

Dr. Marc S. Polizzi

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Class: MWF, 1:30pm-2:20pm, FH 107

Office Hours: MW 9:30am-10:30am, 3-4pm; TR 9:30am-12pm; and by appointment

Department of Political Science and Sociology

COURSE PREFIX: POL COURSE: POL 480-01

CREDIT HOURS: 3

I. HUMAN RIGHTS

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Topical Seminar in Political Science (3). Inquiry into selected topics and problems in the field of political science. May be repeated for a maximum of six hours provided topics vary.

Prerequisite(s): Junior/Senior level standing required

III. COURSE OBJECTIVES:

This course will orient students to the study of human rights within the political science subfield of International Relations. This course will introduce students to the types and nature of human rights/human security the evolution of human rights over time, and how non-state actors work together on a global scale to push for improvements in human rights on the ground. To understand how human rights are pushed on a global scale, we must first understand why states abuse the rights of their citizens. This develops a deeper understanding by which we can see how international actors are able to improve these conditions. At the completion of this course, students will be able to:

- A. Identify and critically evaluate common, contemporary political science theories and practices regarding human rights. The class will mostly resemble the international relations subfield of political science; that is, we will be analyzing the social and political behavior of states and non-state actors within the structure of the international system.
- B. Understand the contemporary debate within the human rights literature as to the role economics, regime type, and global actors play in affecting the promotion (or degradation) of human rights around the world.

IV. CONTENT OUTLINE:

The following outline should be considered tentative. I reserve the right to change the syllabus as I see fit. Any and all changes will be announced in advance, both in class and electronically. Please keep up to date with Canvas, and check your University email often to be aware of any changes that might occur.

<i>Tentative Weekly Schedule</i>	<i>Content</i>
<p>Week 1: August 15-August 19 Introduction to Course/Scientific Method</p>	<p>Purpose: We will discuss the basic overview of the course, including how it will be structured and how you will be assessed on your performance. We will review how to study political events scientifically. This includes looking beyond a single case or event to understand the broader, underlying phenomena.</p> <p>Reading:</p> <p>1.) Morgan, Rhiannon. 2009. "Chapter 1: Human Rights Research and the Social Sciences." In <i>Interpreting Human Rights: Social Science Perspectives</i>, Morgan, Rhiannon, and Bryan Turner, eds. London: Routledge Press. Pages 1-15.</p>

	2.) Hafner-Burton, Emilie M. and James Ron. 2009. "Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes." <i>World Politics</i> . 61(2): 360-401.
Week 2: August 22-August 26 The Rise of Global Human Rights	Purpose: How has the notion of "human rights" changed over time? How do we define which rights are considered? Are there different classifications of rights? Reading: 1.) <i>Universal Declaration of Human Rights</i> 2.) Weston, Burns. 1989. "Human Rights." In <i>Human Rights in the World Community</i> , Claude, Richard and Burns Weston, eds. Pages 12-30.
Week 3: August 29-September 2 Cultural Relativity	Purpose: How are human rights defined around the world? Is there a difference between Western notions of rights and the rights emphasized in the developing world? What explains these variations? Reading: 1.) Howard, Rhoda. 1983. "The Full-Belly Thesis: Should Economic Rights Take Priority Over Civil and Political Rights? Evidence from Sub-Saharan Africa." <i>Human Rights Quarterly</i> 15(4): 467-490.
Week 4: September 5-September 9 Why do states abuse?	Purpose: Understand why states choose to abuse their citizens. What factors are generally considered "important" for understanding such abuse? No Class, Monday (9/5) Reading: 1.) Poe, Steven and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." <i>American Political Science Review</i> 88(4): 853-872. 2.) Poe, Steven, C. Neil Tate, and Linda Camp Keith. 1999. "Repression of the Human Rights to Personal Integrity Revisited: A Global Cross-National Study Covering the Years 1976 to 1993." <i>International Studies Quarterly</i> 43(2): 291-313.
Week 5: September 12-September 16 Regime Types	Purpose: How does the structure of the political regime matter for determining human rights abuses? Are democracies better or worse at protecting their citizens than autocracies? Reading: 1.) Davenport, Christian and David A. Armstrong II. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1986-1996." <i>American Journal of Political Science</i> . 48(3): 538-554. 2.) Fein, Helen. 1995. "More Murder in the Middle: Life-Integrity Violations and Democracy in the World, 1987." <i>Human Rights Quarterly</i> 17: 170-191.
Week 6: September 19-September 23 Economics	Purpose: Does the economic structure of the country matter for human rights? Can you "buy" human rights standards? Reading: 1.) Dreher, Axel, Martin Gassebner, and Lars-H.R. Siemers. 2012. "Globalization, Economic Freedom, and Human Rights." <i>Journal of Conflict Resolution</i> 56(3): 516-546.
Week 7: September 26-September 30 Civil War and Protest (The Protest/Repression Nexus)	Purpose: How does the state respond to protest/contention? Does this response further inflame dissent or does it disincentivize agitation? Reading: 1.) Bell, Sam, David R. Cingranelli, Amanda Murdie, and Alper Caglayan. 2013. "Coercion, Capacity, and Coordination: Predictors of Political Violence." <i>Conflict Management and Peace Science</i> 30(3): 240-262.
Week 8: October 3-October 7 Terrorism	Purpose: How does a state deal with terrorism? Does this response lead to further terrorist actions? Mid-term Exam, Wednesday (10/5) No Class Friday (10/7), Fall Break Reading:

