

Political Science 3388E

International Human Rights

Intersession 2012

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Monday to Friday 1:30 - 4:00
SSC 3024

Instructor: David Hoogenboom
Office Location: SSC 4158
Office Hours: Monday/Wednesday:
12:30-1:30 and 4:00-5:00
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Course Description:

The first half of the course will provide an overview of the topic of human rights, from its origins to its 21st century reality, as well as its various conceptions, theoretical notions, and instruments. The second half of the course will look at issues of concern, abuses and potential solutions.

Required Texts:

Goodhart, Michael. Ed. *Human Rights: Politics and Practice*. New York: Oxford University Press, 2009.

Orend, Brian. *Human Rights: Concept and Context*. Peterborough: Broadview Press, 2002.

Important Notice re: Prerequisites/Antirequisites:

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

Course Requirements:

Participation	15%
Critical Commentary Papers	15% (3 x 5%)
Essay	40%
Final Exam	30%

Participation:

Participation grades are based on participation in each lecture's class discussion. Students are expected to attend class having completed all of the required readings. Please consult the participation grading grid below for more information.

Critical Commentary Paper:

Students are required to write three **critical** commentary papers (each paper is worth 5%) examining one of the day's readings. The papers should be roughly 1 to 2 pages, in length (double-spaced). The purpose of the paper is NOT to summarize the readings. Instead, students should briefly discuss one or two major points addressed in the readings, highlight important questions or issues identified by the author(s) as well as provide their own observations, questions, and critical analysis. Papers are due at the start of the class in which the readings in question will be discussed. Late penalties do not apply to these assignments, and no extensions will be granted.

Essay:

Students are required to write a research paper of 12-15 pages double-spaced in length, using 12-point font. This paper will be due at the beginning of class on **June 18, 2012**. Late papers will be subject to a 5% penalty per day. Students are expected to write an argumentative essay, which examines some aspect of international human rights covered in the class material. Students interested in covering a topic outside of the class material will be required to seek approval from the instructor before the paper is due. Students are not permitted to select a topic that overlaps with their presentation topic. Students will be expected to make use of academic books and refereed journal articles to build up and support their arguments. The use of Internet sites is strongly discouraged.

Students are required to use Chicago Style formatting for all assignments, and marks will be deducted for improper formatting. Please consult a writer's handbook when composing your essays in order to see how to format things like bibliography and footnotes. One such excellent handbook is Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007). A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Academic Dishonesty:

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. You are advised to familiarize yourself with the guidelines set out in the Handbook of Academic and Scholarship Policy. These may be found at the following url: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Students with Disabilities:

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through them to accommodate that student. Services for Students with Disabilities is located in The Student Development Centre in UC 210; they can be reached by telephone at (519)661-2147, by email at ssd@sd.uwo.ca, or on the web at <http://www.sdc.uwo.ca/ssd/>. The university's policy on the accommodation of students with disabilities can be found at: http://www.uwo.ca/univsec/handbook/appeals/accommodation_disabilities.pdf

Other Resources:

There are many resources at UWO designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in UC 210; they can be reached by telephone at (519)661-3031, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at (519)661-3162 or by email at dbwref@lib.uwo.ca, or on the web at <http://www.lib.uwo.ca/weldon/#>.

Course Outline by Topic:

May 14: **Introduction to Course**

May 15: **Introduction**
- Goodhart "Introduction"
- Orend chapter 1

May 16: **Concept and History: I**
- Orend chapter 7, 8

May 17 **Concepts and History: II**
- Goodhart chapter 1
- Chris Brown, "Liberalism and the Globalization of Ethics," in *The Globalization of Ethics*, edited by William M. Sullivan and Will Kymlicka (Cambridge: Cambridge University Press, 2007), pp. 151-170. (On reserve at Weldon Library).

May 18: **United Nations: History and Structure**
- Karen Mingst and Margaret Karns, *The United Nations in the Post-Cold War Era*, 2nd ed. (Boulder: Westview, 2002). Please read chapter 2, pp. 16-45. (On reserve at Weldon Library)

May 21: **Victoria Day (no classes)**

May 22: **Human Rights and International Law**
- Goodhart chapter 2
- Tomasz Iwanek, "The 2003 Invasion of Iraq: How the System Failed," *Journal of Conflict & Security Law* 15, no. 1 (2010): 89-116.

May 23: **Universality**
- Orend chapter 2, 3
- Margaret Jolly, "'Woman Ikat Raet Long Human Raet O No?' Women's Rights, Human Rights and Domestic Violence in Vanuatu," *Feminist Review* 52 (Spring, 1996): 169-190.
CASE: *women's rights*

Additional Reading:

- Suzanne Ruggi, "Commodifying Honor in Female Sexuality: Honor Killings in Palestine," *Middle East Report* 206 (Spring, 1998): 12-15.

May 24: **Cultural Relativism**
- Jack Donnelly, *Universal Human Rights in Theory and Practice*, 2nd ed. (Ithaca, NY: Cornell University Press, 2003). Please read chapter 6, pp. 89-106. (On reserve at Weldon Library)

- Ajneesh Prasad, "Cultural Relativism in Human Rights Discourse," *Peace Review: A Journal of Social Justice* 19, no. 4 (2007): 589-596.

May 25:

Rights vs. Duties

- Orend chapter 5
- Lawrence O. Gostin and Robert Archer, "The Duty of States to Assist other States in Need: Ethics, Human Rights, and International Law," *The Journal of Law, Medicine & Ethics* 35, no. 4 (2007): 526-533.

