

POL 450: GLOBAL ISSUES OF HUMAN RIGHTS

Fall 2017, Quad I
TTh 12:30-2:10 am
Dr. Rosco Williamson

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Course Reading – Required Texts

- Jack Donnelly (2013), *Universal Human Rights in Theory and Practice*, 3rd ed. (Cornell University Press).
- Paul Farmer (2005), *Pathologies of Power: Health, Human Rights, and the New War on the Poor* (University of California Press).

Course Outcomes

Although the idea that every government must respect “human rights” is relatively new, it is now an established feature of world society. To speak the language of international relations and diplomacy means using the vocabulary of human rights. However, this vocabulary is constantly changing and there is a constant struggle over the meaning and practice of these ideas. This makes this topic an extremely complex one of which we will merely scratch the surface in this course. Each student will:

(1) Gain a familiarity with the idea and practice of global human rights. The idea of “human rights” is often thrown out in public speeches and international diplomacy, but what exactly is meant by the term? This class will attempt to understand where human rights came from, how they are implemented, and the relevant ideas that surround them.

(2) Learn how to do research in the field of human rights. The issue of human rights is not one that can be avoided whether one is a diplomat, businessperson, or even a consumer. Thus, one of the objectives of this course is to give students the tools to be able to do independent research in the field when the course is completed.

(3) Do in-depth research in an aspect of human rights that interests you. This course will allow the student to look more closely at some aspect of human rights that will be relevant to the things he or she would like to be more involved in.

(4) Begin to think critically about the issues surrounding human rights. Each lecture is designed to search for an answer to some perplexing issue with respect to global human rights. One of the goals of each lecture is for each student to think critically about that issue and begin to formulate his or her own answer that is satisfying both intellectually and morally.

(5) Examine her or his place in the world. Questions about justice and morality should be central to a Christian education. In the field of international relations, that usually means beginning with the same questions generated by the human rights discourse. Thus, it is not enough to come up with some intellectual answers – we must also strive to come up with answers that we can then act on and live with. What exactly that means will be an important part of this course.

Program Learning Outcomes

PLO 3: You will be able to understand and critically assess the processes, theories, and outcomes of political institutions and political behavior.

- Exam

PLO 4: You will be able to demonstrate social scientific literacy.

- Reflections and Final Paper

Course Grading

The following is the breakdown of how the final grade will be determined:

35%	Final Exam
20%	Assignments
30%	Final Assignment
15%	Attendance and Participation

Final Exam

The exam will be a take-home exam (we have no class time to spare). The terms and dates of the final exam will be determined by the class as a whole during the semester.

Make-ups

NO MAKE-UP EXAMS WILL BE ALLOWED WITHOUT A UNIVERSITY-APPROVED EXCUSED ABSENCE OR DOCTOR'S WRITTEN PERMISSION. Any student receiving a university-approved excused absence should contact the professor BEFORE the absence to arrange a time to make-up the missed exam.

Attendance and Participation

Participation will be 7% of your total grade. There aren't a lot of people in class, so no one can hide in the crowd. Participation is not measured in quantity but in quality. The student who talks all the time, but doesn't add very much to the discussion, will fare no better than the student who says nothing. Good participation means being prepared for class, demonstrating it, *and* joining in on class discussions.

Attendance will be 8% of your total grade. Of the 14 total class sessions:

<i>If you miss</i>	<i>0-1 class(es)</i>	<i>= you get the full 8%</i>
	<i>2</i>	<i>= 6%</i>
	<i>3</i>	<i>= 4%</i>
	<i>4</i>	<i>= 2%</i>
	<i>5 or more</i>	<i>= 0% (and I have the choice to drop you)</i>

In terms of tardiness: the second time you are tardy my passive aggressiveness wears off and every tardy after it will count as an absence.

Finally, setting aside the punishments and threats associated with attendance and tardiness, the course is for your benefit. Absences not only can hurt your final grade, but they obstruct your education. One of the amazing things about education is you never know when some new idea is going to strike you and change the way you think about the world. So, take advantage of every opportunity that you have and immerse yourself in learning.

Assignments

Every Tuesday (except the first Tuesday of the course), each student will review a journal article or a book chapter covering some aspect of human rights (the article should be at least 15 pages in length – if it's less, do additional articles that week). The review should include a brief summary of the main argument of the article, new information that you think may help you with the final assignment, and your opinion of the article and its arguments. It should be typed and between 2 and 3 pages, double-spaced.

Each student should choose some theme of human rights to devote to these assignments in order to gain a more thorough understanding of some area that most interests her or him. The final assignment will tie together the four reviews the student completed (and any other relevant required course readings) in order to make an original argument about the theme itself. The final assignment should be between 5 and 7 pages long, typed and double-spaced.

Assignments are due at the start of Tuesday class. Late assignments will be accepted ***only*** on the following Thursday for a reduced grade. After that, no late assignments will be accepted. You may not receive these reviews back by the time of the final assignment, so be sure to hold on to a copy of the reviews you turn in.

