



Global Human Rights

Political Science 317

M - W 1-2:15p, Callaway Center S103

Zack Bowersox

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Office Hours: Th 11a-12:30p & by appointment

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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 pursual of this topic either in a graduate program or professional sense (*ie* NGO/advocacy or criminal justice fields).

Text(s):

- *Measuring Human Rights* (2009) **Author(s):** Todd Landman & Edzia Carvalho; **ISBN-13:** 978-0415446501
- Additional readings will be made available on the course's Blackboard site.

Grade Distribution:

Attendance	20%
Participation	10%
Research Design	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 class. 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 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 makeup 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: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>.

- **Classroom Conduct**

- The students in this class will be respectful of others. I welcome diverse opinions and invite you all to do the same. I invite you to review the Emory University Standards 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. (<http://policies.emory.edu/4.62>).
- Emory “University is committed to maintaining an environment that is free of unlawful harassment and discrimination” (<http://policies.emory.edu/1.3>). 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 Emory University’s Reporting Guidelines in the following documents:
 - * Equal Opportunity and Discriminatory Harassment: <http://policies.emory.edu/1.3>
 - * Standards of Conduct: <http://policies.emory.edu/4.62>
 - * Sexual Misconduct: <http://policies.emory.edu/8.2>

- **Disability Services**

- Emory University 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 Access, Disabilities Services and Resources office. 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 register with the Office of Equity& Inclusion, 201 Downman Dr., [404-727-9867](tel:404-727-9867), and then notify me of your eligibility for reasonable accommodations. For other Emory resources for persons with disabilities visit:
(<http://www.equityandinclusion.emory.edu/access/index.html>)

Assignments:

- **Participation**

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

- **Exams**

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

- **Attendance**

- Attendance is mandatory. Attendance will be taken at the end of every class.

- **Research Design**

- Each week students will be expected to produce a research design aimed at increasing our leverage over a specific human rights topic.
 - While the topic will be up to the student, it will need be approved by the professor ahead of time.
 - The goal of this assignment will be to **a**) develop the students research skills, **b**) provide a forum for the student to demonstrate their ability to apply the course materials, and **c**) give the student an outline for a future project; this could be an academic article, a senior thesis, *etcetera*.
 - We will discuss in class the specific requirements of this assignment and the guidelines will be permanently available on Blackboard, under course content (**Research Design Instructions**).

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.

Definitions and Measures of Human Rights

- **Week 1: January 11**

- Class Introduction
- Readings: Universal Declaration of Human Rights

- **Week 2: January 18**

- **Human Rights, Human Security, and State Sovereignty.**
- L&C Chapters 1 & 2
- Howard-Hassmann (2012) *Human Security: Undermining Human Rights*

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

- **How do we study human rights?**
- L&C Chapter 3
- King, Keohane, & Verba (1995) *The importance of Research Design in Political Science*
- Wood & Gibney v. Cingranelli & Richards v. Fariss

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

- **How do we measure human rights?**
- L&C Chapters 4 - 6
- Hafner-Burton & Ron (2009) *Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes*

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

- **Who abuses human rights, and why do they do it?**
- Englehart (2009) *State Capacity, State Failure, and Human Rights*
- Ritter (2013) *Policy Disputes, Political Survival, and the Onset and Severity of State Repression*
- **Research design topic due 2/8: email or hardcopy acceptable.**

State Characteristics and Human Rights

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

- **State characteristics and human rights.**
- 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 20**
- NO CLASS February 22: International Studies Association Conference, Baltimore MD.
 - State characteristics and human rights, Cont'd.
- **Week 8: February 27 & March 1**
 - **The Baddest of the Bad: Genocide, Politicide, & Mass Killings**
 - Harff (2003) *No Lessons Learned from the Holocaust?*
 - Valentino, et al. (2004) “Draining the Sea”: *Mass Killing & Guerrilla Warfare*
- Week 9: NO CLASS: Spring Break
- **Week 10: March 13 & 15**
 - **IPE & Human Rights.**
 - Spilker & Bohmelt (2013) *The Impact of Preferential Trade Agreements on Governmental Repression Revisited*
 - Dreher, Gassebner, and Siemers (2012) *Globalization, Economic Freedom, and Human Rights.*
 - **Research design argument and hypotheses due 3/15: email or hardcopy acceptable**

Improving Human Rights

- **Week 11: March 20 & 22**
- **EXAM: 3/22**
 - **Addressing Violations: Empowerment Rights and Bootstraps**
 - Caprioli (2004) *Democracy and Human Rights Versus Women's Security: A Contradiction?*
 - Allendorf (2007) *Do Women's Land Rights Promote Empowerment and Child Health in Nepal?*
 - Bowersox (2016) *Does Social Spending add Substance to Formal Rights?*
- **Week 12: March 27 & 29**
 - **Addressing Violations: Punishment by Coercion.**
 - 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 13: April 3 & 5**
 - **Addressing Violations: International Law and Human Rights Treaties.**
 - Blackboard Week 13 Folder

- **Week 14: April 10 & 12**
 - **Addressing Violations: Advocacy Based Approaches.**
 - Blackboard Week 14 Folder
 - **Research design due: email or hardcopy acceptable**
- **Week 15: April 17 & 19**
 - **Addressing Violations: Social and Political Vulnerabilities.**
 - Blackboard Week 15
- **Week 16: April 24**
 - **Prepare for FINAL**
- **FINAL EXAM: May 1, 3-5:30p**