



Global Human Rights

PolSci 3321

M-W 10:00 - 11:20, Simon 022

Zack Bowersox

bowersox@wustl.edu

273 Seigle Hall

Office Hours: M,W,F 11:30a - 1:00p; T,Th 8:00 - 10:00a¹

(314) 935-5810

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):

- *Human Rights: Politics and Practice*, 3rd edition. (2016) **Author(s):** Michael Goodhart; **ISBN-13** 978-0198708766
- Recommended readings in italics are available by week on the course's Canvas site.

Grade Distribution:

Participation	140
20x20	120
Data Project	220
Exam 1	260
Exam 2	260

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 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 makeup quizzes or exams will be given without the proper documentation.**

- **Zoom Attendance**

- Attendance when the class meets via Zoom (expected to be only **Weeks 1 and 2**) is so too mandatory.
- The Zoom meeting links are available on course's Canvas page.
- **No makeup quizzes or exams will be given without the proper documentation.**

- **Academic Honesty**

- **Don't 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 teacher's 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: The University's Academic Integrity Policies.

- **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 Washington University *Best Practices for an Inclusive Learning Environment* and to familiarize yourself with those expectations I and the University have, not only for your conduct, but also for that which you should expect in the classroom.
- “Washington University in St. Louis values diversity, inclusion and human dignity, and strives to foster an environment in which all community members are respected and able to take part in academic, co-curricular and social activities.” 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.

- Also, review the following Title IX and Gender Equity reporting policies:
 - * Title IX Grievance Process.
 - * Gender Equity Grievance Process.

- **Disability Services**

- Washington University is committed to providing accommodations and/or services to students with documented disabilities. Students who are seeking support for a disability or a suspected disability should contact [Disability Resources at 935-4153](#). Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. I will accept Disability Resources Accommodation Letter forms by email and personal delivery. If you have already been approved for accommodations, I request that you provide me with a copy of your Accommodation Letter within the first two weeks of the semester.
- More information on requesting academic accommodations can be found [HERE](#).

Assignments:

- **Participation**

- Students are expected to participate in class. This means join in during discussions, ask questions, and practice engaged learning.
- While in the Zoom-Room, this means not entirely disappearing for a class period behind the black wall of mystery.

- **20x20**

- Students will schedule with the professor a day in which they will open class with a 20x20 (*Pecha Kucha*, or chit-chat, in Japanese).
- These presentations will concern a recommended reading from the syllabus.
- The 20x20 template can be found under the [Start Here](#) module on Canvas.

- **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 Canvas under the [Start Here](#) module (see 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 19 VIA ZOOM**

- **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 24 & 26 VIA ZOOM**

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

- **Week 3: January 31 & February 2**

- **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: February 8 & 10**

- **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 14 & 16**

- **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 21 & 23**

- **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 28 & March 2**
 - **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: March 7 & 9**
 - **TEST 1: March 7th**
 - **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 & Guerrilla Warfare*
 - * Krain (2012) “*J'accuse!*”
- **Week 9: March 14, & 16**
 - **Description:** SPRING BREAK
- **Week 10: March 21 & 23**
 - **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 11: March 28 & 30**
 - **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: April 4 & 6**
 - **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 11 & 13**

- **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) “*Modeling for Determinants of Human Trafficking.*”
- * Capron & Delmonico (2015) “*Preventing Trafficking in Organs for Transplantation.*”

- **Week 14: April 18 & 20**

- **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 15: April 25 & 27**

- **Description:** Fourth generation rights: Privacy, information, and the environment.
- * Bridges (2017) “*The Poverty of Privacy Rights*”.

- **Week 16: May 9**

- **FINAL EXAM:**

- * **May 9th** 10:30a - 12:30p