Hunter College
International Human Rights
Political Science 374
Tuesdays/Fridays 2:10-3:25
Fall 2021

Professor Carolyn M. Somerville
Office:
Telephone:
Office Hours: All office hours will be online via Zoom, on Wednesdays 3-4 and Fridays 3:30-4:30 pm by appointment
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What do the death penalty in the United States, the murder of Jamal Khashoggi, human trafficking, the refugee crisis in Europe, migrants at the U.S. southern border, global poverty, and the democracy uprisings in Cuba, the Sudan, and Venezuela, all have in common? Each concerns human rights violations. In this course we will study the origin, nature, and philosophy of contemporary human rights. We will also examine the debate as to whether human rights are culturally relative or universal. Efforts by individual, international, governmental, and non-governmental organizations to promote human rights will be addressed. Finally, we will explore the protection of international human rights through case studies of the rights of groups and individuals; for example, the human rights of women, refugees, children, migrants, persons with disabilities, and gays and lesbians.

POLSC 37400 will be taught (mostly) as a synchronous online course via Zoom. Seveeral times during the semester we will meet in our assigned Hunter classroom. Students are expected to have read the material before coming to class.

Course Objectives
By the end of the semester students will:

1. Understand a variety of international human rights issues.

2. Understand fundamental methods of interpreting human rights information for political science purposes.

3. Employ the key stages of the research process including: formulating a research question, collecting data, analyzing data, and reaching conclusions. In addition, this exercise will improve students' understanding of the key components of the research process.

4. Develop quantitative skills, including the ability to:

a. construct good survey questions;
b. create Google Forms to construct a survey questionnaire and collect data;
c. develop the skills to work with spreadsheet software to analyze data;

d. prepare bivariate tables using Excel or Google Sheets;
e. interpret frequencies and percentages;
f. visualize data by preparing graphs in Excel;
g. interpret the results of the data analysis intuitively and incorporate it into a written essay

5. Understand what people in their environment know and think about human rights.
6. To improve oral communication on international human rights issues

Textbook:
Carey, Sabine C., Mark Gibney, and Steven C. Poe, *The Politics of Human Rights*, Cambridge: Cambridge University Press, 2010.
Donnelly Jack and Daniel J. Whelan, *International Human Rights* 5th edition, London: Routledge, 2018.

Course Assignments:

DARE Assessment (Pre- and Post-Assessments on August 31 and December 3)—5 %

Midterm--October 29—(30%)—In class, room 413 HW.

Survey Research Project—(55%)
Research topic and 2 questions—**September 17--(**5%)
Survey of 5 participants completed by **October 15-22**-(5%)
Draft of data research paper/peer review—**November 19--(**draft—15% and peer review—10%)
Revised Data Research paper due—**December 3**--(20%)—final paper length: 7 pages

Teaching Others about Human Rights—Last day to hand in the assignment is December 10--(10%) (5 pages). How would you educate others about human rights? Select any human rights issue and prepare an appropriate lesson for a small group. A small group of 4-6 people could include co-workers, family members, friends, neighbors, students, or any other acceptable configuration. How would you present the material? Would you use readings? Literature? Games? Films? Videos? How would you make sure your group understood what you had taught? Plan it and carry it out. Evaluate the experience. What was the reaction of the group? What did you learn?

All work must be handed in on time or points will be deducted. Email me all assignments on the due date and I must receive your assignments by 10:59 pm. All written work has to be in .doc or .docx format; do not send me your assignments in a .pdf or Google format.

<u>Hunter College Policy on Academic Integrity</u>

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the

CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

ADA Policy

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Hunter College Policy on Sexual Misconduct

"In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

1. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
2. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link:
http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf"

Class Schedule

August 27 -- Introduction to the Class
Carey, Gibney and Poe, Introduction and pages 16-23 and 41-56.

Donnelly and Whelan, Chapter 2.
Marie-Bénédict Dembour. "What Are Human Rights? Four Schools of Thought." *Human Rights Quarterly*, 32/1 (2010), pp. 1-20.

Supplementary Reading:
Martin Donohoe. "Flowers, Diamonds, and Gold: The Destructive Public Health, Human Rights, and Environmental Consequences of Symbols of Love." *Human Rights Quarterly*, 29 (2007), pp. 164-182.

