



Global Human Rights

INTL 4620

M-W-F 9:05 - 9:55, Caldwell 102

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Course Description: The students participating in this class should expect to learn the present definitions and understandings of human rights in the terms of political science. Why are some states more prone to human rights violations than others? Whose responsibility is it to prevent violations? How does globalization both help and harm populations that are more prone to violations? The class will resemble a graduate level seminar in style and form; that is we will spend most of the class period in discussion of the weekly readings, and it is expected that each student will attend class and participate in these discussions.

Course Objectives: At the completion of this course, students will be able to identify and critically evaluate common, contemporary political science theories related to human rights. Students will be required to produce a research design that seeks to increase our leverage over a question within the study of human rights. This course is designed to further the practical pursuit of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or criminal justice fields).

Text(s):

- *Human Rights: Politics and Practice*, 3rd edition. (2016) **Author(s):** Michael Goodhart; ISBN-13 978-0198708766
- Additional readings will be made available on the course's Canvas site.

Grade Distribution:

Attendance & Participation	15%
Response Papers (x3)	15%
Data Project	20%
Exam 1	25%
Exam 2	25%

Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	<= 59	F

Course Policies:

• Attendance

- Attendance is mandatory, as in you must come to both class and your discussion section. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No make-up quizzes or exams will be given without the proper documentation.**

• Academic Honesty

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teachers instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: www.honesty.uga.edu.

• Classroom Conduct

- The students in this class will be respectful of others. I welcome diverse opinions and encourage my students to do the same. I invite you to review the University of Georgia's Code of Conduct to familiarize yourself with those expectations I and the University have not only for you, but for those you yourself should expect in the classroom.
- If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's Reporting Guidelines in the following documents:
 - * Equal Opportunity and Discriminatory Harassment: <https://eoo.uga.edu/policies/NDAH-Policy.html>
 - * Sexual Misconduct: <https://eoo.uga.edu/policies/student-sexual-misconduct-policy>
 - * ADA: <https://eoo.uga.edu/policies/notice-provision-applicability-americans-disabilities-act-rehabilitation-act>

- **Disability Services**

- The University of Georgia is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Disability Resource Center. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please visit:

(<https://drc.uga.edu/>)

- **Writing Support**

- Tutors in the University’s Writing Centers are available to help you with your written work. A good deal of your grade in this course will rely on your ability to communicate ideas through the written word. Do take advantage of this resource if you feel (or I suggest) that it could be vital to your grade. Visit: <https://www.english.uga.edu/writing-center-locations> for more information.

Assignments:

- **Attendance**

- Attendance is mandatory. Attendance will be taken at the end of every class.
- I reserve the right to give the class “pop” quizzes to enforce attendance as well.

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.

- **Response Papers**

- Each student will write 3 short (2-3 page) response papers this semester.
- The papers should summarize the article for the class, discussing what the author(s) argue/ find, and critically examine the piece.
- We will discuss in class the specific requirements of this assignment and the guidelines will be permanently available on eLC as well as a presentation template.

- **Data project**

- Students will be expected to complete a project in which they critically evaluate a common source of human rights data.
- Students will be expected to describe both the strengths and weaknesses of this data as demonstrated by its use in contemporary political science research.
- Instructions are available on eLC under the file “Data Project”.

- **Exams**

- Students will have two exams.
- These tests will be a mix of multiple choice and short answer.

Tentative Course Outline:

The weekly coverage might change as the the progress of the class demands. However, you must keep up with the reading assignments.

- **Week 1: January 9 & 11**

- **Description:** Class Introduction start discussing definitions of rights, their history and the history of the “state.”
- * **Readings: Universal Declaration of Human Rights**

- **Week 2: January 14, 16, & 18**

- **Description:** Discussion of human rights and the state completed.
- * **Goodhart Chapters 1 & 2**
- * Howard-Hassmann (2012) *Human Security: Undermining Human Rights*

- **Week 3: January 23 & 25**

- **NO CLASS JAN. 21: Martin Luther King, Jr. Day**
- **Description:** How do we study human rights? How do political scientists objectively(?) measure rights?
- * **Goodhart Chapter 8**
- * Caprioli (2004) *Democracy and Human Rights Versus Women’s Security: A Contradiction?*
- * Hafner-Burton & Ron (2009) *Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes*

- **Week 4: January 28, 30, & February 1**

- **Description:** Human rights and the fields of International Relations and Comparative Politics
- * **Goodhart Chapters 3 & 5**
- * Keck & Sikkink (1999) *“Transnational Advocacy Networks.”*
- * Hafner-Burton (2008) *“Sticks & Stones”*
- * Murdie & Davis (2012) *“Shaming & Blaming”*

- **Week 5: February 4, 6, & 8**

- **Description:** Who abuses human rights, and why do they do it? What sorts of states are better (or worse) at respecting human rights?
- * **Goodhart Chapters 14 & 15**
- * Englehart (2009) *State Capacity, State Failure, and Human Rights*
- * Ritter (2013) *Policy Disputes, Political Survival, and the Onset and Severity of State Repression*

- **Week 6: February 11, 13, & 15**

- **Description:** Continued discussion of abuses and state characteristics.

