

POL 449: Human Rights

MW: 3:00 P.M.-4:15 P.M.

Faculty Hall 200, Spring 2019

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Office Hours: M/W/F (9-11am),

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Department of Political Science & Sociology

Credit Hours: 3

I. HUMAN RIGHTS

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course provides students with an understanding of the development and evolution of human rights and the factors influencing human rights standards globally.

Prerequisite(s): Junior/Senior level standing required or instructor permission

III. COURSE OBJECTIVES:

By the end of the semester, the student should be able to do the following

A. Identify and critically evaluate political science theories regarding human rights;

B. Analyze the social and political behavior of states and non-state actors within the structure of the international system;

C. Be familiar with the contemporary debate within the human rights literature as to the role economics, regime type, and global actors play in promoting (or degrading) human rights standards.

IV. CONTENT OUTLINE:

This course will orient students to the study of human rights within the political science subfield of International Relations. It will introduce students to the types and nature of human security, how human rights as a norm has evolved, and how non-state actors work together on a global scale to push for improvements in human rights standards. 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. Finally, we will explore positive rights, such as women's rights and LGBTQ rights.

V. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VI. TEXT(S) AND RESOURCES:

No textbook is assigned in this course. Instead, all readings will be made available through Canvas. This will allow more flexibility in materials that is not available when using a single textbook. These materials are already available under “Files” on the course’s Canvas site. Please download these materials and keep them handy for the rest of the semester. If any changes occur to the readings, it will be announced in class and via Canvas well in advance.

VII. EVALUATION AND GRADING PROCEDURES:

Students’ grades will be comprised of four parts. The first part is made up of two exams (a mid-term and a final), with each exam worth 25% of the student’s final grade. 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 foundations of international human rights and negative rights, and (2) positive human rights and how the international community protects these standards. 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 (10%). While I do not take formal attendance in this course, regular attendance is expected. To perform well on the participation portion of class, you must demonstrate that you are actively engaging the material, preparing before class (including completing the readings as they are assigned), and asking thoughtful questions throughout the semester. I will grade this section based on these qualitative components.

The third portion of students’ grades is reading quizzes (10%). Quizzes are administered on Wednesday classes and will cover the materials assigned for that week. I administer quizzes throughout the semester to ensure that students are keeping up with the assigned readings *before* the respective class session. These quizzes will also serve as a study guide, which you will use as you prepare for the mid-term and final examinations.

The final part of students’ grades is three short analysis papers (4-5 pages each), which will comprise 30% of your final grade. I will provide more details regarding these papers as the course proceeds, but the assignment will have students connect material/themes/theories discussed in class and the readings to real-world cases of human rights abuse. I will upload a detailed rubric for these papers on *Canvas* early in the semester.

Your final grade in this course will be determined as:

- Mid-term 25%
- Final Exam 25%
- Class Participation 10%
- Reading Quizzes 10%
- 3 Analysis Papers 30%

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:

A (Excellent): 90-100%

- B (Good): 80-89%
- C (Satisfactory): 70-79%
- D (Poor): 60-69%
- E (Failure): 0-59%

VIII. ATTENDANCE POLICY:

Please also note that you will be unable to perform well on the 10% participation portion of the course if you do not attend class regularly. I will grade student participation based on the quality of student comments and the student's overall degree of preparation, including 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. However, only approved absences will be accepted for an alternative exam/quiz date. Approved absences include University-sanctioned events or illness. If either occurs, I require written documentation of the absence. **This documentation is required within one week of the exam/quiz date. After that time, the grade will be marked zero. No exceptions!** Keep in mind that alternative/make-up exams may be of a different format than the original exam provided on test day.

IX. Classroom Conduct

Students are to be respectful of both other students and the instructor. This means refraining from talking or whispering during class, using electronic devices, or otherwise being disruptive. Any inappropriate or disruptive behavior by a student may result in the student being asked to leave the classroom and result in a deduction of the student's grade. Be respectful of one another and each other's ideas.

Electronics Policy: Studies have found that handwritten notetaking is better for the retention of information than taking notes on a computer or other electronic device. Further, these devices are a great disturbance to other students and, at times, the instructor. **Therefore, students will NOT be allowed to use electronic devices in this course, including laptops, tablets, or phones.** This decision is to ensure that all students have access to lecture material without interruption or disturbance from other students. Please ensure that you phones are placed on silent before class starts, and all other electronics are turned off. If you are seen using any of these devices, you will automatically lose points on your overall grade, regardless of current performance in the course. If you have an extenuating circumstance or need some accommodation for the usage of an electronic device, please see me before or after class so we can make alternative arrangements.

