

Political Science 4430: Global Human Rights

Spring 2018

M/W/F 9:00 to 9:50am

Middlebush Hall, Room 211

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Course Description

Why does the majority of the world's population live under inadequate protections for political, economic, social, and cultural rights? What makes a government use violence to coerce its citizens? Has the international community been able to improve respect for human rights, or have these practices simply become more clandestine? This course focuses on questions like these and the general social scientific study of human rights from the perspective of International Relations. We will cover scientific explanations for the rise of human rights movements, explanations for the onset and effects of human rights abuse, the success of international efforts to improve human rights, and the efforts of abusers to bypass the norms regarding human rights.

At the conclusion with this course you will be able to evaluate arguments about human rights and security in local and international contexts. In addition, you will have an understanding of the general state of social scientific approaches and understandings about human rights and be able to form and pursue your own questions on the topic.

Because the study of human rights covers a wide range of behaviors and efforts, students are encouraged to share their personal, family, or group experiences if they are comfortable doing so. We will see that the expression of experiences is an important part of defining and winning protections for human rights.

Readings

Required: Clapham, Andrew. 2015. *Human Rights: A Very Short Introduction*. 2nd Edition. Oxford University Press.

While there is a textbook assigned for this course, it should be cheaply available at the university bookstore or on Amazon. The other assigned readings are provided as PDFs on the course Canvas page.

I expect you to have completed the readings before the day they appear on the syllabus. Fully reading and understanding the material is essential to doing well on the exams and class discussions.

Canvas

All communication for this course will be conducted via the course's Canvas site and University email. Any supplementary material, assignments, or changes to the course will be made available on this site and announced in class. Each student should ensure that they have access to these materials and are able to receive emails through their student account. Please note that I cannot accept material from, or respond to, student emails that come from a non-university address.

Grading

Exam 1: (20%)

Exam 2: (20%)

Exam 3: (20%)

Introductory Letter: (15%)

Documentary Reaction Paper: (15%)

Participation: (10%)

Exams

There will be exams held in class **February 23**, **April 2**, and **May 8**. The exams will consist of a mixture of multiple choice, short answer, and/or essay questions that will test your general understanding of social science research into human rights. I will provide a study guide prior to each exam, and will set aside time to review in class if the schedule permits. Exams will not be cumulative, but you will need to maintain your basic understanding of social science across exams.

Introductory Letter

This is a 2 page (double spaced) written assignment asking about your personal interests, experiences, and opinions. You will be graded based on how clearly you answer the questions below and the quality of your writing. Be as open and honest as you can. You WILL NOT be graded based on the questions, opinions, or experiences you share. These letters will help me structure course discussions and introduce you to the study of human rights.

1. What year are you in? What is your major?

2. What is your interest in taking this course?
3. In your opinion, what are the most significant human rights challenges globally?
4. In your opinion, what are the most significant human rights challenges facing the United States?

Reaction Paper

After watching the assigned documentary in class (see the Genocide and Mass Killing week in the syllabus), you are to write a 5-7 page (double spaced) summary and reaction paper on the events of the Indonesian Genocide. Think about how individuals were selected for victimization, the justifications of the killers themselves, and their links to the Indonesian government in the past and today. You will need to relate the events of the genocide to the larger scientific explanations for the causes and consequences of human rights violations. This will require finding other academic sources outside those discussed in class and using them to reinforce your arguments.

Participation

To receive full credit for the participation component of the grade, simply come to class after having completed the readings and offer your insights or questions during the class. I will set aside the last fifteen minutes of class on Fridays to devote to discussion. I will also make a discussion section on Canvas available where students can post questions/comments related to that week's course material, and will post some myself. Posting and responding to questions to these sections will count toward the final participation grade, as long as they are original, relevant, and encourage discussion in class. I will also use these questions to help guide discussions during class.

Feel free to come see me in reference to your participation. Always feel free to state your opinion in a way that invites discussion. No outside knowledge of international relations, political violence, or history is required for class participation, and I welcome questions, comments, or examples from students as long as they are relevant to the discussion at hand.

Grading Scale

97-100: A+	87-89: B+	77-79: C+	67-69: D+	59 and below: F
94-96: A	84-86: B	74-76: C	64-66: D	
90-93: A-	80-83: B-	70-73: C-	60-63: D-	

Make-up Exams

While I am more than happy to provide make-up exams for those that miss class, I cannot do so without a reason to excuse the absence. I will excuse absences on a case by case basis. Please note that any alternative or make-up exams may be different than those given to the rest of the class.

