

**GGOV 640/PSCI 658**  
**Human Rights in a Globalized World**  
**Dr. Andrew S. Thompson**  
**Fall 2011, Tuesdays 9:00 am to 11:50 am.**

**COURSE OUTLINE**

**Classroom:** HH 259 for September; BSIA for October to December

**Office:** BSIA 217

**Office Hours:** Mondays, 9:30 am to 11:30 am or by appointment

**Telephone:** tbd

**Email:** asthompson@balsillieschool.ca

**Summary**

The course is a study of international and local responses to human rights abuses in the contexts of economic globalization and proliferation of armed violence. It examines major debates on international human rights. It also deals with specific human rights situations in the developing/transitional countries. Topics include: universalism and cultural relativism, global economic justice, rights to food and health, women's and children's rights, the rights of displaced civilians, human rights and R2P, prospects for transitional justice.

**Textbooks:**

Daniel A. Bell, *Ethics in Action: The Ethical Challenges of International Human Rights Nongovernmental Organizations* (Cambridge: Cambridge University Press, 2007).

Clifford Bob (ed.), *The International Struggle for New Human Rights* (Philadelphia: University of Pennsylvania Press, 2009).

Alison Brysk, *Human Rights and Private Wrongs: Constructing Global Civil Society* (New York: Routledge, 2005).

Roland Burke, *Decolonization and the Evolution of International Human Rights* (Pennsylvania: University of Pennsylvania Press, 2010).

**Requirements:**

Class Participation: 50%

Consistent attendance and participation in discussion by all students is necessary to the success of this seminar class. Students may not miss class except for illness, inclement

weather, religious obligation, or compassionate reasons. If they are going to miss class, students must inform Dr. Thompson beforehand via email, unless this is not possible.

Research paper: 40%

Students must write a research paper on the human rights topic of their choice, using the methodology of their choice (i.e., a historical approach or a sociological approach, etc.) The objective is to write a paper that makes an original contribution to the field of human rights scholarship, and that is of the caliber found in leading academic journals. Students must consult with Dr. Thompson before beginning their research. Students must submit a first draft, which will be read by the class prior to the in-class presentations. The final draft is due afterwards, and is the version that will be assigned a grade.

Length: 5000 words

First Draft Due Date: Tuesday, November 22, 9:00 A.M., via email.

Final Draft Due Date: Friday, December 9, 9:00 A.M., via email.

In-class presentation: 10%

At the end of term, students must present their papers to the class as if they were presenting at an academic conference. One of the purposes of the presentation is to practice giving a paper. The other is to receive constructive peer review, which can then be used to improve the essay. Presentations should be no longer than fifteen (15) minutes in length.

**Please Note:**

**Legibility of Assigned Material:** All assigned material must be submitted double-spaced, one side of page only, in legible Times Roman 12 font.

**Extensions:** There will be no extensions on assignments except for illness or severe personal extenuating circumstances. In the event of a weather emergency, students who cannot attend class will be expected to submit their assignments via email. Otherwise, three percent of the total possible mark will be deducted from assignments for each day they are late, not including weekends and holidays. Students whose religious holidays may interfere with fulfillment of the requirements for this course on the dates they are due are expected to notify Dr. Thompson of this fact by the second week of class.

**Computer Failure:** Students are expected to take account of the possibility of computer failure in planning their time.

**Cellphones, Laptops etc.:** Students are expected to turn off their cellphones, blackberries, and other electronic equipment during class, except during emergencies; in case of emergency, students must alert Dr. Thompson before class that they will be

obliged to leave their equipment on. Laptops and notepads are to be used only to make notes on class discussions, or for quick research when requested by Dr. Thompson.

**University Rules:** Students will be expected to adhere to University of Waterloo rules regarding academic dishonesty, religious holidays, and accommodations for disabilities.

## **WEEKLY SCHEDULE**

### ***Week 1, September 13, Introduction: Human Rights in a Globalized World***

*No Readings*

### ***Week 2, September 20, Issues and Ideas***

Peter R. Baehr, "Controversies in the Current International Human Rights Debate," *Human Rights Review*, vol.2, no.1, October-December 2000, pp. 7-32.