May 28:

Non-Western Conceptions: Africa and Asia

- Jack Donnelly *Universal Human Rights: In Theory & Practice*. 2nd ed. (Ithaca: Cornell University Press, 2003). Please read chapter 5, pp. 71-86. (On reserve at Weldon Library)

May 29:

Human Rights, International Relations, and Foreign Policy

- Goodhart chapter 4

May 30:

(Mis)Use of Human Rights

- Goodhart chapter 7

May 31:

Political Democracy

- Goodhart chapter 8 (read only 130-134)
- David Beetham, "Linking Democracy and Human Rights," *Peace Review: A Journal of Social Justice* 9, no. 3 (1997): 351-356.
- "South Africa: Overcoming Apartheid, Building Democracy;" (see especially all eight "Units" but also explore additional media links and interviews throughout the site); available from <http://overcomingapartheid.msu.edu/listunits.php>

June 01:

Mid-Term Summary

June 04:

Economic Globalization

- Goodhart chapter 11 (read only 183-186)
- Bill Bigelow, "The Human Lives behind the Labels: The Global Sweatshop, Nike, and the Race to the Bottom," *The Phi Delta Kappan*, Vol. 79, No. 2 (Oct., 1997): 112-119; available from JSTOR
- Pierre Bourdieu, "The Essence of Neoliberalism," *Le Monde Diplomatique* (December 1998), available from <http://mondediplo.com/1998/12/08bourdieu>

June 05:

Global Civil Society

- Goodhart chapter 9
- Gary Gereffi, Ronie Garcia-Johnson and Erika Sasser. "The NGO-Industrial Complex," *Foreign Policy*, 125 (Jul.-Aug., 2001): 56-65; available from JSTOR
- Jody Williams, "Relevance of the International Criminal Court to Other

Campaigns to Strengthen Human Security,” *International Campaign to Ban Landmines*; available from
<http://www.iccnw.org/documents/JodyWilliams.pdf>

- June 06:* **Human Rights and Development**
- Goodhart chapter 10
- “UN Millennium Project;” (read through the site and view the resources it lists); available from <http://www.unmillenniumproject.org/index.htm>
- “Millennium Declaration,” available from
<http://www.un.org/millennium/declaration/ares552e.pdf>
- June 07:* **Environment**
- Goodhart ch.18
- Barbara Rose Johnston, “Human Rights and the Environment,” *Human Ecology*, 23.2 (June 1995): 111-123.
- June 08:* **Human Trafficking**
- Goodhart chapter 12
- “Bottom of the Ladder: Exploitation and Abuse of Girl Domestic Workers in Guinea,” *Human Rights Watch* [report on-line]; June 15, 2007; available from <http://www.hrw.org/en/reports/2007/06/14/bottom-ladder-0>
- <http://www.humantrafficking.org/>
- June 11:* **Children’s Human Rights**
- Goodhart chapter 13
- Paulo David, “Implementing the Rights of the Child Six Reasons Why the Human Rights of Children Remain a Constant Challenge,” *International Review of Education* 48 no. 3/4, (July 2002): 259-263.
- June 12:* **Human Rights and Forced Migration**
- Goodhart chapter 14
- “Iraq: Millions in flight: the Iraqi refugee crisis,” Amnesty International (MDE 14/041/2007) [report on-line]; 24 Sep. 2007; available from
<http://www.amnesty.org/en/library/info/MDE14/041/2007/en>
- June 13:* **Indigenous Peoples**
- Goodhart chapter 15
- Stolen sisters: a human rights response to discrimination and violence against indigenous women in Canada. (Ottawa: Amnesty International Canada, 2004); Available from the Western library website:
<http://site.ebrary.com.proxy2.lib.uwo.ca:2048/lib/uwo/docDetail.action?docID=10227570>

- June 14:* **Torture**
- Goodhart chapter 17
- David Luban, “Human Dignity, Humiliation, and Torture,” *Kennedy Institute of Ethics* 19, no. 3 (2009): 211-230.
- June 15:* **Genocide**
- Goodhart chapter 16
- P.D. Williams and A.J. Bellamy, “The Responsibility to Protect and the Crisis in Darfur” *Security Dialogue*, Vol. 36, No. 1, pp. 27-47
- <http://www.24hoursfordarfur.org/main.php>
- June 18:* **Essays Due**
Humanitarian Intervention
- Goodhart chapter 19
- J. Conlon, “Sovereignty vs. Human Rights or Sovereignty and Human Rights?” *Race and Class*, 46 no. 1 (2004): 75-90.
- June 19:* **Transitional Justice**
- Goodhart chapter 20
- *The Rule of Law and Transitional Justice in Conflict and Post-Conflict Societies: Report of the Secretary-General*, (S/2004/616) United Nations Security Council, 23 August 2004, 1-24;
available from <http://www.unrol.org/doc.aspx?n=2004+report.pdf>
- June 20:* **A Radical Doubt**
- Ivan Manokha, “Foucault’s Concept of Power and the Global Discourse of Human Rights,” *Global Society* 23, no. 4 (Oct. 2009): 429-452.
- June 21:* **The Future of Human Rights**
- Goodhart “Conclusion”
- June 22:* **Exam Preparation**

PARTICIPATION

Participation may take many forms. Throughout this course, you will be asked to participate in a number of different ways, including participation in discussions, simulations, and debates. Critical to all of this, of course, is attendance—you can't participate if you're not here!!

Participation Grading Guide

Grade	Attendance	Discussion	Reading
10	Always	Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
8	Almost always	Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
6	Frequent	Good: has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
4	Occasional	Somewhat Poor: remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-2	Rare	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

ESSAYS
Grading Grid

Argument	
Organization of the Essay	
Quality of evidence	
Communication Skills	
Use of quotations and footnotes	
Other Comments	
Grade	

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

Plagiarism

"Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western

Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.