Emails: Do not expect to receive any correspondence from me between the hours of 6pm and 8am on any day, including the night before an exam. Do not email me to ask questions about grades, as I am not allowed to discuss those over email per FERPA regulations. For these questions, come to my office hours or set up an appointment. You must email me from your Murray State account. I will not respond to any other email addresses. **Do not email me any questions about the course without first consulting the syllabus.**

X. 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 any questions or concerns regarding the accuracy of your material, please see me immediately! It is best to have a conversation with me before an assignment is due, than to wait until afterwards and risk disciplinary action.

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.

Recording Lectures and Selling Notes: In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation through Disability Services. All other students who record and/or distribute audio or video recordings of class activity are subject to disciplinary action.

Those students permitted to record may not redistribute audio or video recordings of statements or comments from the course to others without the express written permission of the faculty member and of any students in the recordings. Students found to have violated this policy are subject to disciplinary action.

If I find out any student has been selling notes, study guides, exams, etc. on any site such as Flashnotes, Studyblue, etc., I will treat this as if the student has openly cheated and the individual will suffer the same academic dishonesty consequences outlined in this syllabus.

XI. 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, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for 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 information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809-3361 (TDD).

Students with Disabilities

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

I am a member of the 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.

Weekly Schedule:

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.

<i>Tentative Weekly Schedule</i>	<i>Content</i>
Week 1 (Jan 14, 16) Introduction to Course The Rise of Global Human Rights	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. Readings: <ol style="list-style-type: none"> 1.) <i>Universal Declaration of Human Rights</i> 2.) 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. (1-15).
Week 2 (Jan 21, 23) Universality and Cultural Relativity	No Class – Martin Luther King, Jr. Day Readings: <ol style="list-style-type: none"> 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. 2.) Donnelly, Jack. 2007. "The Relative Universality of Human Rights." <i>Human Rights Quarterly</i> 29(2): 281-306.
Week 3 (Jan 28, 30) Why do states abuse?	Readings: <ol style="list-style-type: none"> 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.

	<p>2.) Davenport, Christian. 2007. "State Repression and Political Order." <i>Annual Reviews of Political Science</i> 10(1): 1-23.</p>
<p>Week 4 (Feb 4, 6) Regime Types</p>	<p>Reading: 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. Recommended Reading: 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.</p>
<p>Week 5 (Feb 11, 13) Contentious Politics and Human Rights</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1.) Rasler, Karen. 1996. "Concessions, Repression, and Political Protest in the Iranian Revolution." <i>American Sociological Review</i> 61(Feb.): 132-152. 2.) Carey, Sabine C. 2006. "The Dynamic Relationship Between Protest and Repression." <i>Political Research Quarterly</i> 59(1): 1-11.
<p>Week 6 (Feb 18, 20) Human Rights and Political Economy</p>	<p>Reading: 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.</p>
<p>Week 7 (Feb 25, 27) Genocides and Mass Killings</p>	<p>Reading: 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.</p>
<p>Week 8 (Mar 4, 6) Genocides and Mass Killings</p>	<p>Finish Genocides and Mass Killings</p>
<p>Week 9 (Mar 11, 13) Midterm Exam</p>	<p>Midterm Exam: Wednesday, March 13</p>
<p>Week 10 (Mar 18, 20) Spring Break</p>	<p>No Classes: Spring Break</p>
<p>Week 11 (Mar 25, 27) Women's Rights</p>	<p>No Class: March 27 – International Studies Association Conference Reading: Hepburn, Stephanie and Rita J. Simon. 2010. "Hidden in Plain Sight: Human Trafficking in the United States." <i>Gender Issues</i> 27(1): 1-26.</p>
<p>Week 12 (Apr 1, 3) LGBTQ Rights</p>	<p>Reading:</p> <ol style="list-style-type: none"> 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 (Apr 8, 10) International Advocacy and the Role of NGOS	Readings: 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.
Week 14 (Apr 15, 17) Military Intervention and Peacekeeping Operations	Reading: 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 15 (Apr 22, 24) International Law	Reading: Simmons, Beth. 2009. "Theories of Commitment." Chapter 3 In <i>Mobilizing for Human Rights International Law in Domestic Politics</i> . Massachusetts: Cambridge University Press.
Week 16 (Apr 29, May 1) Transitional Justice	Reading: Nobles, Melissa. 2010. "The Prosecution of Human Rights Violations." <i>Annual Review of Political Science</i> 13: 165-182.
Final Exam	Friday, May 10, 2019 at 10:30 A.M. in normal lecture room