctioned off to attendees at the end of the show.

UConn's first Human Rights Awareness Festival concluded on a positive note with Saturday's all-day music fest. Many student and local bands performed. Some of the bands present included Echo Uganda, Rolla, and The Lawless Coast. Student organizations were also present to inform people of the "many tools and opportunities available on campus," as Mike Brand, president of Idealists United, put it. Included among these groups were EcoHusky, Amnesty International, Save the Children, and Aid to Artisan.

Idealists United is currently working on making the Festival an annual event, and there is some planning to make it a national event, as well. Ideas for future plans include possibly touring with STAND, an American group that fights to stop the violence in Darfur, and putting on similar festivals in each region of the country.



Photo Courtesy of Joshua Litwin/Human Rights News
Ashlee K sings and plays guitar for students at the Human Rights Awareness Festival.

Human Rights, Capitalism And Imperialism

By Krista Ostaszewski

In February, Professor Sally Engle Merry of New York University presented a riveting lecture titled "Human Rights, Capitalism and Imperialism." The talk was sponsored and organized by the "Culture, Politics and History of Humanitarianism," a University of Connecticut faculty study group which seeks to "develop a regional network of scholars engaged in research and teaching concerned with the foundations of humanitarianism."

Professor Merry began by discussing the global idea of human rights revolving around universal social justice and fairness and compared this theory to the application of domestic law. In response, Merry placed the focus of her lecture on the question of human rights as another form of imperialism. She investigated the links between human rights and imperialism by examining human rights issues through the study of colonization by investigating legal pluralism in the context of colonialism.

By describing the similarities and differences of the definition of human rights and imperialism, Merry brings about an interesting alternative to viewing human rights as legitimate form of domestic law that works within the system instead of a universal law. She explained that when human rights is described as a social movement it has both the ability and the capacity to escape law. She also spoke about how the mobilization of the human rights regime actually began through the

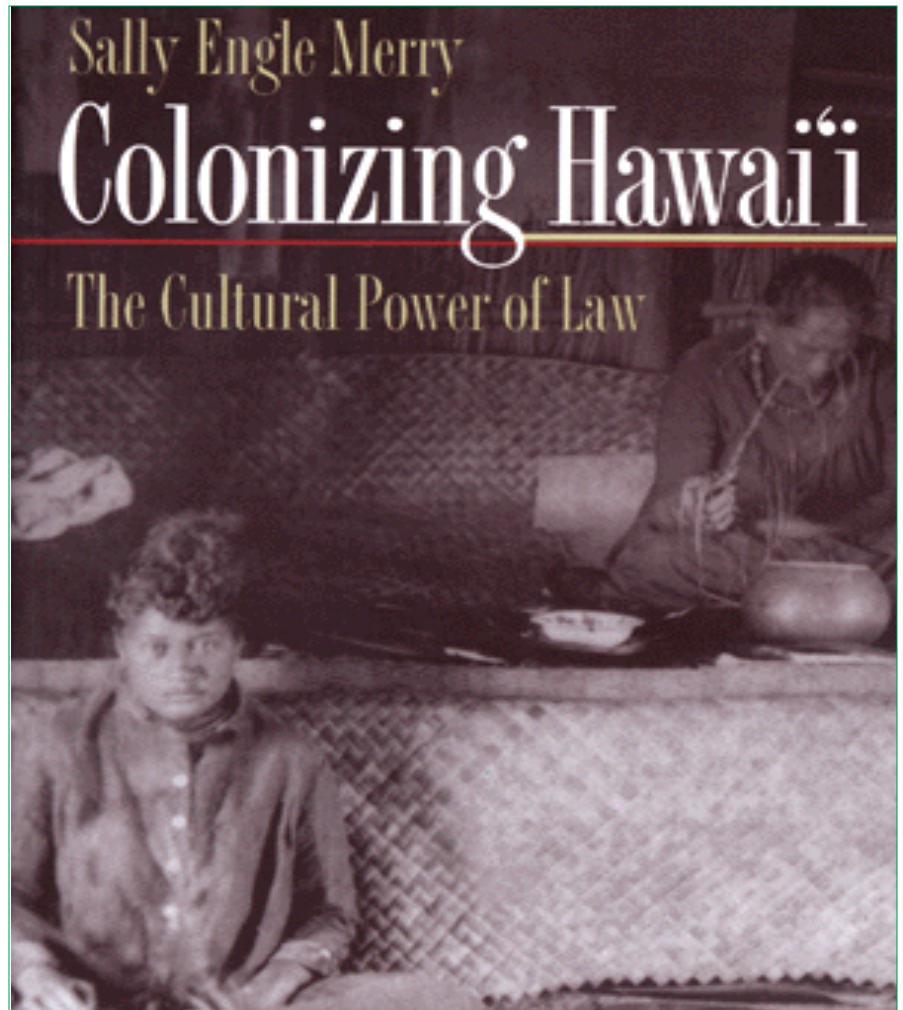


Photo Courtesy of The Princeton University Press
"Colonizing Hawai'i" is one of Sally Engle Merry's many published works.

social movement designed to bring about a global change. Merry was also able to portray illustrative examples in her research that support the idea of human rights working in a practical manner under domestic law as being effective resistance to power hierarchies.

