

Political Science 3388E
International Human Rights
Outline and Syllabus

Instructor: Jennifer Mustapha
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Office: TBA, Office Hours: TBA

Lecture: **Thursdays – SSC 2028**
10:30am-12:30pm

TA: Tamara Hinan (thinan@uwo.ca)

Required Texts:

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

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. 2nd ed. Ithaca, NY: Cornell University Press, 2003.

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

Course Overview:

This course will provide a solid and comprehensive introduction to the concept, study and practicalities of human rights in an international context. The first half of the course (in the Fall Term) provides an overview of the topic of human rights- with an emphasis on its theoretical and historical origins to its 21st century reality. The second half of the course (in the Winter Term) looks more closely at specific and complex issues of interest, problems of human rights abuses, and discussions around potential solutions. Throughout the course, there will be an emphasis on the complexity of human rights discourses and the importance of ideas and assumptions in our understanding and construction of “human rights” in its various manifestations.

Learning Objectives:

By the end of the course, students will be able to:

- 1) Show an appreciation for the complexity of “human rights”- as a concept, an area of study, and as a powerful moral and political discourse.
- 2) Demonstrate sound knowledge of the theoretical and historical origins of the modern conception of human rights.
- 3) Demonstrate analytical knowledge of and critical engagement with significant topics and issues pertaining human rights.
- 4) Demonstrate and convey these competencies in a clear and analytical communication style.

COURSE REQUIREMENTS AND STUDENT ASSESSMENT:

Fall Term: **Participation (including “reading reflections”): 10%**
 Mid-Term Test (in class): 15%
 Essay Proposal and Annotated Bibliography: 15%

Winter Term: **Participation (including “reading reflections”): 10%**
 Major Analytical Essay: 25%
 Final Exam: 25%

Success in this course:

This is not an “easy” course. There is a lot of material to cover, and the subject matter is a combination of theory, case studies and analysis. I have high (but not unreasonable) expectations for my students because I believe that you deserve that respect. Importantly, the lectures, assigned readings and class participation activities are *all* components of the course, and are instrumental in your learning. Material covered in one component may not be covered in another. If you **attend the lectures, read the assigned material, and participate in discussions and class activities** you will be well equipped to achieve the learning objectives of the course. The key however, is to stay on top of things. You need to hit the ground running. Do not put off the readings and do get a head start on whatever work you can. Utilize your resources. Familiarize yourself with the course content on OWL. Contact me, or your TA, Tamara Hinan, if you have questions about the material or about assignments.

PARTICIPATION AND READING REFLECTIONS (10% each term= 20%):

Participation may take several forms. Throughout the year, you will be asked to hand in reading reflections and participate in a number of different ways, including participation in discussions, debates and active learning exercises.

***A note on reading reflections:* Over the course of each term you are expected to hand in a minimum of 5 reading reflections. You may only hand in *one* reading reflection per class, and it must correspond to the class topic of that day. Reading reflections should include thoughts on the “discussion readings” for that week as well. Please note that you may not submit this assignment unless you are physically present throughout the class. There are no exceptions to this rule. Details of this assignment will be discussed in class and posted on OWL.**

The balance of your participation grade will be determined according to your active participation in class discussions and activities.

T1- MID-TERM TEST

(15%):

In the Fall Term, there will be a short in-class test in the second hour of class covering material up-to and including the date of the test. It is worth 15% of the course grade. Details of this test will be discussed in class.

T1- ESSAY PROPOSAL AND ANNOTATED BIBLIOGRAPHY

(15%):

In Term 1, you will be prepare a detailed and well-thought out essay proposal that will provide the basis for your major analytical essay in Term 2. A list of possible essay topics will be provided, and you may choose one in consultation with your instructor or TA. Further details of this assignment will be discussed in class and posted on OWL.

T2- MAJOR ANALYTICAL ESSAY

(25%):

In Term 2, guided by your essay proposal from Term 1, you will prepare an analytical essay worth 25% of your total mark. The essay will be 4000-4500 words, not including your bibliography.

