



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL
RELATIONS**

POLITICAL SCIENCE AND INTERNATIONAL RELATIONS PROGRAMME

**INTP 363 HUMAN RIGHTS
20 POINTS**

TRIMESTER 1 2016

Key dates

Trimester dates: 29 February to 29 June 2016

Teaching dates: 29 February to 5 June 2016

Easter break: 24–30 March 2016

Mid-trimester break: 25 April to 1 May 2016

Study period: 6–9 June 2016

Examination/Assessment Period: 10–29 June 2016

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds.

If you cannot complete an assignment or sit a test in the last three weeks of teaching, or an examination, it may instead be possible to apply for an aegrotat (refer to www.victoria.ac.nz/students/study/exams/aegrotats).

Class times and locations

Lecture: Fridays 2.10-4.00

Venue: Laby LT118

Workshop: Tuesdays 11-12

Venue: AM 102

Names and contact details

Course Coordinator: Jana von Stein

Room No: 503, Murphy Building

Phone: x 9699

Email: jana.vonstein@vuw.ac.nz

Office hours: TBA

Communication of additional information

I use Blackboard and require all enrolled students to have valid myvuw.ac.nz addresses. Please ensure that your account is active (or that you are having your messages forwarded). I will announce any changes by email, Blackboard, and in class. I will always post slides under “course resources” before lecture. Please note that the Frequently Asked Questions page under “course resources” is also very useful.

Prescription

This course is interested in the international human rights regime and its impact on a variety of human rights outcomes such as torture, arbitrary detention, child labour, and racial/gender discrimination. Through the use of basic quantitative data and in-depth case studies, students will learn how to evaluate the design, implementation and effectiveness of human rights policy. Topics include: what experiments teach us about why people sometimes abuse rights; UN human rights treaties and institutions; the role of domestic institutions and non-state actors; and tensions between cultural relativism and universalism.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. show a solid understanding of the history, principles, and debates surrounding international human rights
2. use concepts and tools from political science, international relations, and international law to understand better the international human rights ‘project,’ why it has sometimes failed, and when it has succeeded.

Teaching format

Lectures (110 minutes, once per week): The lectures are a core foundation for learning.

Workshop (50 minutes, once per week): The workshop provides students with an additional hour of contact time with the instructor. It reinforces the lecture experience, and will include in-class discussions, some audio-visual activities, and group work. The workshop is not mandatory, but it is highly recommended as students who attend typically receive better grades in the class.

Workload

In accordance with University Guidelines, this course has been designed on the assumption that students will devote approximately 200 hours to it throughout the trimester. This is an average of 14 hours per week across the 14 weeks of trimester and includes attendance at 12 two-hour lectures and a one-hour workshop each week. The remainder of your time will need to be shared between class preparation and making progress on assignments.

Things to consider when planning your time:

- Workshop preparation involves careful reading of set texts for meaning and argument, as well as note-taking and preparation of responses to discussion questions. As you become more skilled throughout the trimester, this may take fewer hours each week but in the first instance one hour per reading is worth ‘budgeting’ for.
- Essays and other written assignments may require enough time for location, retrieval and reading of a range of sources. Note-taking, planning, drafting and editing the draft will all be necessary before writing up a final version.

Below is a rough guideline of how many hours you should spend on each aspect of the course. Because each student is different, you should adjust according to your needs:

Lecture attendance	24
Workshop attendance	11
Required readings	55
Preparation for lectures and workshops	12
Writing essay 1	30
Writing essay 2	33
Preparation for final examination	35

Assessment

This course is partly internally assessed. More detail on each item, including marking criteria, will be provided in class and via Blackboard.

Assessment items and workload per item		%	CLO(s)	Due date
1	1 st Essay (2000 words)	25%	1, 2	Electronic submission by 18 April, 11:59 pm
2	2 nd Essay (2500 words)	30%	1, 2	Electronic submission by 15 May, 11:59 pm
3	Examination (2 hours)	45%	1, 2	TBA

Submission and return of work

Essays must be uploaded to Turnitin (through Blackboard) by the due dates indicated above. Students must also submit a hard copy in the course essay box outside the School Office (5th floor, Murphy building) by 3pm on the first business day after the due date. **Essays will not be marked until they are uploaded and submitted in hard copy.** If there is any doubt about when a student submitted his/her essay, the turnitin date and time will be used unless the hard copy provides sufficient evidence of an earlier submission date.

Assignments will be returned at times to be advised. If students are unable to attend these times, they may collect their assignments from the School Office (Murphy 518) between 2.00 and 3.00 pm from Monday to Friday.

Extensions and penalties

Extensions

Students are expected to submit assignments on time. However, each student is eligible for a one-time 'no questions asked' extension *if* he/she requests this extension from the course coordinator 24 hours before the submission deadline. Otherwise, extensions will only be granted in exceptional cases, with documentation. Medical certificates must indicate the dates of impairment.