August 31— Pre-Assessment

September 3—No Class

September 7—No Class

September 10--The Development of Human Rights Law
Carey, Gibney and Poe, pp. 8-9 and 28-31.
Donnelly and Whelan, Chapters 1 and 4.
Jan Herman Burgers. "The Road to San Francisco: The Revival of the Human Rights Idea in the Twentieth Century. *Human Rights Quarterly*, 14/4 (1992), pp. 447-477.
Johannes Morsink. "The Philosophy of the Universal Declaration." *Human Rights Quarterly*, 6/3 (1984), pp. 309-334.
UNGA. *The Universal Declaration of Human Rights*. UNGA Resolution 217A (111), December 10, 1948.

September 14–Are Human Rights Universal? Human Rights and its Critics
Carey, Gibney and Poe, pp. 11-16
Donnelly and Whelan, Chapter 3.
Makau Mutua, "Human Rights in Africa: The Limited Promise of Liberalism," *African Studies Review*, 52/1 (2008), pp. 17-39.
Amartya Sen, "Universal Truths: Human Rights and the Westernizing Illusion," *Harvard International Review*, 20/3 (1998), pp. 40-43.

September 17----Civil and Political Rights
Carey, Gibney and Poe, pp. 105-118 and Chapter 5.
UNGA. *International Covenant on Civil and Political Rights*, UNGA Resolution 2200 A (XXI), December 16, 1966.
Geoffrey W. G. Leane. "Rights of Ethnic Minorities in Liberal Democracies: Has France Gone Too Far in Banning Muslim Women from Wearing the Burka?" *Human Rights Quarterly* 33/4 (2011), pp. 1032-1061.
Jeff Manza and Christopher Uggen. "Punishment and Democracy: Disenfranchisement of Nonincarcerated Felons in the United States." *Perspectives on Politics*, 2/3 (2004), pp. 491-505.
Roger Hood and Carolyn Hoyle, "Abolishing the Death Penalty Worldwide: The Impact of a 'New Dynamic,'" *Crime and Justice*, 38/1 (2009), pp. 1-63.

September 17-- Research Topic and Questions due

September 21— Civil and Political Rights: Refugees and Migrants

Carey, Gibney and Poe, pp. 81-86.

UNGA. *Convention Relating to the Status of Refugees*, UNGA Resolution 429 (V), December 14, 1950.

Azadeh Dastyari and Asher Hirsch. "The Ring of Steel: Extraterritorial Migration Controls in Indonesia and Libya and the Complicity of Australia and Italy." *Human Rights Law Review*, 19/3 (2019): 435-465.

Susannah Willcox, "Climate Change Inundation, Self-Determination, and Atoll Island States," *Human Rights Quarterly*, 38/4 (2016), pp. 1022-1037.

September 24-- Creating the Class Survey. Meet in Room 413 HW

September 28— The Rights of Migrant Workers and Their Families

Janae C. Cummings. "The Price is Rights: Getting the United Arab Emirates Up To Intrnational Speed in the Labor Law Department." *Brooklyn Journal of International Law*, 44/1 (2018): 410-447.

Martin Ruhs. "The Human Rights of Migrant Workers: Why Do So Few Countries Care?" *American Behavioral Scientist*, 56/9 (2012): 1277-1293.

UNGA. *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families*. UNGA Resolution 45/15i, Decembere 18, 1990.

October 1--Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Carey, Gibney and Poe, pp. 59-60 and 73-77.

Donnelly and Whelan, Chapter 12.

Manfred Nowak. "What Practices Constitute Torture?: US and UN Standards." *Human Rights Quarterly*, 28/4 (2006), pp. 809-841.

UNGA. *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment*. UNGA Resolution 39/46, December 10, 1984.

Supplementary Reading:

Emilia Justyna Powell and Jeffrey Staton, "Domestic Judicial Institutions and Human Rights Treaty Violation," *International Studies Quarterly*, 53/1 (2009), pp. 149-174.

James Raymond Vreeland, "Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention Against Torture," *International Organization*, 62/1 (2008), pp. 65-101

October 5--Collective Rights

Donnelly and Whelan, Chapter 10

David Newberry. "Understanding Genocide." *African Studies Review*, 41/1 (1998), pp. 73-97.

Damien Short. "Reconciliation, Assimilation, and the Indigenous Peoples of Australia." *International Political Science Review*, 24/4 (2003), pp. 491-513.

UNGA. *Convention on the Prevention and Punishment of the Crime of Genocide*. UNGA Resolution 260 A (III) of 9 December 1948.

