

HUMAN RIGHTS IN WORLD POLITICS

PSC 335 / INTS 498, Spring 2001

T/Th 1:00pm - 2:15pm, WH 223 (Student Lounge)

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<i>Office Hours:</i>	M/W: 10am-11:30am T/Th: 2:15-5:45pm
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In 1948, with the atrocities of World War II fresh in mind, the General Assembly of the United Nations passed "The Universal Declaration of Human Rights." The rights set out in this document (and its legally-binding successors) are expressly "universal" in that they apply to all humans in all places at all times. However, despite the nearly complete legal acceptance of the principle of universal human rights by the sovereign states in the international state system, the notion of universal human rights has been, and remains, controversial.

While the original human rights-related controversy among governments concerned the concept of universality itself, much of today's conflict also relates to matters of enforcement. That is, how far are states willing to go to ensure that other sovereign states respect these rights as codified in international law? Many governments, especially those in non-Western developing nations, see the notion of universal human rights as a new form of Western imperialism that threatens both state sovereignty and local culture.

This seminar will familiarize students with the core theoretical knowledge and academic political science literature in the subfield of comparative human rights. During the course of the semester we will consider (in order):

1. The philosophical foundations of the idea of universal human rights
2. International human rights agreements and human rights nongovernmental organizations (NGOs)
3. Human rights, realism, and US foreign policy (can an ethical foreign policy be successful?)
4. The general determinants and consequences of government abuse of human rights
5. Focus on: globalization and human rights
6. The compatibility of non-Western cultures with the idea of universal human rights.

BOOKS and READINGS

Purchase Books

You will need to purchase four paperback books for this class:

International Human Rights
by Jack Donnelly
Westview Press
ISBN 0813399696

The Human Rights Reader
 edited by Micheline Ishay
 Routledge
 ISBN 0415918499

The Umbrella of U.S. Power: The Universal Declaration of Human Rights and the Contradictions of U.S. Policy
 by Noam Chomsky
 Seven Stories Press
 ISBN 1888363851

Human Rights and International Political Economy in Third World Nations: Multinational Corporations, Foreign Aid, and Repression
 by William Meyer
 Greenwood Publishing Group
 ISBN 0275962806

Reserve Readings

In addition to the purchase books, you will also be responsible for course readings that are on 2-hr reserve in the library.

Most of our reserve readings are from political science journals, and some will have a lot of statistics in them. Do NOT let the lack of a statistical background frighten you, however! I will give a statistical primer in class that will tell you everything you need to know in order to get the most out of these readings.

- *I recommend photocopying as much material as soon as possible.* This way, you will be able to work at your leisure throughout the semester, and it will save you the hassle later on of being pressured to get a hold of a reading at the last minute when someone else may have it signed out. As well, it will allow me to get a hold of, or replace in time for everyone to get a copy, any readings missing from the reserve room.

COURSE OUTLINE and ASSOCIATED READINGS

SECTION ONE

The Philosophical Foundations of the Idea of Universal Human Rights

Books:

Donnelly: Chpts 1,2

Ishay: Introduction, Selections 1.1, 1.2, 1.9, 2.2, 2.12, 4.1, 4.5

Meyer: Chpt 1

Reserve Readings:

An-Na'im, Abdullahi Ahmed. ed. 1992. "Toward a Cross-Cultural Approach to Defining International Standards of Human Rights." In *Human Rights in Cross-Cultural Perspectives*, ed. Abdullahi Ahmed An-Na'im.

- Howard, Rhoda E. 1992. "Dignity, Community, and Human Rights." In *Human Rights in Cross-Cultural Perspectives*, ed. Abdullahi Ahmed An-Na'im.
- Johnson, M. Glenn. 1988. "Human Rights in Divergent Conceptual Settings." in David Louis Cingranelli, ed., *Human Rights: Theory and Measurement*. pp. 41-59 (especially pp. 42-3).
- Pourgerami, Abbas. 1991. *Development and Democracy in the Third World*. pp. 94-101.
- Mazrui, Ali. 1990. *Cultural Forces in World Politics*. pp. 7-9.