	1.) Walsh, James L. and James A. Piazza. 2010. "Why Respecting Physical Integrity Rights Reduces Terrorism." <i>Comparative Political Studies</i> 43(5): 551-557.
Week 9: October 10-October 14 Mass Killings	Purpose: What is genocide? What is politicide? How do things get so bad to lead to ethnic political violence on such a scale? How can a state return after such abuse? Reading: 1.) Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955." <i>American Political Science Review</i> 97(1): 57-73.
Week 10: October 17-October 21 Women's Rights	Purpose: We now turn our attention to 'positive' rights. How are women treated around the world? What explains these differences? How have women's rights improved over time, and where do we still need to go? Reading: 1.) Cherif, Feryal M. 2010. "Culture, Rights, and Norms: Women's Rights Reform in Muslim Countries." <i>The Journal of Politics</i> 72(4): 1144-1160.
Week 11: October 24-October 28 Workers' Rights	Purpose: How are workers treated around the world? Does labor have the ability to improve its standing vis-à-vis the state? Reading: 1.) Mosely, Layna and Saika Uno. 2007. "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." <i>Comparative Political Studies</i> 40(8): 923-948.
Week 12: October 31- November 4 LGBT Rights	Purpose: What explains the uptick in anti-LGBT violence around the world? How are LGBT rights being reframed in the new millennium? Reading: 1.) Kollman, Kelly and Matthew Waites. 2009. "The Global Politics of Lesbian, Gay, Bisexual, and Transgender Rights: An Introduction." <i>Contemporary Politics</i> 15(1): 1-17. 2.) Asal, Victor, Udi Sommer, and Paul G. Harwood. 2013. "Original Sin: A Cross-National Study of the Legality of Homosexual Acts." <i>Comparative Political Studies</i> 46(3): 320-351.
Week 13: November 7- November 11 Transitional Justice	Purpose: Once abuse has ended, how does the state reemerge? Can the state ever really "atone for the sins of the past"? Reading: 1.) Nobles, Melissa. 2010. "The Prosecution of Human Rights Violations." <i>Annual Review of Political Science</i> 13: 165-182.
Week 14: November 14- November 18 International Law	Purpose: Can the international community lead to improvements in human rights through treaties? What makes states sign on to these agreements in the first place? No Class Friday (11/18), Conference Reading: 1.) Hafner-Burton, Emilie and Kiyoteru Tsutsui. 2005. "Human Rights in a Globalizing World: The Paradox of Empty Promises." <i>American Journal of Sociology</i> . 110(5): 1373-1411. 2.) Simmons, Beth. 2009. "Chapter 3: Theories of Commitment." In <i>Mobilizing for Human Rights International Law in Domestic Politics</i> . Massachusetts: Cambridge University Press.
Week 15: November 21- November 25 Military Intervention and Peacekeeping Operations	Purpose: Can international communities intervene militarily to improve human rights? What are the unintended consequences of such activities? No Class: Wednesday/Friday (11/23-11/25) Thanksgiving Break Reading: 1.) Murdie, Amanda and David R. Davis. 2010. "Problematic Potential: The Human Rights Consequences of Peacekeeping Interventions in Civil Wars." <i>Human Rights Quarterly</i> 32(1): 50-73.
Week 16: November 28- December 2	Purpose: Can the international community apply pressure by "shaming and blaming" abusers? What role does increased information on abuses play in improving human rights standards?