Health

Sometimes the study of human rights involves dealing with difficult material. In some cases these may reflect or reference your own personal, family, or group experiences. We do not want to study human rights while neglecting our own health or well being. If you need support, there are a number of local resources that are available at the university:

MU Counseling Center: (573) 882-6601

119 Parker Hall

Crisis and Emergency Services: (573) 882-6601

MU Student Health Center Behavioral Health: (573) 882-1483

Mid-Missouri Crisis Line: (573) 445-5035

LGBTQ Resource Center: (573) 884-7750

G225 MU Student Center

Women's Center: (573) 882-6621

G108 MU Student Center

Wellness Resource Center: (573) 882-4634

G202 MU Student Center

Gaines/Oldham Black Culture Center: (573) 882-2664

813 Virginia Avenue

Multicultural Center: (573) 882-7152

G107 MU Student Center

As with all other parts of the course, students are welcome to come talk to me to voice their concerns.

Information and University Policies

Diversity Requirement

This course satisfies the university diversity requirement by examining the interactions between governments and targeted social groups that result in the violation of physical or political human rights. It will discuss how class, race, gender, or other differences influence a group's interaction with the state and the process through which governments harm human security for these groups.

The course will make use of detailed case studies of incidents of human rights abuse to highlight the general mechanisms discussed in class, including the way groups are targeted by the state institutions that carry out such abuses. In addition, it will provide discussion of general social scientific findings about the ways inequality are influence by and influence human rights abuse across country contexts.

Academic Honesty

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Classroom Conduct

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor at the end of the course.

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Title IX and Mandatory Reporting

University of Missouri policies and federal law prohibit all forms of sex discrimination in education, including discrimination on the basis of sex, gender, gender identity, gender expression, sexual orientation, and pregnancy. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation.

Because we care about our community, Mizzou employees are required to report all incidents of sex discrimination to the Title IX Office. The Title IX Office connects students with

resources and helps them decide whether they wish to file a complaint of discrimination. To learn more, contact title9@missouri.edu or (573) 882-3880, or go to www.title9.missouri.edu. Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for counseling and other support: rsvp@missouri.edu or (573) 882-6638, or go to www.rsvp.missouri.edu. Both the Title IX Office and the RSVP Center can provide accommodations to students who need help with academics, housing, or other issues. The Title IX Office and the RSVP Center will respect your privacy.

Disability Services

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations.

Copyright on Lecture and Course Materials

Copyright 2018 (Christopher Patane) as to this syllabus and all lectures. During this course, students are prohibited from selling notes or being paid for taking notes by any person or commercial firm without the express written permission of the instructor teaching this course.

Class Outline

I reserve the right to make changes to this syllabus at any time. Changes will be announced in class and on the course Canvas site. It is the responsibility of the student to take note of any changes.

Week 1, January 17 & 19: The Social Science of Human Rights

Goals: Basic overview of the course. How can we scientifically study political events, and how does this apply to the study of human rights?

Readings:

1. Morgan, Rhiannon. 2009. "Chapter 1: Human Rights Research and the Social Sciences." in *Interpreting Human Rights: Social Science Perspectives*, Morgan, Rhiannon and Bryan Turner, eds. London: Routledge Press. pp. 1-15.
2. Clapham 2015, Chapters 1 and 2
3. **Recommended:** King, Gary, Robert Keohane, and Sidney Verba. 1995. "The Importance of Research Design in Political Science." *American Political Science Review*. 89(2): 475-481.

Week 2, January 22, 24, & 26: Rise of Human Rights and Universality

Goals: When did human rights become important? Are they universal?

Readings:

1. Clapham 2015, Chapter 3.
2. Weston, Burns. 1989. "Human Rights." In *Human Rights in the World Community*, Claude, Richard and Burns Weston, eds. Pages 12-30.
3. Howard, Rhoda. 1983. "The Full-Belly Thesis: Should Economic Rights Take Priority over Civil and Political Rights? Evidence from Sub-Saharan Africa." *Human Rights Quarterly*. 15(4): 467-490.
4. Donnelly, Jack. 2007. "The Relative Universality of Human Rights." *Human Rights Quarterly*. 29(2): 281-306.

Week 3, January 29, 31 & February 2: Why Violate Human Rights?

Goals: Why do states abuse human rights? Who gets abused?

Readings:

1. Poe, Steven and C. Neal Tate. 1994. "Repression of Human Rights to Personal Integrity in the 1980s: A Global Analysis." *American Political Science Review* 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." *International Studies Quarterly* 43(2): 291-313.
3. Davenport, Christian. 2007. "State Repression and Political Order." *Annual Reviews of Political Science*. 10:1, 1-23.
4. Bell, Sam, David R. Cingranelli, Amanda Murdie, and Alper Caglayan. 2013. "Coercion, Capacity, and Coordination: Predictors of Political Violence." *Conflict Management and Peace Science*. 30(3): 240-262.
5. **Recommended:** Davenport, Christian and Cyanne Loyle. 2012. "The States Must be Crazy: Dissent and the Puzzle of Repressive Persistence." *International Journal of Conflict and Violence*. 6(1): 75-95.