Merry is a professor of anthropology and law at NYU.

Much of her known research is focused upon the colonization of Hawaii and also on gender issues. Her published works include a variety of titles such as: Human Rights and Gender Violence: Translating International Law into Local Justice, Law and Empire in the Pacific: Hawai'i and Fiji, and Colonizing Hawai'i: The Cultural Power of Law.

Grant Winners

By Sarah Kopman-Fried

The Human Rights Institute issued a variety of research grants to both faculty members and graduate students this year. Three faculty research funding grants, each worth \$2,500, were given out to three professors. Graduate student research funding grants, totaling \$7,825 were shared among four students. Faculty members and graduate students conducting research related to human rights were eligible to be considered to receive funding grants.

The Human Rights Institute has decided to provide this increased level of financial support in an attempt to "gain critical insights in to the origins, causes and possible prevention of human rights abuses both at home and abroad." In recent years, a broad range of research has been undertaken by faculty and graduate students that has helped to bring the UConn Human Rights Institute to prominence both nationally and internationally. The Human Rights Institute is looking to continue this tradition by funding additional research that addresses an array of human rights issues this year.

Professor Emma Gilligan, an assistant professor in the history department was awarded a grant for \$2,500 in order to continue her research focusing on war crimes in Chechnya.

Professor Kathryn Libal of the women's studies department was also awarded a grant for \$2,500. Libal, an assistant professor at the Hartford campus, is currently researching the contemporary politics of educating girls in Turkey.

Professor Maya Beasley, an assistant professor in the sociology department was awarded the final \$2,500 faculty research grant. Professor Beasley is currently researching the contemporary race relations in South

Africa.

Two of the graduate students awarded research funding grants are currently in the political science department, while the other two students recipients are studying anthropology. One of the political science students, Malia Bajpai, was awarded a research funding grant for \$1,225. Bajpai will be studying the internationalization and implementation of international human rights norms.

Another political science student, Chaka Uzundu, was awarded a graduate student research funding grant in the amount of \$2,500. Uzundu will be researching the connection between food sovereignty and human rights in several countries throughout the world.

Kate Hawkins, a graduate student in the anthropology department, was given a \$1,600 research funding grant. Hawkins will be evaluating retributive justice in post-conflict Croatia.

Another anthropology student, Marisa Prosser, was awarded the final graduate student research funding grant, for the amount of \$2,500. Prosser's research will be focusing on the issues of both social boundaries and also of cultural identity in contemporary Costa Rican society.

In addition, Joanne Cossitt was awarded the Public Interest Law Group (PILG) Fellowship to study at the University of Connecticut School of Law. Cossitt has received master's degrees in internal communication and development from American University, and in public health from Yale University. Her background in epidemiology, medicine and human rights, allowed her to secure a position with Physicians for Human Rights (PHR) in Cambridge, Mass. Cossitt's main focus with PHR will be the Campaign Against Terror, which investigates the physical and psychological impact of interrogation and confinement in American military facilities.



New Human Rights Class

By Sarah Kopman-Fried



Photo Courtesy of languages.uconn.edu

Professor Sebastian Wogenstein will be teaching a new course about the German contribution to the modern day human rights movement.

In the upcoming Fall semester, a new course, German 175, will be offered at UConn. The course, which focuses on twentieth century Germany's contribution to the evolution of the Human Rights movement, will be taught by Professor Sebastian Wogenstein. Described as Professor Wogenstein's "dream course," the class combines his expertise in German studies with his passion for Human Rights.

What topics will be emphasized in this course?

We will start out discussing what the components of the course title could mean and have meant in the past: "human," "rights," "human rights," and all this is in a German context. German philosophers, sociologists and political theorists

have been involved in formulating much of what we consider human rights today. Literary texts or dramas have dealt extensively with rights and its violations that we today consider human rights. We will read some of these theoretical and fictional/theater texts and analyze their impact (or lack thereof).

How will the Holocaust factor into the discussion on Germany and Human Rights?