Penalties

Points will be deducted for late submission of papers – 5% for the first day late, and 2% per day thereafter, up to a maximum of 8 days. Weekend days count in the calculation of penalties unless a student certifies that a genuine religious practice prohibits work on Saturday or Sunday.

Students should submit late essays to an administrator from the Programme office in 518 Murphy and ensure that he/she dates it. In addition, students should upload their assignments to Turnitin through Blackboard. If the submission day falls on the weekend, the date of upload will be used as the submission date, but students should also submit a hard copy on Monday.

Set texts

There are three types of **required** reading material in this course:

1. *Making Human Rights a Reality* by Emilie Hafner-Burton (2013, Princeton University Press). Students can access an electronic version of the book for free through the library. US-based sites and www.fishpond.co.nz offer the book for about NZ\$40, but require a couple weeks for delivery. You can pick it up at Vic Books for NZ\$73.
2. A number of chapters and articles, as well as the occasional webpage. I have made these available directly on the course Blackboard page, under the relevant weeks' folder.
3. Occasionally, if current events call for it, I will assign a 'hot topic' (newspaper article or something of the like). Students will receive an email notifying them when a 'hot topic' reading has been assigned.

Recommended reading

A limited number of webpages, newspaper articles, and so forth will be posted on Blackboard. These are 'recommended' rather than 'required' readings. Students who read these pieces are likely to find certain class discussions easier to follow. They are also likely to gain a better overall understanding of how the course themes tie in with current-day events.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

The 2015 feedback suggested that 88.5% of students rated the teacher's effectiveness as excellent or very good. A further 9.8% rated her effectiveness as good. Most students felt the amount of work required was 'about right.' A few students suggested that it would be worthwhile to focus a bit more on what interventions have been successful at improving human rights. Accordingly, the course coordinator will integrate more positive information into the lectures where possible. Another suggestion was to make the readings available as a coursenotes pack for those students who preferred paper printouts of the readings. I attempted to do this by submitting a pack to FujiXerox. Unfortunately, copyright considerations (having to do with the fact that the printed-out readings had been obtained electronically) made it impossible for me to fulfil this request, even though I very much wanted to do so.

I take student feedback very seriously, so please contact me directly or through the course representative if you have any concerns. More student feedback information is located here: www.cad.vuw.ac.nz/feedback/feedback_display.php

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy

- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz

CLASS SCHEDULE

Week 1 (4 March) *Introduction, Historical Context*

1. (Read at some point during the week). Excerpts from Paul Lauren. 2003. *The Evolution of International Human Rights*. Philadelphia: University of Pennsylvania Press.

Week 2 (11 March) *Abuses: Where, When, and Why?*

1. Hafner-Burton chapters 2 and 3.
2. Seymour Hersh. 2004. "Torture at Abu Ghraib: American Soldiers Brutalized Iraqis. How Far Up Does the Responsibility Go?" *The New Yorker*. May 10, 2004.
3. Skim Christian Davenport. 2007. State Repression and Political Order. *Annual Review of Political Science* 10, pp. 1-23. .

Week 3 (18 March) *Monitoring and Measuring Human Rights Around the World*

1. Emilie Hafner-Burton and James Ron. 2009. Seeing Double: Human Rights Impact through Qualitative and Quantitative Eyes. *World Politics* 61 (2): 380-401. .
2. Amnesty International and State Department reports for South Africa, 1993, 94, and 95. .
3. Explore the data links on Blackboard under the relevant week.

Recommended (not required): Pp. 805-814 of Louis Henkin et al. 2009. *Human Rights (Casebook)*. New York: Foundation Press. .

No class 25 March (Good Friday)

Week 4 (1 April) *Treaties and Related Institutions*

1. Read the Universal Declaration of Human Rights. www.un.org/en/documents/udhr.
2. Explore the following: www.ohchr.org/EN/HRBodies/Pages/TreatyBodies.aspx#.
3. Hafner-Burton chapters 4 and 7.

Week 5 (8 April) *Preventing/Curtailing Atrocities: Humanitarian Intervention. Case study: Rwanda.*

1. UN Convention on Genocide. 1948. www.hrweb.org/legal/genocide.html.
2. Gareth Evans and Mohamed Sahnoun. 2002. The Responsibility to Protect. *Foreign Affairs* 81 (6): 99-110. .
3. Alan Kuperman. 2000. Rwanda in Retrospect. *Foreign Affairs* 79 (1): 94-118. .

Recommended (not required):

1. BBC. Q&A: Armenian Genocide Dispute. www.bbc.com/news/world-europe-16352745
2. Ban Ki-Moon. January 12, 2009. Implementing the Responsibility to Protect. UNGA document A/63/677.