Introductory Letter Due January 29

Week 4, February 5, 7, & 9: Which Governments Abuse Human Rights?

Goals: Do Democracies repress less than autocracies? Does regime type matter?

Readings:

1. Fein, Helen. 1995. "More Murder in the Middle: Life-Integrity Violations and Democracy in the World, 1987." *Human Rights Quarterly*. 17: 170-191.
2. Davenport, Christian and David A. Armstrong II. 2004. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1986-1996." *American Journal of Political Science*. 48(3): 538-554.
3. Cingranelli, David and Mikhail Filippov. 2010. "Electoral Rules and Incentives to Protect Human Rights." *The Journal of Politics*. 72(1): 243-257.
4. Hill, Daniel W. Jr. and Zachary M. Jones. 2014. "An Empirical Evaluation of Explanations for State Repression." *American Political Science Review*. 108(3): 661-687.
5. **Recommended:** Richards, David L. and Ronald D. Gelleny. 2007. "Good Things to Those Who Wait? National Elections and Government Respect for Human Rights." *Journal of Peace Research*. 44(4): 505-523.
6. **Recommended:** Frantz, Erica and Andrea Kendall-Taylor. 2014. "A Dictator's Toolkit: Understanding how Co-Optation Affects Repression in Autocracies." *Journal of Peace Research*. 52(3): 332-346.

Week 5, February 12, 14, & 16: Human Rights and Political Economy

Goals: Does Economics influence human rights?

Readings:

1. Dreher, Axel, Martin Gassebner, and Lars-H.R. Siemers. 2012. "Globalization, Economic Freedom, and Human Rights." *Journal of Conflict Resolution*. 56(3): 516-546.
2. Blanton, Shannon Lindsey and Robert G. Blanton. 2006. "Human Rights and Foreign Direct Investment: A Two-Stage Analysis." *Business and Society*. 56(2): 427-436.
3. Sorens, Jason and William Ruger. 2012. "Does Foreign Investment Really Reduce Repression?" *International Studies Quarterly*. 45: 219-239.
4. Brian Greenhill, Layna Mosley and Aseem Prakash. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002." *American Political Science Review*. 103(4): 169-190.
5. **Recommended:** Howard-Hassmann, Rhoda E. 2005. "The Second Great Transformation: Human Rights Leapfrogging in the Era." *Human Rights Quarterly*. 27(1): 1-40.

Week 6, February 19, 21, & 23: Contentious Politics and Human Rights

Goals: How do international and civil wars affect human rights abuse? How about protests? Does repression work?

Readings:

1. Rasler, Karen. 1996. "Concessions, Repression, and Political Protest in the Iranian Revolution." *American Sociological Review*. 61(Feb): 132-152.
2. Carey, Sabine C. 2006. "The Dynamic Relationship Between Protest and Repression." *Political Research Quarterly*. 59(1): 1-11.
3. Peterson, Timothy M. and Leah Graham. 2011. "Shared Human Rights Norms and Military Conflict." *Journal of Conflict Resolution*. 55(2): 248-273.
4. Young, Joseph K. 2012. "Repression, Dissent, and the Onset of Civil War." *Political Research Quarterly*. 66(3): 516-532.

Exam 1: February 23

Week 7, February 26, 28 & March 2: Extremes: Mass Killing and Genocide

Goals: A case study on the progress of human rights abuses, and justifications of it.

Readings:

1. *The Act of Killing*. 2013. Documentary presented in class.
2. **Reaction Papers Due:** April 6.

Week 8, March 5, 7, & 9: Women's Rights

Goals: Why do women need their own rights? Variation in rights respect across genders?

Readings:

1. Coleman, Isobel. 2004. "The Payoff from Women's Rights." *Foreign Affairs*. 83(3) 80-95.
2. Carpenter, R. Charli. 2005. "Women Children and Other Vulnerable Groups:" Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue." *International Studies Quarterly*. 49, 295-334.
3. Cherif, Feryal M. 2010. "Culture, Rights, and Norms: Women's Rights Reform in Muslim Countries." *Journal of Politics*. 72(4): 1144-1160.
4. Zwingel, Susanne. 2012. "How Do Norms Travel? Theorizing International Women's Rights in Transnational Perspective." *International Studies Quarterly*. 56(1): 115-129.
5. **Recommended:** Carpenter, R. Charli. 2006. "Recognizing Gender-Based Violence Against Civilian Men and Boys in Conflict Situations." *Security Dialogue*. 37(1): 83-103.

Week 9, March 12, 14, & 16: Worker's Rights and Human Trafficking

Goals: How does respect for economic rights work across countries? Can workers improve their situation? How does globalization affect human trafficking?