Clifford Bob, "Introduction: Fighting for New Rights," *The International Struggle for New Human Rights*, chapter 1.

Jack Donnelly, "Human Rights: A New Standard of Civilization?" *International Affairs* 74, no. 1 (January 1998): 1-23.

Martha Finnemore and Kathryn Sikkink. "International Norm Dynamics and Political Change," *International Organization* 52, no. 4 (Autumn 1998): 887-917.

Ted Hopf, "The Promise of Constructivism in International Relations Theory," *International Security* 23, no. 1 (Summer 1998): 171-200.

### ***Week 3, September 27, Human Rights in History***

Jan Herman Burgers, "The Road to San Francisco: The Revival of Human Rights Ideas in the Twentieth Century," *Human Rights Quarterly* 14 (1992): 447-77.

Paul Gordon Lauren, "First Principles of Racial Equality: History and the Politics and Diplomacy of Human Rights Provisions in the United Nations Charter," 5, no. 1 (February 1983): 1-26.

-----, "To Preserve and Build on its Achievements and to Redress its Shortcomings': The Journey from the Commission on Human Rights to the Human Rights Council." *Human Rights Quarterly* 29 (2007): 307-345.

Johannes Morsink, "Cultural Genocide, the Universal Declaration, and Minority Rights," *Human Rights Quarterly* 21, no. 4 (1999): 1009-60.

-----, "The Philosophy of the Universal Declaration," *Human Rights Quarterly* 6, no. 3 (1984): 309-44.

*The Universal Declaration of Human Rights*: <http://www.un.org/en/documents/udhr/>

#### ***Week 4, October 4, Generational Divides***

Neera Chandhoke, "Thinking through Social and Economic Rights," *Ethics in Action*, chapter 10, plus response to Roth.

Daniel Chong, "Economic Rights and Extreme Poverty: Moving toward Subsistence," *International Struggle for New Human Rights*, chapter 8.

Curt Goering, "Amnesty International and Economic, Social, and Cultural Rights," *Ethics in Action*, chapter 11.

Kenneth Roth, "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization," *Ethics in Action*, chapter 9, plus response to Chandhoke.

Amnesty International's Demand Dignity Campaign:  
<http://www.amnesty.org/en/demand-dignity>

The International Covenant on Civil and Political Rights:  
<http://www2.ohchr.org/english/law/ccpr.htm>

The International Covenant on Economic, Social and Cultural Rights:  
<http://www2.ohchr.org/english/law/cescr.htm>

#### ***Week 5, October 11, "Southern Rights"***

Roland Burke, *Decolonization and the Evolution of International Human Rights* (Pennsylvania: University of Pennsylvania Press, 2010).

Bonny Ibhawoh, "The Right to Development: The Politics and Polemics of Power and Resistance," *Human Rights Quarterly*, vol. 33, no. 1 (2011): 76-104.

"Proclamation of Teheran," 1968: <http://www1.umn.edu/humanrts/instree/l2ptichr.htm>

"Final Act of the International Conference on Human Rights," (New York: United Nations, 1968). (Available online)

Declaration on the Right to Development: <http://www2.ohchr.org/english/law/rtd.htm>.

***Week 6, October 18, Cultural Relativism, Equality Rights, and Authoritarianism***

Neil A. Englehart, "Rights and Culture in the Asian Values Argument: The Rise and Fall of Confucian Ethics in Singapore," *Human Rights Quarterly*, 22, no. 2, (2000).

Rhoda E. Howard-Hassmann, "Gay Rights and the Right to a Family: Conflicts Between Liberal and Illiberal Belief Systems," *Human Rights Quarterly*, vol. 23, no. 1 (February 2001): 73-95.

Julie Mertus, "Applying the Gatekeeper Model of Human Rights Activism: The U.S.-Based Movement for LGBT Rights," *The International Struggle for New Human Rights*, chapter 4.

Sophia Woodburn, "Driving without a Map: Implementing Legal Projects in China Aimed at Improving Human Rights," *Ethics in Action*, chapter 7.

Sun Zhe, "Normative Compliance and Hard Bargaining: INGOs and China's Response to International Human Rights Criticism," *Ethics in Action*, chapter 8.