SECTION TWO

International Human Rights Agreements and Human Rights NGOs

Books:

- Donnelly: Chpt 4
Ishay: Selections 7.1, 7.2, 7.3, 7.7, 7.8

Reserve Readings:

- Arzt, Donna E.. 1990. "The Application of International Human Rights Law in Islamic States." *Human Rights Quarterly* 12: 202-230
- Cingranelli, David L. and David L. Richards. 2000. "Measuring the Impact of Human Rights Organizations" In Claude Welch, ed. *NGOs and Human Rights: Promise and Performance*
- Keck, Margaret, and Kathryn Sikkink. 1998. *Activists Beyond Borders: Advocacy Networks in International Politics*. Chpts 1 (Introduction) and 3 (Human Rights Advocacy Networks in Latin America).

Web Pages:

- Amnesty International. 2000. *Amnesty International Report 2000*.
<http://www.web.amnesty.org/web/ar2000web.nsf/>
- Human Rights Watch. 2000. *Annual Report 2000*. <http://www.hrw.org/wr2k1/>

SECTION THREE

Measurement of Human Rights and US Foreign Policy

Books:

- Chomsky: entire book
Donnelly: Chpts 5, 6, 7, 8
Ishay: Selections 6.8, 6.9, 6.12, 6.13, 6.14, 7.10
Meyer: Chpts 2, 4

Reserve Readings:

- Carleton, David and Michael Stohl. 1985. "The Foreign Policy of Human Rights: Rhetoric and Reality from Jimmy Carter to Ronald Reagan." *Human Rights Quarterly*. 7:205-29.
- Carter, Jimmy. 1977. "Speech on Human Purposes in Foreign Policy." In *The Human Rights Reader*, ed. Walter Lacquer and Barry Rubin.
- Cingranelli, David Louis. 1993. *Ethics, American Foreign Policy, and the Third World*, Chapters 1, 2, and 11.
- Kirkpatrick, Jeane. 1981. "Establishing a Viable Human Rights Policy." In *The Human Rights Reader*, ed. Walter Lacquer and Barry Rubin.

- Morris, Morris David. 1979. *Measuring the Condition of the World's Poor: The Physical Quality of Life Index*.
- Poe, Steven C. 1991. "Human Rights and the Allocation of U.S. Military Assistance." *Journal of Peace Research* 28:205-16.
- Poe, Steven C. 1992. "Human Rights and Economic Aid under Ronald Reagan and Jimmy Carter." *American Journal of Political Science* 36:147-67.
- Regan, Patrick M. 1995. "U.S. Economic Aid and Political Repression: An Empirical Evaluation of U.S. Foreign Policy." *Political Research Quarterly* 48.3:613-628.
- Schoultz, Lars. 1980. "U.S. Foreign Policy and Human Rights." *Comparative Politics* 13:149-70.
- Schoultz, Lars. 1981. "U.S. Policy to Human Rights in Latin America: A Comparative Analysis of Two Administrations." In *Global Human Rights: Public Policies, Comparative Measures, and NGO Strategies*, ed. Ved P. Nanda, James R. Scarritt, and George W. Shepard.
- Vance, Cyrus. 1977. "Law Day Speech on Human Rights and Foreign Policy." In *The Human Rights Reader*, ed. Walter Lacquer and Barry Rubin.

Web Pages:

- Freedom House. 2000. *Freedom In the World 1999-2000*.
<http://www.freedomhouse.org/research/freeworld/2000/index.htm>
- United Nations Development Programme. 2000. *Human Development Report, 2000*.
<http://www.undp.org/hdr2000/english/HDR2000.html>
- US Department of State 2000. *1999 Country Reports on Human Rights Practices*
http://www.state.gov/www/global/human_rights/1999_hrp_report/99hrp_report_toc.html

SECTION FOUR

General Determinants and Consequences of Government Abuse of Human Rights

Books:

Donnelly: Chpt 4

Reserve Readings:

- Cingranelli, David L. and David L. Richards. 2001. "Which Human Rights do States Violate, and Why?"
- Cingranelli, David L. and David L. Richards. 1999. "Respect for Human Rights After the End of the Cold War" *Journal of Peace Research*, 36.5: 511-534.
- Henderson, Conway. 1991. "Conditions Affecting the Use of Political Repression." *Journal of Conflict Resolution* 35:120-42.
- Henderson, Conway. 1993. "Population Pressures and Political Repression." *Social Science Quarterly* 74:322-33.
- Mitchell, N. J., and J. M. McCormick 1988. Economic and Political Explanations of Human Rights Violations. *World Politics* 40:476-498.
- Poe, Steven C. and C. Neal Tate. 1994 "Repression of Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 88:853-72
- Poe, Steven C., C. Neal Tate and Linda Camp Keith. 1999 "Repression of Rights to Personal Integrity Revisited" *International Studies Quarterly* 43: 291-313
- Richards, David L. 1999. "Perilous Proxy: Human Rights and the Presence of National Elections." *Social Science Quarterly* 80: 648-665.