9/5 Nothing
9/12 Review #1
9/19 Review #2
9/26 Review #3

10/3 Review #4
10/10 Rough draft due
10/17 Final assignment due

Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the University Catalog. See Academic Policies for definitions of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

PLNU Mission To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modelled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

GLOBAL HUMAN RIGHTS LECTURE SCHEDULE

Copies for some readings will also be available on Canvas. Most readings not found in the course texts can also be found at Ebsco or Lexis-Nexis, depending on the source. Go to the PLNU library's website under "Reference Databases." A few other readings are found on the Internet.

Readings should be completed *before* the class session for which they are listed.

PART I: A FRAMEWORK FOR GLOBAL HUMAN RIGHTS

August 31: WHAT ARE "HUMAN" RIGHTS AND WHERE DO THEY COME FROM?

- Donnelly, chs. 1-4 (pp. 1-45, 54-71) [skip the section on "Group Rights" in ch. 3]

September 5: ARE ECONOMIC, SOCIAL, AND CULTURAL RIGHTS HUMAN RIGHTS?

- *Universal Declaration of Human Rights*
- Donnelly, ch. 14 (pp. 235-53)
- Paul Farmer (2005), *Pathologies of Power*, ch. 1 (pp. 29-50)
- "Righting Wrongs," *The Economist*, August 18-24, (2001): 18-20
- Jeb Bush (Dec. 19, 2011), "Capitalism and the Right to Rise," *Wall Street Journal op-ed*

September 7: DO HUMAN RIGHTS TRUMP SOVEREIGNTY?

- Donnelly, ch. 11 (pp. 161-96)
- Zehra F Kabasakal Arat (2006), "Forging a Global Culture of Human Rights: Origins and Prospects of the International Bill of Rights," *Human Rights Quarterly* 28(2)
- JL Holzgrefe (2003), "The Humanitarian Intervention Debate," in JL Holzgrefe and Robert O Keohane, eds., *Humanitarian Intervention*: 36-49
- Michael Ignatieff (Feb. 5, 2002), "Is the Human Rights Era Ending," *New York Times op-ed*

September 12: ARE HUMAN RIGHTS UNIVERSAL (AND WHAT DOES THAT MEAN)?

- Donnelly, chs. 5-7 (pp. 75-118)

September 14: DOES THE MOST POWERFUL STATE DEFINE "UNIVERSAL HUMAN RIGHTS?"

- Donnelly, ch. 12 (pp. 197-213)
- Noam Chomsky (2008), "Humanitarian Imperialism: The New Doctrine of Imperial Right," *Monthly Review*

PART II: ROOT CAUSES OF HUMAN RIGHTS VIOLATIONS

September 19: ARE MOST HUMAN RIGHTS VIOLATIONS SYSTEMIC OR INTENTIONAL?

- Donnelly, ch. 13 (pp. 217-34)
- Thomas Pogge (2005), "World Poverty and Human Rights," *Ethics and International Affairs* 19(1): 1-7

September 21: WHEN AND WHY DOES ETHNIC VIOLENCE LEAD TO HR VIOLATIONS?

- Donnelly, ch. 3 (pp. 45-54)
- Samantha Power (2001), "Bystanders to Genocide," *Atlantic Monthly*
- Rene Lemarchand (2005), "Bearing Witness to Mass Murder," *African Studies Review* 48(3)

September 26: DO POWER ASYMMETRIES PLAY A ROLE IN HUMAN RIGHTS VIOLATIONS?

- Donnelly, ch. 16 (pp. 274-92)
- Selmin Caliskan and Karen Griese (2006), "Women Fighting Violence in War-Torn Societies," *Development* 49(1)
- Aryeh Neier (1996-1997), "The New Double Standard," *Foreign Policy*

PART III: GLOBAL RESPONSES TO HUMAN RIGHTS VIOLATIONS

September 28: HOW EFFECTIVE IS THE USE OF FORCE IN STOPPING HUMAN RIGHTS VIOLATIONS?

- Donnelly, ch. 15 (pp. 254-73)
- Deborah M Weissman (2004), "The Human Rights Dilemma: The Humanitarian Project," *Columbia Human Rights Law Review* 35
- International Commission on Intervention and State Sovereignty (2001), *The Responsibility to Protect*: XI-XIII, 11-18

October 3: HOW EFFECTIVE IS LAW IN STOPPING HUMAN RIGHTS VIOLATIONS?

- Anne-Marie Slaughter (2004), *A New World Order*, ch. 2
- "Notes on *Hamdi v Rumsfeld* and *Rasul v Bush*," *American Journal of International Law* 98
- Richard J Wilson (2006), "The Pinochet Effect: Transnational Justice in the Age of Human Rights," *Human Rights Quarterly* 28(2)
- "Prosecutor v Erdemovic," *American Journal of International Law* 92(2)
- "Prosecutor v Akayesu," *American Journal of International Law* 93(1)

October 5: WHAT OTHER RESPONSES CAN HELP PREVENT HUMAN RIGHTS VIOLATIONS?