- * Poe & Tate (1994) *Repression of Human Rights to Personal Integrity in the 1980s*
- * Davenport (2007) *State Repression and Political Order*
- * Danneman & Ritter (2013) *Contagious Rebellion and Preemptive Repression*

- **Week 7: February 18, 20, & 22**

- **Description:** Development, globalization, and human rights. Does globalizing and getting rich help or harm rights?

- * **Goodhart Chapters 12 & 23**

- * Spilker & Bohmelt (2013) *The Impact of Preferential Trade Agreements on Governmental Repression Revisited*
- * Dreher, Gassebner, and Siemers (2012) *Globalization, Economic Freedom, and Human Rights*.

- **Week 8: February 25, 27, & March 1**

- **Description:** The Baddest of the Bad: Genocide, Politicide, & Mass Killings

- * Goodhart Chapter 20
- * Harff (2003) *No Lessons Learned from the Holocaust?*
- * Valentino, et al. (2004) *“Draining the Sea”: Mass Killing & Guerilla Warfare*
- * Krain (2012) *“J’accuse!”*

- **Week 9: March 4, 6, & 8**

- **TEST 1: March 8th**

- **Description:** International law and Human Rights Treaties.

- * **Goodhart Chapter 4**

- * Helfer (2002) *Over Legalizing Human Rights*.
- * Hathaway (2007) *Why do Countries Commit to Human Rights Treaties?*
- * Vreeland (2008) *Political Institutions and Human Rights*.

- **Week 10: March 11, 13, & 15**

- **Description:** SPRING BREAK

- **Week 11: March 18, 20, & 22**

- **Description:** Coercion and Intervention.

- * **Goodhart Chapter 21**

- * Murdie & Davis (2010) *Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars*
- * Peksen (2012) *Does Foreign Military Intervention Help Human Rights?*

- **Week 12: March 25**

- **NO CLASS: March 27th & 29th**
- **Description:** Transitional Justice in Post-conflict Societies.
 - * **Goodhart Chapter 22**
 - * Bickford (1999) *The Archival Imperative*
 - * David & Choi (2006) *Forgiveness and Transitional Justice in the Czech Republic*
 - * Allendorf (2007) *Do Women’s Land Rights Promote Empowerment and Child Health in Nepal?*
- **Week 13: April 1, 3, & 5**
 - **Description:** The rights of “non” citizens: trafficking, migrants, and children.
 - * **Goodhart Chapters 16 - 19**
 - * Cho & Dreher (2013) *“Does Legalized Prostitution Increase Human Trafficking?”*
 - * Cho (2015) *“Modelling for Determinants of Human Trafficking.”*
 - * Capron & Delmonico (2015) *“Preventing Trafficking in Organs for Transplantation.”*
- **Week 14: April 8, 10, & 12**
 - **Description:** Week 13 Cont’d.
 - * **eLC Week 14 Folder**
 - * Czaika & Kis-Katos (2009) *“Civil Conflict and Displacement.”*
 - * Beber & Blattman (2013) *“The Logic of Child Soldiering and Coercion.”*
- **Week 15: April 15, 17, & 19**
 - **Description:** SOGI rights and a continuation of a discussion of citizenship.
 - * **Goodhart Chapter 11**
 - * Kollman & Waites (2009) “The global politics of lesbian, gay, bisexual and transgender human rights”
 - * Chase (2016) *“Human Rights Contestations.”*
- **Week 16: April 22, 24, & 26**
 - **Description:** How do we “fix” the world?
 - * **Goodhart Chapters 7 & 23**
 - * Barton, et al. (2017) *“A neglected nexus: Human rights and public perceptions.”*
 - * Murdie & Purcel (2017) *“How protest affects opinions of peaceful demonstration and expression rights.”*
 - * Pandya & Ron (2017) *“Local resources for local rights The Mumbai fundraiser’s dilemma.”*
- **Week 17: April 29**
 - **Prepare for FINAL**
- **FINAL EXAM:**
 - **May 8th 8 - 11a**
 - Usual classroom.