Unfortunately, 20th-century Germany has also committed the worst human rights violations in history. A central section of the course will be devoted to the Holocaust. We will look at and discuss documentaries and other representations of the Holocaust, including a film by Eyal Sivan, entitled "The Specialist," on the Eichmann trial in Jerusalem. The Nuremberg trials and their significance for the formation of the International Court of Justice in The Hague will be another topic.

Were there any other German influences, besides the Holocaust, on the evolution of Human Rights?

We will also look at World War I and the topic of war photography since then. What role can photography play in an increasingly media-

oriented world? Can photographs be used to document human rights violations and later be used in prosecution? We will watch the documentary "War Photographer," a powerful Swiss film about James Nachtwey, a photojournalist with the commitment to international human rights issues.

Another section of the course will focus on human rights violations in divided post-war Germany: guest workers and political asylum issues; the terror scare of the 1970s and early 80s known as the "German Autumn" and also on East Germany's totalitarian regime.

We will also discuss workers and labor rights since the late 19th century and the fight for women's rights in Germany.

How will the class be taught?

One component of the class will be individual or group projects of students, which will be presented toward the end of the semester. Students will be asked to do research in a course related topic on their own. The students will be asked to research the biography of an actual person and present their findings in class. Examples could be interviewing a Holocaust survivor, research based on documents from the Dodd Center's archives or interviewing a person from East Germany on human rights issues.

Professor Wogenstein's German 175 class will be offered beginning in the Fall 2007 semester.

Profile – Professor Diana Meyers

By Shawn Beals

Dr. Diana Tietjens Meyers was the recipient of the inaugural human rights fellowship from the Human Rights Institute in the fall of 2006. Since 1987, she has been a professor in the philosophy department and was instrumental in creating the human rights minor. As chair of the Gladstein Committee, she was also a driving force in creating the Human Rights Institute itself.

Meyers' current work involves the stories of victims and how they can be used in the legal definitions of human rights. She is working on a book called "Victims' Narratives and Human Rights: Overcoming and Empathic Deficiencies Connecting to International Law." The work put into the book deals with stories of victims of all kinds of crimes and how narratives can be applied to human rights law.

In her book, she works with a few different narratives, including one by an anonymous author who wrote about her experiences at the end of World War II. It is called "A Woman in Berlin: Eight Weeks in the Conquered City," and was written by a professional journalist with accounts of the rapes of women, including the author.

"It is a personal testament of victimization," said Meyers. "It's not a typical victim's narrative. It reveals some excellent strategies for eliciting sympathy and making the connection between telling a victim's story and the language of human

rights law."

One of the larger purposes of Meyers' book is to examine the "social science that deals with why it is so hard to deal with empathy," and strategies for overcoming resistance to empathy.

Meyers examines the more common type of narrative as well, the ones produced by victims who often suffer from post-traumatic stress disorder. The stories can become fractured when the authors suffer from post-traumatic stress disorder, and they can come out different each time, and it causes problems in a court of law, said Meyers. She advocates that courts shouldn't discredit the core story, and that the superficial details should not be the focus of the account.

Meyers hopes that she can find a link between human rights and law with her work, and is focusing on the nature of stories and how they can be theorized.

Working with Celina Romany,



Photo Courtesy of philosophy.uconn.edu

Dr. Diana Tietjens Meyers was the recipient of the Human Rights Institute's fellowship.

a practicing human rights attorney, has given her a valuable partner for her work. She and Romany, a former visiting Gladstein professor, can use stories from clients she has heard during her years of experience and look at ways to "connect with human rights and law."

During her spring 2007 sabbatical, Meyers worked on human rights material, and has published several books in the past. She has done work on the ethics of care and the philosophy of action. Meyers teaches an elective class in the human rights minor on feminist theory, which deals with theories of gender and women's rights as well as human rights.

Science And Human Rights

By Sarah Kopman-Fried

Dr. Evelynn Hammonds, renowned lecturer and Harvard University's newly appointed Senior Vice Provost for the Department of Diversity and Faculty, spoke about contrasting racial identities in American society at Konover Auditorium on April 4th.

Hammonds' lecture, part of the Science and Human Rights Lecture Series, was sponsored by the UConn Human Rights Institute. The lecture, entitled, "Race and Science: New Challenges to an Old Problem," dealt with Hammonds' views on the debate between ethnicity and ancestry, especially with regards to modern medicine.

According to Hammonds, racial identity needs to become simultaneously both more and less important in contemporary American society. Hammonds said that, specifically to those in the medical profession, the concept of race needs to become vastly less important.