Readings:

1. Mosely, Layna and Saika Uno. 2007. "Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights." *Comparative Political Studies*. 40(8): 923-948.
2. Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002." *The American Political Science Review*. 103(4), 669-690.

3. Hepburn, Stephanie and Rita J. Simon. 2010. "Hidden in Plain Sight: Human Trafficking in the United States." *Gender Issues*. 27(1): 1-26.
4. Cho, Seo-Young. 2013. "Integrating Equality: Globalization, Women's Rights, and Human Trafficking." *International Studies Quarterly*. 57(4): 683-697.
5. **Recommended:** Cho, Seo-Young, Axel Dreher, and Eric Neumayer. 2013. "Does Legalized Prostitution Increase Human Trafficking?" *World Development* 41(3): 67-82.

Week 10, March 19, 21, & 23: LGBT Rights

Goals: The rights of sexual minorities and the increase in anti-LGBT violence.

Readings:

1. Kollman, Kelly and Matthew Waites. 2009. "The Global Politics of Lesbian, Gay, Bisexual, and Transgender Rights: An Introduction." *Contemporary Politics* 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." *Comparative Political Studies* 46(3): 320-351.
3. Wilkinson, Cai. 2014. "Putting 'Traditional Values' Into Practice: The Rise and Contestation of Anti-Homopropaganda Laws in Russia." *Journal of Human Rights*. 13: 363-379.

Week 11, March 26, 28, & 30:

No Class, Spring Break

Week 12, April 2, 4, & 6

Exam 2: April 2

No Class April 4 and 6, ISA 2018 National Convention

Week 13, April 9, 11, & 13: Transitional Justice and Human Rights

Goals: How do we deal with the aftermath of violence? Can perpetrator-victim populations live together after violence?

Readings:

1. Staub, Ervin. 2006. "Reconciliation after Genocide, Mass Killing, or Intractable Conflict: Understanding the Roots of Violence, Psychological Recovery, and Steps toward a General Theory." *Political Psychology*. 27(6), 867-894.

2. Nobles, Melissa. 2010. "The Prosecution of Human Rights Violations." *Annual Review of Political Science* 13: 165-182.
3. Aguilar, Paloma, Laia Balcells, and Hector Sebolla-Boado. "Determinants of Attitudes Toward Transitional Justice: An Empirical Analysis of the Spanish Case." *Comparative Political Studies*. 44(10): 1397-1430.
4. Escriba-Folch, Abel and Joseph Wright. 2015. "Human Rights Prosecutions and Autocratic Survival." *International Organization*. 69, 343-373.

Week 14, April 16, 18, & 20: International Law and Human Rights

Goals: Do international treaties actually improve human rights? Or are they just paper promises?

Readings:

1. Hafner-Burton, Emilie and Kiyoteru Tsutsui. 2005. "Human Rights in a Globalizing World: The Paradox of Empty Promises." *American Journal of Sociology*. 110(5): 1373-1411.
2. Vreeland, James Raymond. 2008. "Political Institutions and Human Rights: Why Dictatorships Enter into the United Nations Convention against Torture." *International Organization*. 62(1): 65-101.
3. Simmons, Beth. 2009. "Chapter 3: Theories of Commitment." In *Mobilizing for Human Rights International Law in Domestic Politics*. Massachusetts: Cambridge University Press.
4. Cole, Wade. 2013. "Government Respect for Gendered Rights: The Effect of the Convention on the Elimination of Discrimination against Women on Womens Rights Outcomes, 1981-2004." *International Studies Quarterly*. 57(2): 233-249.
5. **Recommended:** Moavcsik, Andrew. 2000. "The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe." *International Organization*. 54(2): 217-252.

Week 15, April 23, 25, & 27: NGO Advocacy and Human Rights

Goals: Can human rights NGOs as non-state actors, improve respect for human rights? Does "naming and shaming" work?

Readings:

1. Keck, Margaret and Kathryn Sikkink. 1999. "Transnational Advocacy Networks in International and Regional Politics." *International Social Science Journal*. 159: 89-101.
2. DeMeritt, Jacqueline H.R. 2012. "International Organizations and Government Killing: Does Naming and Shaming Save Lives?" *International Interactions*. 38: 597-621.

3. Murdie, Amanda and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs" *International Studies Quarterly*. 56(1): 1-16.
4. DeMeritt, Jacqueline H.R. Courtenay R. Conrad, and Christopher J. Fariss. 2016. "How International Advocacy Can Worsen State Repression." *Working Paper*. 1-41.

Week 16, April 30, May 2, & 4: Human Rights in the US and Course Wrap-Up

Readings:

1. Clapham, Chapter 6 & 8
2. 2016/17 Amnesty International Report on the United States
3. 2016/2017 Human Rights Watch Report on the United States

Week 17: Finals Week

Final Exam: May 8, 3:00-5:00pm