October 8— DARE Videos

Making Bivariate Tables Using Spreadsheets
https://drive.google.com/file/d/1yKJuRfcAX64USHwy8U4PmFyWKlXjGzZl/view?usp=sharing

Making and Interpreting Bivariate Tables Using Google Sheets
https://drive.google.com/file/d/1Cmdc2LL1V0okccwysbDv8tsG9pXVev3f/view?usp=sharing

Interpreting Bivariate Tables (Row vs. Column Percentages)
https://drive.google.com/file/d/1p65X1efG6JQT73SvzyNR_j1hjLU1pLAi/view?usp=sharing

Calculating and Interpreting Ratios
https://drive.google.com/file/d/1hCN9MrOqRm6x3NeMgHI4NfQLsWaUZONX/view?usp=sharing

Preparing and Interpreting Graphs Using Google Sheets
https://drive.google.com/file/d/1ymKacAIuCpi6smJ9Cks1QZOZxGAk7OJ7/view?usp=sharing

Preparing and Interpreting Stacked Bar Charts Using Google Sheets
https://drive.google.com/file/d/1E74xmDgKZlf52Cpdn_JAPSMz0rihI8QU/view?usp=sharing

Calculating and Interpreting Measures of Central Tendency Using Google sheets.
https://drive.google.com/file/d/1QpsIOtncGH14YxsxP6-DDBVlY2_qd7V7/view?usp=sharing

Preparing Surveys Using Google Forms
https://drive.google.com/file/d/19EU4FZ3mTZ_H5VKfNIDEMvxpaokxAtov/view?usp=sharing

October 12-- Economic, Social, and Cultural Rights
Carey, Gibney and Poe, pp. 60-66, 86-93.
Donnelly and Whelan, Chapter 11.
Maurice Cranston. "Are there Any Human Rights?" *Daedalus*, 112/4 (1983), pp. 1-17.
Sarah Hale, "The Significance of Justiciability: Legal Rights, Development and the Human Right to Water in the Philippines," *SAIS Review*, 27/2 (2007), pp. 139-150.
Rhoda E. Howard-Hassman, "The Right to Food Under Hugo Chávez," *Human Rights Quarterly*, 37/4 (2015), pp. 1024-1045.
UNGA. *International Covenant on Economic, Social and Cultural Rights*. UNGA Resolution 2200 A (XXI), December 16, 1966.

Supplementary Reading:

Zahra F.K. Arat. "Economic Rights and Justice in the Qur'an." *Human Rights Quarterly*, 42/1 (2020): 85-118.

October 15— Gender Equality

Kathleen Fallon, Anna-Liisa Aunio, and Jessica Kim. "Decoupling International Agreements from Domestic Policy: The State and Soft Repression." *Human Rights Quarterly* 40/4 (2018): 932-961.

Jodie Roure. "Gender Justice in Puerto Rico: Domestic Violence, Legal Reform, and the Use of International Human Rights Principles." *Human Rights Quarterly*, 33/3 (2011), pp. 790-825.

Carmel Shalev. "China to CEDAW: An Update on Population Policy." *Human Rights Quarterly* 23/1 (2001), pp. 119-147.

UNGA. *Convention on the Elimination of All Forms of Discrimination against Women*. UNGA Resolution 34/180, December 18, 1979.

Supplementary Reading:

Hilary Charlesworth and Christine Chinkin. "The Gender of Jus Cogens." *Human Rights Quarterly*, 15 (1993), pp. 63-76.

Rhonda Copelon. "Intimate Terror: Understanding Domestic Violence as Torture." In *Human Rights of Women: National and International Perspectives*. Ed. By Rebecca J. Cook. Philadelphia: University of Pennsylvania Press. Pp. 116-152.

October 15—Email your survey to your participants

October 19-- The Rights of Children

Jean Grugel and Enrique Peruzzotti. "The Domestic Politics of International Human Rights Law: Implementing the Convention on the Rights of the Child in Ecuador, Chile, and Argentina." *Human Rights Quarterly* 34/1 (2012) pp. 178-198.

Conor O'Mahoney. "Constitutional Protection of Children's Rights: Visibility, Agency and Enforceability." *Human Rights Law Review* 19/3 (2019): 401-434.

UNGA. *Convention on the Rights of the Child*. UNGA Resolution of 1989.

October 22-- The Rights of Persons with Disabilities

Stephanie Ortoleva. "Inaccessible Justice: Human Rights, Persons with Disabilities and the Legal System." *ILSA Journal of International And Comparative Law*, 17/2 (2011): 281-320.

Kevin Walker. "Comparing American Disability Laws to the Convention on the Rights of Persons with Disabilities with Respect to Postsecondary Education for Persons with Intellectual Disabilities." *Northwestern Journal of International Human Rights*, 12/1 (2014): 115-131.