For example, Hammonds gave the example of, "a White, Anglo-Saxon, Protestant boy with one Ashkenazi Jewish grandparent. Now that child will not be tested for Toy-Sachs disease because his parents aren't Jewish; however, because of his Jewish ancestry, he is still going to have a significantly greater chance of developing the disease than the rest of the population. He therefore still needs to be tested for Toy-Sachs."

Hammonds' solution to situations such as these is not to

ask solely about race or ethnicity on medical questionnaires, but also to inquire about "family ancestry." Hammonds illustrated this point by delving into a discussion about the disease Sickle-Cell Anemia. According to Hammonds, this disease is overwhelmingly associated today primarily with the African-American community, and is often dismissed as a "black disease".

However, Hammonds said, "Getting Sickle-Cell Anemia has nothing to do with being black. Actually, researchers have found that Mediterranean people, like Greeks, also have higher rates of Sickle-Cell. This is because high rates of Sickle-Cell Anemia are, in actuality, correlated with high rates of malaria in a given geographic area, not with any sort of a racial component."

However, despite these findings, Hammonds said that, "Sickle-Cell is still the most racialized disease in America today."

While encouraging those in the medical profession to look less closely at racial identity, Hammonds also said that social scientists must be encouraged to consider race more carefully. Hammonds said she agreed with W.E.B. DuBois' statement that how we talk about race in this country comes is really a product of the way our political



Photo Courtesy of thehistorymakers.org

Dr. Evelynn Hammonds of Harvard University came to the Human Rights Institute to lecture about the importance of ancestry, and not ethnicity, in modern medical science.

system works.

Hammonds said, "The concepts of race and ethnicity that are used today are really no longer meaningful concepts. Social scientists need to find a way to classify people that becomes a more useful paradigm in today's world."

In her closing, Hammonds admitted that there was no easy way for dealing with the issues caused by ethnicity in American society today. However, she did encourage audience members to be cognizant of both their physical biology and their ancestral history, rather than solely their race, stating, "Biologists need to learn more history; social scientists need to learn more biology. We can't forget that there is something to be said for the biological issues that cause human variations."

HUMAN RIGHTS MINOR REQUIREMENTS

The Human Rights Minor is an interdepartmental, interdisciplinary plan of study requiring fifteen credits of course work at the 200-level. Students take six credits from Core Courses in the minor; six credits from Electives (Group B); and three credits of internship. More than six credits may not be taken in one department.

Group C internships are with a human rights-related agency, organization, or group. Internship sites can be tailored to fit individual students' interests and goals. The internship enables students to enrich and assess what they have learned in the classroom through practical experience. The final grade for credits earned in Group C will be based on completion of a portfolio in which students synthesize their internship experiences with knowledge gained in the course work they have taken to fulfill the requirements for the Human Rights Minor. The portfolio may consist of an analytical paper or papers, a media production (e.g., photography or video) or some combination of these.

Further Information

Please visit <http://www.humanrights.uconn.edu/> or contact Professor Richard Hiskes, Director of the Minor in Human Rights at 860-486-2536 or by email at richard.hiskes@uconn.edu.

Student Spotlight: Julie Friedlander

Goldstone Internship Recipient

Eighth semester Political Science major and human rights minor, Julie Friedlander's involvement in human rights led her to earn the Goldstone Internship. This six-month internship is awarded to a graduating



senior who is dedicated to studying human rights. As the winner, Julie will spend several months in The Netherlands, working in the research unit of the Office of the Prosecutor at the International Criminal Tribunal for the former Yugoslavia.

While minoring in human rights at UConn, Julie was a central member of the human rights community. She not only served as the president of Amnesty International, but was also a student ambassador for the United Nations Educational, Scientific and Cultural Organization (UNESCO), which awarded its first Human Rights Chair to UConn. She was also a First Year Experience mentor for a course that focused on human rights. And finally, she was the photo editor for our very own Human Rights Newsletter.

When asked how her interest in human rights began, Julie responded, "I first became interested in human rights with my involvement in Amnesty International in high school." As a member of this human rights activist organization, Julie became more enthusiastic about getting involved, and decided to minor in human rights while attending UConn. Once she started her undergraduate career, she became more involved in the human rights community, and eventually became the president of the UConn branch of Amnesty International.

Julie has many plans to continue her education and work after college. After interning in The Netherlands for six months, Julie is planning on gaining work experience upon graduation, and attending graduate school in the future. As her undergraduate career comes to a close, she offers some advice to other students who would like to get involved in human rights: "Continue to find a balance between academia and advocacy work."

Human Right #6:

You Have Rights
No Matter Where You