- Mary Kaldor (1999), "Bringing Peace and Human Rights Together"
- Thomas Risse and Kathryn Sikkink (1999), "The Socialization of International Human Rights Norms into Domestic Practices," in *The Power of Human Rights: International Norms and Domestic Change*: 1-3.

PART IV: A FEW CURRENT HUMAN RIGHTS ISSUES

October 10: WHAT CAN/SHOULD BE DONE INSTITUTIONALLY IN POST-CONFLICT CONTEXTS?

- George W Bush (2006), "Peace," *Vital Speeches of the Day* 72(25)
- Rachelle Marshall (2005), "US Effort to 'Spread Democracy' Leaves a Trail of Conflict and Suffering," *The Washington Report on Middle East Affairs* 24(4)
- Sapna Desai and Melissa J Perry (2004), "Tracking Gender-Based Human Rights Violations in Postwar Kosovo," *American Journal of Public Health* 94(8)
- Amy Pont (2006), "A Crisis in the Dark: The Forgotten Refugees," *UN Chronicle* 43(3)
- Christine Knudsen (2004), "Demobilization and Reintegration [of Child Soldiers] During an Ongoing Conflict," *Cornell International Law Journal* 37
- (2004), "Questions and Answers: Panel on the Problem of Re-Acclimating Child Soldiers into Society," *Cornell International Law Journal* 37
- Kathy Vandergrift (2004), "Challenges in Implementing and Enforcing Children's Rights," *Cornell International Law Journal* 37

October 12: IS THERE A "RESPONSIBILITY TO PROTECT?"

- Readings TBA

October 17: IS THERE A UNIVERSAL HUMAN RIGHT TO HEALTH?

- Paul Farmer (2005), *Pathologies of Power*, chs. 5 and 9 (pp. 139-59, 213-46 [plus skim/review pp. 1-50])

Schedule of Topics – POL450 Human Rights

Part I: A Framework of Global Human Rights

- What Are “Human” Rights and Where Do They Come From?
- Are Economic, Social, and Cultural Rights *Human Rights*?
- Do Human Rights Trump Sovereignty?
- Are Human Rights Universal?
- Does the Most Powerful State Define “Universal Human Rights?”

Part II: Root Causes of Human Rights Violations

- Are Most Human Rights Violations Systemic or Intentional?
- When Does Ethnic Violence Lead to Human Rights Violations?
- What Role Do Power Asymmetries Play in Human Rights Violations?

Part III: Global Responses to Human Rights Violations

- How Effective Is the Use of Force in Stopping Human Rights Violations?
- How Effective Is Law in Stopping Human Rights Violations?
- How Effective Are Other Responses in Stopping Human Rights Violations?

Part IV: Some Current Human Rights Issues

- What Can/Should Be Done Institutionally in Post-Conflict Contexts?
- Is There a “Responsibility to Protect?”
- Is There a Universal Human Right to Health?

BROAD CATEGORIES FOR HUMAN RIGHTS SUMMARIES RESEARCH (not exhaustive)

1. CULTURAL AND SOCIAL HUMAN RIGHTS
2. ECONOMIC HUMAN RIGHTS
3. POLITICAL HUMAN RIGHTS
4. HUMAN RIGHTS COMMISSIONS AND WAR CRIMES TRIBUNALS
5. DOMESTIC PROTECTION OF HUMAN RIGHTS
6. EXTRATERRITORIALITY OF HUMAN RIGHTS
7. THE INTERNATIONAL CRIMINAL COURT
8. THE ROLE OF HUMAN RIGHTS NGOs
9. HUMANITARIAN LAW (WAR) AND HUMAN RIGHTS
10. POST-CONFLICT RECONSTRUCTION
11. POST-CONFLICT RECONSTRUCTION: IRAQ AND AFGHANISTAN
12. HUMANITARIAN INTERVENTION
13. HUMAN RIGHTS AND THE WAR ON TERROR
14. SELF-DETERMINATION AND ETHNIC MINORITY RIGHTS
15. REFUGEES AND HUMAN RIGHTS
16. WOMEN'S RIGHTS
17. LGBT RIGHTS
18. MULTINATIONAL CORPORATIONS AND LABOR RIGHTS
19. RELIGIOUS FREEDOMS
20. THE RIGHTS OF CHILDREN

These categories are still way too broad for a short research paper, so here are some possible ways to narrow down each of them:

- a. Focusing on a particular right (check the UDHR online for a list)
- b. Critiquing and/or proposing methods to best fulfill provision of the right
- c. Exploring applications to a particular group of people (ethnic group, social group, etc.)
- d. Addressing violations of the right in a particular region or country
- e. Analyzing actions of a particular country, IO, or NGO around the right
- f. Describing historical development (how the right changed over time and why)
- g. Comparing actions with respect to the right within a region or between countries