Film:

Death and the Maiden, written by Ariel Dorfman

SECTION FIVE**Globalization and Human Rights**Books:

Meyer, Chpts 3, 5, 6

Reserve Readings:

Moon, Bruce E. and William J. Dixon. 1992. "Basic Needs and Growth-Welfare Trade-Offs."
International Studies Quarterly 36: 191-212.

Richards, David L. 2001. "Information Globalization and Human Rights." In ed., Juliann Allison,
Information Technology and International Relations (page numbers yet unavailable)

Richards, David L., Ron Gelleny and David Sacko. 2001. "Money With A Mean Streak? Foreign
Economic Penetration and Government Respect for Human Rights in Developing Countries."
International Studies Quarterly (page numbers yet unavailable)

GRADED COMPONENTS

- 1. Paper (30%):** You will be responsible for writing a research paper on the compatibility of a particular cultural perspective with the idea of individual human rights. You must choose a culture other than Western Culture. Acceptable cultures include African, Sinic (including Japan), Islamic, Hindu/Buddhist, Animist or Indigenous. The paper title will be:

"The Compatibility of _____ Culture with the Idea of Universal, Individual Human Rights."

The paper will be divided into nine sections as follows:

- Part I: Introduction: How old is _____ culture? In what regions of the world does it predominate? In what countries is this the predominant culture? In what countries is this a significant minority culture? What percentage of the world's population adheres to these cultural beliefs? What proportion of the world's people adhere to these beliefs?
- Part II: Support for International Human Rights Agreements. What is the record of _____ countries in signing and ratifying major human rights agreements? What reservations have their representatives noted?
- Part III: "Central Values and Beliefs of _____ Culture"
- Part IV: "Physical Integrity Rights"
- Part V: "Civil Liberties"
- Part VI: "Political Rights"
- Part VII: "Economic and Social Rights"
- Part VIII: "The _____ Conception of Human Rights." Consider _____ culture in terms of the five dimensions of thinking about human rights described by M. Glenn Johnson on pages 42 and 43 of his chapter titled "Human Rights in Divergent Conceptual Settings" in David L. Cingranelli, ed., *Human Rights: Theory and Measurement*.
- Part IX: "Conclusion" Summarize what you have found out about the _____ culture in terms of conflict and compatibility with the idea of universal, individual human rights.

The completed paper (approximately 20 pages in length) is due at the end of the semester (05/01/01). You will, however, be handing in drafts of individual sections of the paper throughout the semester. The draft deadline schedule is:

- Sections I and II: February 1st
- Section III: March 1st
- Section IV, V, VI, VII: April 10th
- Final Draft (includes all nine sections): May 1st

The **timely** completion of these drafts is **imperative** and will count towards the final paper grade. Points lost for late drafts will be deducted from your final paper grade. You will lose 2 pts for each business day a draft is late.

Why the draft system? Turning in a paper an instructor has not seen, at the end of a semester, accomplishes nothing. The goal here is to *learn*, and learning is both an interactive process and a trial and error process. An instructor making you pay for your mistakes (with a bad grade) at the end of a semester, when there is no time left to learn from them, is not education -- it is futility. Thus, you and I will work on your paper together throughout the semester so that you can learn from the mistakes you make. Remember that a truly careful person is someone who learns from the mistakes he/she makes, not someone who is timid for the reason of not making any. Do *not* make the mistake, however, of thinking because I will be helping you, that I will be doing your paper for you. That will not happen. You will be assigned a numerical grade on a scale of 0 - 100 for your paper.

2. Presentations (30%): Each student will be assigned approximately two reserve readings from the syllabus and will present on these in class over the course of the semester. The number of these assignments will depend on class-size, and likely, extras will be available for extra credit.

