

Political Science 3388E

International Human Rights

Intersession 2013

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Monday to Friday 1:30 - 4:00
SSC 3010

Instructor: David Hoogenboom
Office Location: SSC 4247
Office Hours: Wed: 12:30-1:30
(or by appointment)
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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* 2nd Ed. New York: Oxford University Press, 2012.

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	20%
Critical Commentary Paper	10%
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 one **critical** commentary papers examining one of the day's readings. The papers should be roughly 4 to 5 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 17, 2013**. 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 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.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. 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 13 - Introduction to Course

May 14 - Introduction to Human Rights

- Goodhart "Introduction"
- Orend chapter 1

May 15 - Concept and History: I

- Orend chapter 7, 8

May 16 - 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 17 - 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 20 - Victoria Day (no classes)**May 21 - 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 22 - 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.

Additional Reading:

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

May 23 - 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)
- Ajnesh Prasad, "Cultural Relativism in Human Rights Discourse," *Peace Review: A Journal of Social Justice* 19, no. 4 (2007): 589-596.

May 24 - 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 27 - 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 28 - Human Rights, International Relations, and Foreign Policy

- Goodhart chapter 4

May 29 - (Mis)Use of Human Rights

- Goodhart chapter 7

May 30 - 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 31 - Mid-Term Summary

June 03 - 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 04 - 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 05 - 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 06 - Environment

- Goodhart ch.18
- Barbara Rose Johnston, “Human Rights and the Environment,” *Human Ecology*, 23.2 (June 1995): 111-123.

June 07 - 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>

June 10 - 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 11 - 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 12 - 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 13 - Torture

- Goodhart chapter 17
- David Luban, “Human Dignity, Humiliation, and Torture,” *Kennedy Institute of Ethics* 19, no. 3 (2009): 211-230.

June 14 - 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 (2005): 27-47

- <http://www.24hoursfordarfur.org/main.php>

June 17 - Humanitarian Intervention (Essay Due Date)

- Goodhart chapter 19
- J. Conlon, "Sovereignty vs. Human Rights or Sovereignty and Human Rights?" *Race and Class*, 46 no. 1 (2004): 75-90.

June 18 - 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 19 - 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 20 - The Future of Human Rights

- Goodhart "Conclusion"

June 21 - 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	