1993 Vienna Declaration and Programme of Action:  
<http://www.unhchr.ch/huridocda/huridoca.nsf/%28symbol%29/a.conf.157.23.en>

***Week 7, October 25, Ethics, Human Rights and Civil Society***

Bonny Ibhawoh, "Human Rights INGOs and the North-South Gap: The Challenge of Normative and Empirical Learning," *Ethics in Action*, chapter 4.

Betty Plewes and Rieky Stuart, "The Pornography of Poverty: A Cautionary Fundraising Tale," *Ethics in Action*, chapter 1.

Lyal S. Sunga, "Dilemmas Facing NGOs in Coalition-Occupied Iraq," *Ethics in Action*, chapter 5.

Steven Weir, "Transformational Development as the Key to Housing Rights," *Ethics in Action*, chapter 3.

Mona Younis, "An Imperfect Process: Funding Human Rights – A Case Study," *Ethics in Action*, chapter 2.

***Week 8, November 1, Confronting the Threats of Terrorism and Mass Human Rights Violations***

Kirsten Campbell, "Rape as a 'crime against humanity': trauma, law and justice in the ICTY," *Journal of Human Rights*, vol. 2, no. 4, December 2003, pp. 507-17.

David Marcus, "Famine Crimes in International Law," *American Journal of International Law*, vol. 97 (2003): 245-81.

Kenneth Roth, "Review Essay: Getting Away with Torture," *Global Governance* 11 (2005): 389-406.

William A. Schabas, "The 'Odious Scourge: Evolving Interpretations of the Crime of Genocide,'" *Genocide Studies and Prevention*, vol. 1, n. 2 (fall 2006): 93-106.

Lisa Sharlach, "Rape as Genocide: Bangladesh, the Former Yugoslavia, and Rwanda," *New Political Science*, 22, no. 1 (2000): 89-102.

Report of the International Commission on Intervention and State Sovereignty, "The Responsibility to Protect," (Ottawa: IDRC, 2001): <http://www.iciss.ca/menu-en.asp>

***Week 9, November 8, Confronting the Past***

Audrey R. Chapman and Patrick Ball, "The Truth of Truth Commissions: Comparative Lessons from Haiti, South Africa, and Guatemala," *Human Rights Quarterly* 23, 1, 2001: 1-43.

Mark Gibney and Erik Roxstrom, "The Status of State Apologies," *Human Rights Quarterly*, 23, 4, 2011: 926-37.

Michael Marrus, "Official Apologies and the Quest for Historical Justice," *Journal of Human Rights*, vol. 6, no. 1, 2007: 75-105.

John Torpey, "Making Whole What has been Smashed: Reflections on Reparations," *Journal of Modern History*, vol. 73 (2001): 333-58.

Declaration on the Rights of Indigenous Peoples:  
<http://www.un.org/esa/socdev/unpfii/en/drip.html>

***Week 10, November 15, "New" Rights***

Clifford Bob, "Dalit Rights are Human Rights: Untouchables, NGOs, and the Indian State," *The International Struggle for New Human Rights*, chapter 3.

R. Charlie Carpenter, “Orphaned Again? Children Born of Wartime Rape as a Non-Issue for the Human Rights Movement,” *The International Struggle for New Human Rights*, chapter 2.

Janet E. Lord, “Disability Rights and the Human Rights Mainstream: Reluctant Gate-Crashers?” *The International Struggle for New Human Rights*, chapter 6.

Paul J. Nelson, “Local Claims, International Standards, and the Human Right to Water,” *The International Struggle for New Human Rights*, chapter 9.

Jeremy Youde, “From Resistance to Receptivity: Transforming the HIV/AIDS Crisis into a Human Rights Issue,” *The International Struggle for New Human Rights*, chapter 5.

### ***Week 11, November 22: Private Wrongs***

Alison Brysk, *Human Rights and Private Wrongs: Constructing Global Civil Society* (New York: Routledge, 2005).

### ***Week 12, November 29: Essay Presentations***

Essay Presentations.

## **Academic Integrity**

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

**Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>

**Academic Integrity website (Arts):**

[http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (University):** <http://uwaterloo.ca/academicintegrity/>

**Accommodation for Students with Disabilities: Note for students with disabilities:**

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.