Presentations on Readings:

Presentations should be 10 minutes (minimum), and should describe:

- Who the authors are and when the piece was written
- What the authors aimed to do in the article
- How they proceeded
- What they found or concluded
- Also, presenters should critique the authors' approach, either theoretically or methodologically, offer suggestions for improvement, compare this to other similar work, and speculate as to what future research in this area might explore.

For those not presenting on any given day, you are to come to class *prepared* with a question or two about the readings that would provoke thought and discussion.

- I REQUIRE that presenters summarize their presentations into a one-page (minimum) *typed* handout for all other seminar participants. These are due the day OF the presentation -- not afterwards. Be sure to bring enough copies for everyone, including the instructor. If tables, charts or illustrations are central to the reading you are presenting on, then you might wish to include these as additions to your handout, or as an overhead for your presentation. The result of this is that at the end of the semester everyone will have a complete set of notes on what we covered in class. This will be of particularly GREAT benefit in preparing for the exam. Granted, there is a large amount of material to be covered in this class, and by "team-reading" in this manner, everyone will have all material covered.

Your participation and attendance are requisite. To achieve an acceptable performance level you will be required to complete a large amount of reading **PRIOR** to each meeting. In order to achieve an "A" grade a student must do all readings, master the required material, **and** be able and willing to comment on these readings in class. You will be assigned a numerical grade on a scale of 0 - 100 for your presentations / handouts.

3. Human Rights Coding (20%): In order to acquire both a deep knowledge of human rights in a few selected countries and an understanding of how policymakers and political scientists make judgments about government respect for human rights in countries around the world, you will participate in the coding of some human rights data from Amnesty International and the US State Department. This will be a one-of-a-kind hands-on experience, and all material is available on the web, so your work will not be confined to library reserve-material hours (that is, you can make your own working hours rather than have the library set them for you). You will be given a detailed handout describing this process. We will begin this work when we begin Section Three, "Measurement of Human Rights and US Foreign Policy." You will be assigned a numerical grade of 0 – 100 for your coding work.

4. Final Exam (20 %): You will be taking a final exam that will test your general knowledge of the material gone over in class, as well as from our readings. Each of the five sections of the course will be represented by one question. You will choose two essay questions from among the five total questions. A review session will be held during the class prior to the exam. Your final exam will be distributed in class on Thursday, May 3rd, and will be due anytime between then and the end of the final exam session as scheduled for this class by the registrar. You will be assigned a numerical grade on a scale of 0 - 100 for this exam.

GRADE CALCULATION

Your final grade will be calculated as:

$$\text{FINAL GRADE} = .30(\text{Paper}) + .30(\text{Participation/Presentations}) + .20(\text{Coding}) + 20(\text{Exam})$$

Final class grades will be assigned as:

- 90-100 (A)
- 80-89 (B)
- 70-79 (C)
- 60-69 (D)
- 00-59 (F)

The instructor reserves the right to raise borderline grades, with such decisions being based on a student's effort in the course, improvement, participation, and merit.

CLASS RULES

Attendance: Your regular attendance and participation are necessary to make this class as fruitful as possible. You are allowed three unexcused absences without penalty. An excused absence is one where you have either an officially documented college-sanctioned event (sports / conference / trip), or a

documented medical excuse (for *you*). For each unexcused absence above three, your final class GPA will be lowered 2 points.

Makeup Exams: Makeup exams present severe equity problems for everyone involved in the course. Makeup exams will only be scheduled for those with documented medical or college-sanctioned-activity associated excuses. There are NO exceptions to the makeup exam rule.

Lateness and Incompletes: Assignments are due at the beginning of the assigned class period. An assignment is late once all other assignments have been collected and the regular class session has begun. The ONLY exception is for those with documented medical excuse (not college-sanctioned-events). Excuses such as "The printer broke," "I ran out of toner," or "The computer crashed" will not be accepted. A point deduction will be taken for each day an assignment is late, beginning after the start of the class period on the day on which it was due.

Plagiarism: Plagiarism and/or cheating on any assignments or exams will result in a zero for the work in question and subsequent College disciplinary proceedings in accordance with College procedures.

Disabilities: If you are an individual with a disability and require accommodations for this class, please notify the instructor or Melissa Locher, Disabilities Coordinator, at the Learning Center (625-9516).

NO CLASS

There will be a few times during the semester when no class will be held. Days when there will be no class are (as of the beginning of the semester):

February 8; March 13, 15; April 19