The following technical criteria must be met:

- The essay will be between 4000-4500 words. The word count must be on the title page. The word count does *not* include the bibliography.
- Your essay is required to have at least 6 academic sources, which must be books and/or *peer-reviewed* journal articles only.
- The course textbooks may be used as sources but do *not* count towards your 6 required sources.
- Multi-media (films, documentaries), newspaper and magazine articles, and web resources (such as blogs, institutional or governmental websites etc.) can be used if cited properly, but they do *not* count towards the 6 required sources.
- Wikipedia and other online encyclopaedias can be useful quick-reference tools but they are *not* legitimate sources for an essay bibliography.

When marking your essay, the following will be considered. Do not underestimate the importance of these criteria:

Analytical Content: Higher grades will be given to work that demonstrates comprehension of the class content, and that presents a related interpretation and critical analysis of the topic(s) covered in your essay. Lower grades will be given to work that simply summarizes or describes the topic you are writing on. The key here is critical engagement with the literature and topic, as opposed to repetition of the existing literature or a mere accounting of events.

Development of an Argument: Higher grades will be given to work that has a clearly stated thesis and a set of logically developed and reasonably comprehensive arguments in support of that thesis. Lower grades will be given to work that has no thesis or has a thesis that is not logically developed or supported by the body of the paper.

Grammar, Spelling, and Style: Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

Mechanics and Aesthetics: All written work must be submitted on time, and must fulfill the technical criteria of the assignment (length, number of sources etc.). Higher grades will be given to written work that includes all of the basic requirements of any written assignment. This includes a title page, complete and proper referencing in a major recognized format, and numbered pages. Further, all of the conventions of essay writing should be observed (i.e. double-spacing, use of a standard sized font, uniform one inch margins, single spacing and indenting of quotes longer than four lines, etc.). Lower grades will be assigned to work that does not include all of these elements, and to any work that is generally sloppy.

Late essays:

- Late essays are subject to a **10% per-day late penalty to an absolute maximum of 5 days (including the weekend), after which they will not be accepted and a mark of 0 will be recorded.** There will be NO EXCEPTIONS to the 5-day rule. This means that since the essay is due in class on Thursday, no essays will be accepted after 12-noon on the following Tuesday.
- In the interest of fairness to all students, there will be no exceptions to late penalties unless you have arranged *in advance of the due-date* for an extension, and ONLY if the extension is granted.
- Late papers may receive only a grade with no comments. Comments take time to write out, and your Professor and T.A. have schedules to keep. Please respect that.

Course Outline by Topic

Fall Term 2012- HUMAN RIGHTS: CONCEPT AND CONSIDERATIONS

All readings are from the required texts or available on OWL/ through web-links provided. Please note that topics, order of topics, and assigned readings are subject to change particularly in case of illness or inclement weather. If any changes do occur, students will be given appropriate notice.

September 6: **Introduction to the course.**

September 13: **Introduction to “Human Rights”**

- Goodhart “Introduction”
- Orend “Chapter 1”

September 20: **History and Origins of a Concept**

- Donnelly chapters 1 and 2

Discussion Reading:

- Orend chapters 7 and 8

September 27: **Human Rights and the United Nations**

- Goodhart chapter 1
- Karen Mingst and Margaret Karns, *The United Nations in the Post-Cold War Era*, 2nd ed. (Boulder: Westview, 2002) chapter 2: pp. 16-45

Discussion reading:

- “Universal Declaration of Human Rights” (Available at <http://www.un.org/en/documents/udhr/> and on Web CT)
- “International Covenant on Economic, Social and Cultural Rights” (Available at <http://www2.ohchr.org/english/law/cescr.htm> and on Web CT)
- “International Covenant on Civil and Political Rights” (Available at <http://www2.ohchr.org/english/law/ccpr.htm> and on Web CT)

October 4: **Human Rights and International Law**

- Goodhart chapter 2
- Donnelly chapter 8

Discussion Reading:

- Duffy, Helen “Human rights litigation and the ‘war on terror.’” *International Review of the Red Cross*, 30-09-2008 Article No. 871 (PDF available at: OWL and

<http://www.icrc.org/eng/resources/documents/article/review/review-871-p573.htm>)

October 11: **Universality?**

- Orend chapters 2 and 3

Discussion Reading:

- Tanguy, Joelle “Redefining Sovereignty and Intervention” *Ethics and International Affairs* 17 no.1 2003: 141-148 (Available on JSTOR and on OWL)

Discussion Reading:

- L.Gen Romeo Dallaire and Rwanda:
<http://www.cbc.ca/news/background/dallaire/>
<http://news.bbc.co.uk/2/hi/africa/911232.stm>
<http://www.romeodallaire.com/index.html>

November 22: The (Mis)Use of Human Rights Rhetoric

- Goodhart chapter 7

Discussion Reading:

- Hunt, Krista “The strategic co-optation of women’s rights” *International Feminist Journal of Politics*, 4:1 April 2002, 116–121 (Available on JSTOR and on OWL)

November 29: Fall Term Review

WINTER BREAK

Winter Term 2013- TOPICS IN INTERNATIONAL HUMAN RIGHTS

(Please note that topics, order of topics, and assigned readings are subject to change particularly in case of illness or inclement weather. If any changes do occur, students will be given appropriate notice)

January 10: Democracy and Development

- Goodhart ch. 10
- Donnelly ch. 11
- United Nations “Millennium Declaration” (on OWL or at <http://www.un.org/millennium/declaration/ares552e.pdf>)

Discussion Reading:

- Howard (1983), “The Full-Belly Thesis: Should Economic Rights Take Priority Over Civil and Political Rights? Evidence from Sub-Saharan Africa” *Human Rights Quarterly* 5, no. 4, pp. 467-490. (JSTOR/OWL)
- Udombana, N.J. (2000), “The Third World and the Right to Development: Agenda for the Next Millennium” *Human Rights Quarterly* 22, no. 3, 753-787. (JSTOR/OWL)

January 17: Economic Globalization and Human Rights

- Welford, Richard, “Globalization, Corporate Social Responsibility and Human Rights,” *Corporate Social Responsibility and Environmental Management* 9, (2002) 1–7 (JSTOR/OWL)

- Moushpouri et al. "Multinational Corporations and the Ethics of Global Social Responsibility: Problems and Possibilities," *Human Rights Quarterly*, 25 (2003) 965–989 (JSTOR/OWL)
- Apple Inc. and FoxConn- "Do we still care about sweatshops?" <http://www.guardian.co.uk/commentisfree/2010/oct/14/apple-foxconn-china-workers>
- Banský's Simpsons "Couch Gag": <http://www.youtube.com/watch?v=DX1iplQQJTo>

Discussion Reading:

- Young, Iris Marion (2006), "Responsibility and Global Justice: A Social Connection Model," *Social Philosophy and Policy* 23, no. 1, 102-130 (JSTOR/OWL)
- Bill Bigelow (1997) "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.) 112-119 (JSTOR/OWL)
- Goodhart, Ch. 11

January 24: **Global Civil Society and Social Movements**

- Goodhart ch. 9
- Gary Gereffi, Ronie Garcia-Johnson and Erika Sasser. "The NGO Industrial Complex," *Foreign Policy*, 125 (Jul.-Aug., 2001): 56-65; (available from JSTOR/ on OWL)
- Dieter, Heribert and Rajiv Kumar (2008). "The Downside of Celebrity Diplomacy: The Neglected Complexity of Development," *Global Governance* 14, 259-264. (Available from JSTOR/ on OWL)

Discussion Reading:

- Stammers, Neil (1999). "Social Movements and the Social Construction of Human Rights," *Human Rights Quarterly* 21, no. 4, 980-1008.

