

Political Science 3388E

International Human Rights

Winter Term 2015

Winter Term 2015
Thursdays 10:30-12:30
UCC 37
Office Hours: Wednesdays 10:30-12:00

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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, to its various conceptions, theoretical notions, and instruments. The second half of the course looks at issues of concern, abuses, and potential solutions.

Texts:

Goodhart, Michael. Ed. *Human Rights: Politics and Practice*. Second edition. New York: Oxford University Press, 2013.

Donnelly, Jack. *Universal Human Rights in Theory and Practice*. Third edition. Ithaca, NY: Cornell University Press, 2013.

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

additional readings, found on both JSTOR and the internet, are required for each week

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:

Fall Term:

Participation	7.5%
Essays	20%
Mid-Term Test	20%

Winter Term:

Participation	7.5%
Essay	20%
Final Exam	25%

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 university's policy on Academic Rights and Responsibilities. These may be found at the following url:

<http://www.westerncalendar.uwo.ca/pdfs/AcademicCalendar2014v7.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.sdc.uwo.ca/ssd/index.html?academic_acc

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/#>.

Writing Style:

You 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>.

Course Outline by Topic (Winter Term):

- January 08* **Political Democracy**
- Goodhart ch.8
- “*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>
- January 15* **Global Civil Society**
- 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
- 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>
- January 22* **Human Rights and Development**
- Goodhart ch.10, Donnelly ch.13
- “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>
- January 29* **Economic Globalization**
- Goodhart ch.11, Donnelly ch.3
- 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
- “Stop Nike Sweatshops,” Education for Justice
available from <http://www.educatingforjustice.org/stopnikesweatshops.htm>
- February 05* **Human Trafficking**
- Goodhart ch.15
- “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/>

- February 12 **Children's Human Rights**
 - Goodhart ch.12
 - Paulo David, "Implementing the Rights of the Child Six Reasons Why the Human Rights of Children Remain a Constant Challenge," *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education* 48.3/4, Education and Human Rights (July 2002): 259-263; available from JSTOR
 - *The Convention on the Rights of the Child*, in 25+ *Human Rights Documents*, ed. J. Paul Martin (New York: Center for the Study of Human Rights, Columbia University, 2005).
- February 19 ** Reading Week – No Class **
- February 26 **Human Rights and Forced Migration**
 - Goodhart ch.13
 - "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>
- March 05 **Humanitarian Intervention**
 - Goodhart ch.17
 - World Federalist Movement—Institute for Global Policy. *Responsibility to Protect: Engaging Civil Society: Summary of the Responsibility to Protect: The Report of the International Commission on Intervention and State Sovereignty*. New York: World Federalist Movement, 2004, 1-9; available from <http://www.responsibilitytoprotect.org/files/R2PSummary.pdf>
- March 12 **Indigenous Peoples**
 - Goodhart ch.14
 - Yakye Aa and Sawhoy Amaxa, "'We're only asking for what is ours,' indigenous peoples in Paraguay," *Amnesty International* (AMR 45/005/2009) [report on-line]; 31 March 2009; available from <http://www.amnesty.org/en/library/asset/AMR45/005/2009/en/adf2e581-3962-426d-91b3-fb0378a385b5/amr450052009en.pdf>
- March 19 **Genocide**
 - Goodhart ch.16
 - <http://www.24hoursfordarfur.org/main.php>
- March 26 **Torture**
 - Goodhart ch.18
 - "Ignoring Executions and Torture: Impunity for Bangladesh's Security Forces," *Human Rights Watch* [report on-line]; 18 May 2009; available from <http://www.hrw.org/en/reports/2009/05/18/ignoring-executions-and-torture-0>

April 02

Transitional Justice

- Goodhart ch.19

- *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://daccess-dds-ny.un.org/doc/UNDOC/GEN/N04/395/29/PDF/N0439529.pdf?OpenElement>

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

Political Science 3388E
International Human Rights

Essay:

The topic for this essay may be selected from any of the material we will cover in class in the second term.

You must provide a one-paragraph outline of your intended topic along with three annotated bibliographic citations to me no later than **Thursday, February 26, 2015**, preferably after a verbal consultation with me. Your proposal **MUST** be approved by me, or you will not be eligible to hand in an essay to me. When handed in to me, this proposal **MUST** contain both your name and student number.

This Essay is **due at the beginning of class on Thursday, April 02, 2015 and must be submitted to Turnitin.com before the start of class on that day.**

NO EXTENSIONS WILL BE GRANTED.

Additional Essay Requirements:

Each essay must be 2500-6000 words in length. You must include a word count on the cover page of your essay.

The essay must include a bibliography of no less than seven sources, of which no less than two must be books; internet sources may not be used for these essays.

References must be in the form of footnotes, formatted in "Chicago Style".

The essay and accompanying bibliography must be properly formatted, using "Chicago Style". Marks will be deducted for improper formatting. See p. 2 of this outline for a Chicago Style reference manual link.

I have provided a Grading Grid on p. 8 of this outline, which shows the expectations I have for your essay.

PARTICIPATION

Participation may take many forms. Throughout this year, 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!!

In addition, at the beginning of each class, you will submit a written assignment that demonstrates that you have done and are familiar with the readings assigned for that week. This assignment will consist of three or more comments on the readings themselves. Each comment must be at least one paragraph (i.e. minimum three sentences) in length. These will be graded out of a possible score of 3. **Please note that you may not submit this assignment each week unless you are physically present throughout the class.**

The balance of your participation grade will be determined according to the following criteria:

Participation Grading Guide

Grade	Attendance	Discussion	Reading
10	Always	<u>Excellent</u> : 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	<u>Very Good</u> : 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	<u>Good</u> : 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	<u>Somewhat Poor</u> : 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	<u>Poor</u> : 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	