International Advocacy and the Role of Non-Governmental Organizations	December 2: Last Day of Classes Reading: 1.) Keck, Margaret and Kathryn Sikkink. 1999. "Transnational Advocacy Networks in International and Regional Politics." <i>ISSJ</i> . 159: 80-101. 2.) Murdie, Amanda and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." <i>International Studies Quarterly</i> 56(1): 1-16.
Finals	Thursday, December 8, 1:30pm in normal lecture room.

V. INSTUCTIONAL ACTIVITIES

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: NONE

VII. TEXT(S) AND RESOURCES:

No textbook is assigned in this course. Instead, all readings will be made available through Canvas. I will also have books that will be reserved at the library for you to check out on a limited basis. This will ensure that all students have equal access to these resources, and that the breadth of materials for this course will be beyond a single textbook. Further, some materials will need to be downloaded via the library website. These materials are made available through your Murray State University library access.

VIII. EVALUATION AND GRADING PROCEDURES:

Students' grades will be comprised of 3 parts. The first part is made up of two exams (a mid-term and a final), with each exam worth 30% of the student's final grade. The exams are not cumulative; instead, they will test only new material that will fit within the thematic division of the course. This division is based largely on (1) the basic understanding of human rights, and (2) how human rights are protected/improved in practice. Keep in mind that while these are not cumulative tests, there are some foundational items that will be studied more closely in the beginning of the course that we will build upon later.

The second part of students' grades is based on class attendance and participation (25%). While I do not take formal attendance in this course, attendance is mandatory. In other words, to perform well on the participation portion of class, you must demonstrate that you are actively engaging the material, preparing before class (including doing the readings as they are assigned), and asking thoughtful questions throughout the semester. I will qualitatively be grading this section depending on the level of participation that the student demonstrates.

The final part of students' grades is a final paper, which will comprise 15% of your final grade. More details about the paper will be given as the course proceeds, but it will aim to have students connect material/themes/theories learned in class to a real-world case of human rights abuse. I will upload a detailed rubric for this paper on *Canvas* as the semester proceeds. More information about this paper will be given on the first day of class.

Your final grade in this course will be determined as:

- Mid-term 30%
- Final Exam 30%
- Class Participation 25%
- Final Paper 15%

No curve will be given in this course; the grade you earn is the grade you receive. I will use the following grading scale in this course:

Grade Scale:

A (Excellent): 90-100%

B(Good): 80-89%

C (Satisfactory): 70-79%

D (Poor): 60-69%

E (Failure): 0-59%

IX. ATTENDANCE POLICY:

Please also note that you will be unable to perform well on the 25% participation portion of the course if you do not attend class regularly. I will qualitatively grade your participation based on the quality of your comments and the detail with which you are prepared for the current lecture, including your knowledge and grasp of the assigned readings. Please keep this in mind as you prepare before each class session.

Make-Up Exams

Unforeseen emergencies do occur. Only approved absences will be accepted for an alternative exam date. This includes University-sanctioned events or illness. If either occurs, I require written documentation of the absence. For exam absences, documentation must be provided as promptly as is humanly possible so that an alternative date can be scheduled between the student and the instructor. Keep in mind that alternative/make-up exams may be of a different format than the original exam provided on test day. Without appropriate documentation, the student will receive a **zero** for the exam. **No exceptions.**

X. CLASSROOM CONDUCT:

Students are to be respectful of both other students and the instructor. To be respectful of others, please refrain from talking or whispering during class time. Any inappropriate or disruptive behavior by a student may result in the student being asked to leave the classroom. Be respectful of one another and each other's ideas.

Electronics Policy: Studies have found that students who take notes by hand are better able to retain information presented in lectures. Further, electronic devices provide a great disturbance to other students and, at times, the instructor. Therefore, students will **not** be allowed to use electronic devices in this course. This includes laptops, tablets, or cell phones. This is to ensure that all students have access to lecture without interruption or disturbance from other students. Please ensure that your phones are placed on silent, and all other electronics are powered off before class. If you are seen using any of these devices you will automatically lose points for your participation grade, regardless of current performance. If you have an extenuating circumstances, or need some accommodation for usage of an electronic device, please see me before or after class and we can make alternative arrangements.

XI. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

If you have questions or concerns about citing material or the accuracy of your citations, please see me before an assignment is due. This will ensure that we are able to resolve any potential issues before disciplinary action needs to occur.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of *E* in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/

Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

Safe Zone Statement

I am a member of a Safe Zone Project and I am available to listen and support you in a safe and confidential manner. As a Safe Zone participant, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus. For more information, visit the Office of LGBT Programming at 243 Blackburn Science Building or online at www.murraystate.edu/lgbt.