January 31: **Group Rights and Indigenous Peoples**

- Goodhart ch.15
- Donnelly ch. 12

Discussion Reading

- Renee Sylvain (2011) "At the Intersections: San Women and the Rights of Indigenous Peoples in Africa," *International Journal of Human Rights* 15, no. 1, 89-110 (JSTOR/OWL)
- Freeman, Michael (1995) "Are There Collective Human Rights?" *Political Studies* 43, 25-40 (JSTOR/OWL)
- Short, Damien (2010) "Cultural Genocide and Indigenous Peoples: A Sociological Approach," *International Journal of Human Rights* 14, no. 6 (JSTOR/OWL)

February 07: **Sex, Gender, and Sexuality**

- Donnelly ch.13

- United Nations (1951), Convention Relating to the Status of Refugees; and (1967), Protocol Relating to the Status of Refugees. (Online)

March 07: Genocide and Humanitarian Intervention

- Donnelly ch.14
- Goodhart Ch.16
- Goodhart Ch. 19 (334-343 only)

Discussion Reading:

- Glanville, Luke (2011), “Darfur and the Responsibilities of Sovereignty,” *International Journal of Human Rights* 15, no.3, 462-480 (JSTOR/OWL)
- <http://www.24hoursfordarfur.org/main.php>

March 14: Anti-Terrorism, Detainment and State-Sanctioned Torture

- Goodhart ch.17
- Harrelson-Stephens, Julie and Rhonda L. Callaway (2009), “The Empire Strikes Back: The US Assault on the International Human Rights Regime,” *Human Rights Review* 10, 431-452 (JSTOR/OWL)

Discussion Reading:

- Grover, Sonja (2010), “The Supreme Court of Canada’s Declining of Its Jurisdiction in Not Ordering the Repatriation of a Canadian Guantanamo Detainee,” *The International Journal of Human Rights*, 15, no. 3, 481-508. (JSTOR/OWL)
- Ramsa, Maureen (2011). “Dirty Hands or Dirty Decisions? Investigating, Prosecuting, and Punishing Those Responsible for Abuses of Detainees in Counter Terrorism Operations,” *The International Journal of Human Rights*, 15, no. 4, 627-643. (JSTOR/OWL)
- Boys, James D. (2011), “What’s so Extraordinary About Rendition?” *The International Journal of Human Rights*, 15, no. 4, 589-604 (JSTOR/OWL)

March 21: The Environment

#####**ESSAYS DUE AT BEGINNING OF CLASS**#####

- Goodhart ch.18
- Postiglione, Amadeo (2010), “Human Rights and the Environment,” *International Journal of Human Rights* 14, no.4, 524-541 (JSTOR/OWL) Discussion readings
- Barnett, Jon and W. Neil Adger, (2007). “Climate Change, Human Security, and Violent Conflict.” *Political Geography* 26, 639-655 (JSTOR/OWL)
- Nicholson, Simon and Daniel Chong (2011), “Jumping on the Human Rights Bandwagon: How Rights-based Linkages Can Refocus Climate Politics” *Global Environmental Politics* 11, no.3, 121-136 (JSTOR/OWL)

- March 28:* **Transitional Justice**
- Goodhart ch. 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 (online)
- Discussion Reading*
- Truth and Reconciliation Commission of Canada Website (Residential Schools) <http://www.trc.ca/websites/trcinstitution/index.php?p=3>
- April 04:* TBA
- April 11:* **LAST CLASS- EXAM REVIEW AND CLASS WRAP-UP**

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

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 responsible for familiarizing yourself with the guidelines set out in the Handbook of Academic and Scholarship Policy. The handbook may be found at the following url:
<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> Read it carefully.

Students with Disabilities:

If you are a student with a disability, please contact the Coordinator for Services for Students with Disabilities so that proper arrangements can be made through them. This will ensure that your specific needs can be accommodated in this class. 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.c.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. 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/#>.

Writing Style:

You are required to use Chicago Style formatting for essays, 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. I highly recommend 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>

**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.