UNGA. *Convention on the Rights of Persons with Disabilities*. UNGA Resolution A/RES/61/106.

October 22--Last day for your participants to fill out and return the survey.

October 26—Study Day

October 29—Midterm

November 2— Promoting and Protecting Human Rights: The Role of International Governmental and Nongovernmental Organizations

Carey, Gibney, and Poe, pp. 31-36.

Donnelly and Whelan, Chapters 5, 6, and 9.

Sara E. Lahti. "The Limits of Shock and Shame: An Ethnographic Case Analysis of the Naming and Shaming Technique to Promote Human Rights for the *Taalibe* Qur'anic School Students of Senegal." *Human Rights Quarterly*, 40/3 (2018): 605-640.

Eva Sobotka and Peter Vermeersch. "Governing Human Rights and Roma Inclusion: Can the EU be a Catalyst for Local Social Change?" *Human Rights Quarterly*, 34/3 (2012) pp. 800-822.

Ramesh Thakur. "Human Rights: Amnesty International and the United Nations." *Journal of Peace Research*, 31/2 (1994), pp. 143-160.

Supplementary Reading

Terence Chapman and Stephen Chaudoin, "Ratification Patterns and the ICC," *International Studies Quarterly*, 37 (2013), pp. 400-409.

November 5— In class work on tables and graphs

November 9— Promoting and Protecting Human Rights: The Role of States

Donnelly and Whelan, Chapters 7 and 8.

David Kinley and Trevor Wilson. "Engaging a Pariah: Human Rights Training in Burma/Myanmar." *Human Rights Quarterly*, 29/2 (2007), pp. 368-402.

Ellen L. Lutz and Kathryn Sikkink. "International Human Rights Law and Practice in Latin America." *International Organization*, 54/3 (2000), pp. 633-659.

Supplementary Reading

Emilie Hafner-Burton and Kiyoteru Tsutsui, "Human Rights in a Globalizing World: The Paradox of Empty Promises," *American Journal of Sociology*, 110/5 (2005), pp. 1373-1411.

November 12---- Promoting and Protecting Human Rights: Humanitarian Intervention

Carey, Gibney, and Poe: Chapter 6

Donnelly and Whelan, Chapter 10 (Skim the case studies.)

Alan Kuperman. "Obama's Libya Debacle: How a Well-Meaning Intervention Ended in Failure." *Foreign Affairs*, 94/2 (2015): 66-77.

November 16-- Rectifying Human Rights Abuses: Punitive Justice

Carey, Gibney, and Poe, pp 199-213

Richard P. Claude. "The Case of Joelita Filartiga and the Clinic of Hope." *Human Rights Quarterly*, 5, (1983), pp. 275-295.

David Forsythe. "The UN Security Council and Response to Atrocities: International Criminal Law and the P-5." *Human Rights Quarterly*, 34/3 (2012), pp. 840-863

November 19—In class peer review of your draft paper. Bring a copy of your paper to class. Meet in Room 413 HW

November 23—No class/Work on revising your paper.

November 26—No Class/Thanksgiving Break

November 30---Rectifying Human Rights Abuses: Restorative Justice I

Carey, Gibney, and Poe, pp. 213-221.

Tricia D. Olsen, Leigh A. Payne, and Andrew G. Reiter. "The Justice Balance: When Transitional Justice Improves Human Rights and Democracy." *Human Rights Quarterly*, 32/4 (2010), pp. 980-1007.

Michelle Sieff and Leslie Vinjamuri Wright. "Reconciling Order and Justice? New Institutional Solutions in Post-Conflict States." *Journal of International Affairs*, 52/2 (1999), pp. 757-779.

Suppplementary Reading:

Rhoda E. Howard-Hassmann and Anthony P. Lombardo. "Framing Reparations Claims: Differences between the African and Jewish Social Movements for Reparations." *African Studies Review*, 50/1 (2007), pp. 27-48.

December 3—DARE Post-Assessment and Revised Data Research paper is due
December 7— Data Research Oral Presentations
December 10—Last Day to Turn in Your "Teaching Others About Human Rights" Paper

Important Dates to Remember:
August 31—DARE Pre-Assessment
September 17—Research Topic and 2 Questions
October 15-22—Conduct Survey of 5 participants
October 29--Midterm
November 19—Draft Paper due/Peer Review
December 3—Revised Data Research paper due
December 3—DARE Post-Assessment
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