Week 6 (15 April)

Mechanisms of Influence 1.

1. Hafner-Burton chapters 11 and 12.
2. Eric Posner. 2014. "The Case Against Human Rights." *The Guardian*.

Week 7 (22 April)

Mechanisms of Influence 2.

1. Pp. 188-215 of David Forsythe. 2006. *Human Rights in International Relations*. Cambridge: Cambridge University Press.
2. Kiyoteru Tsutsui, Claire Whitlinger, and Alwyn Lim. 2012. International Human Rights Law and Social Movements: States' Resistance and Civil Society's Insistence. *Annual Review of Law and Social Science* 8: 367-96.

No class 29 April (mid-trimester break)

Week 8 (6 May)

Bringing Violators to Justice (?): The Promise and Limits of Tribunals.

1. Chapter 4 of Kathryn Sikkink. 2011. *The Justice Cascade*. New York: WW Norton & Co.
2. Payam Akhavan. 2009. Are International Criminal Tribunals a Disincentive to Peace? Reconciling Judicial Romanticism with Political Realism. *Human Rights Quarterly* 31: 624-54. .
3. Read the links pertaining to the International Criminal Court:
 - www.icc-cpi.int/en_menus/icc/about%20the%20court/Pages/about%20the%20court.aspx
 - www.icc-cpi.int/en_menus/icc/situations%20and%20cases/Pages/situations%20and%20cases.aspx

Recommended (not required):

1. Jack Snyder and Leslie Vinjamuri. 2003-04. Trials and Errors: Principle and Pragmatism in Strategies of International Justice. *International Security* 28 (3): 5-44. .
2. Sudanese President Tells International Criminal Court to 'Eat' Arrest Warrant. *The Guardian*. March 4, 2009. .

Week 9 (13 May). Group Rights and Minority Rights

Readings

1. UN Declaration on the Rights of Indigenous Peoples. www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf. .
2. Study Guide: The Rights of Indigenous Peoples. www1.umn.edu/humanrts/edumat/studyguides/indigenous.html.
3. Lightfoot, Sheryl. 2010. "Emerging International Indigenous Rights Norms and 'Over-Compliance in New Zealand and Canada.'" *Political Science* 62 (1): 84-104.
4. Markham, Susan. 2013. Women as Agents of Change: Advancing the Role of Women in Politics and Civil Society. *Women's Voice, Agency, and Participation Research Series No. 5*. .
5. Minorities Under International Law. <http://www.ohchr.org/EN/Issues/Minorities/Pages/internationallaw.aspx>. .

Week 10 (20 May).

The Human Rights of International Migrants

1. Malit, Froilan, and Ali Youha. 2014. "Global Civil Society in Qatar and the Gulf Cooperation Council: Emerging Dilemmas and Opportunities." www.migrationpolicy.org. .
2. Something (to be added to Blackboard, based on current events) on the Syrian refugee situation.
3. Peruse <http://www.unodc.org/unodc/en/human-trafficking/index.html?ref=menuaside>. .

Week 11 (27 May) *When Rights Conflict: Universalism vs. Relativism*. Case studies: French headscarf legislation, Asian Values

1. Michael Ignatieff. 2001. The Attack on Human Rights. *Foreign Affairs* 80: 102-116. .
2. Geoffrey Leane. 2011. Rights of Ethnic Minorities in Liberal Democracies: Has France Gone Too Far in Banning Muslim Women from Wearing the Burka? *Human Rights Quarterly* 33 (4): 1032-61. .
3. Bilahari Kausikan, Asia's Different Standard, *Foreign Policy* (Fall): 24-41. .

Recommended (not required):

1. Aryeh Neier, Asia's Unacceptable Standard, *Foreign Policy* (Fall): 42-51.

Week 12 (3 June). 'Hot' Topics in International Human Rights

1. LGBT rights: pp. 1208-21 of Louis Henkin et al. 2009. *Human Rights (Casebook)*. New York: Foundation Press. Note: you do not need to read "Lawrence v. Texas" on pp. 1214-15 or the discussion questions pertaining to that case. .
2. US foreign policy and human rights:
 - Suzanne Nossel. November 7, 2012. Time for a Reset on Human Rights. *Foreign Policy*. .
 - Something (to be added to Blackboard, based on current events) on the 2016 presidential election and US foreign policy.

Recommended (not required)

1. John O'Flaherty and John Fisher. 2008. Sexual Orientation, Gender Identity and International Human Rights Law: Contextualising the Yogyakarta Principles. *Human Rights Law Review* 8 (2): 207-49.
2. "How Gay Marriage Won in the US Supreme Court." *The Atlantic*, 1 July 2015.

