

# Political Science 791: Global Human Rights

Fall 2009

Leasure 001

Wednesday 3:30 - 6:20 pm



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Office Hours: Tuesday, Thursday 2:00 - 4:00 and other times by appointment

## Course Description and Objectives

Human rights violations are widespread. The majority of of the world's citizenry lives with inadequate civil and political and economic, social, and cultural rights, often with dire consequences on economic and human security. What caused this situation? And, moreover, what can be done to fix it? This course focuses on the social scientific study of human rights. We will focus on scientific explanations of the rise of the human rights movement, political and economic explanations for human rights conditions, and the effects of advocacy efforts concerning human rights. After this class, you will have not only an understanding of the major players and factors influencing human rights, but a base understanding of the social scientific processes which govern human rights conditions and improvements. As such, this class is **not** a history class or a class on current events. Though current and historical events will be discussed, your grade will not depend on your rote memorization of these events. Instead, the focus will be on understanding the underlying interests of important actors towards human rights, the arenas in which these actors interact, and the rules which govern their interactions. This focus on the basic principles will provide you with a rich practical knowledge of human rights. At the conclusion of the course, you will be able to actively engage with the global human rights community. You may be able to find employment with human rights NGOs and institutions or be able produce original research projects on the topic. Though not a requirement, you might benefit best from the course if you have had Introduction to World Politics and Research Methods.

We will begin the semester by first defining human rights and then focusing on the social scientific method and its role in the study of human rights. After this introduction, the class will be divided into three major sections: (1) Domestic and International Explanations of Human Rights Violations, (2) Intergovernmental Organizations and Treaties, (3) Advocacy and Human Rights. The first section will focus on scientific explanations for how a country's regime type, foreign policy, economy, and ethnic and colonial history factor into its respect for human rights. The second section will focus on how human rights are and are not

impacted by intergovernmental organizations and treaties. The final section will include discussions on the growing number of scientific studies concerning the effects international advocacy and truth commissions have on human rights conditions. It will also discuss the rise in environmental advocacy from a human rights perspective.

## Grading

Your course grade is calculated from the following components:

- 25% - Test 1 - **October 7th IN CLASS**
- 25% - Test 2 - **December 9th IN CLASS**
- 25% - **10 page Research Proposal**
- 25% - Presentation and Participation Grade

## Tests

Each test will be in-class. The tests will consist of both short answer and essay. I will provide a study guide prior to each exam. The tests will not be cumulative but you should retain your basic knowledge of the social science of human rights for the second test.

## Research Proposal

In order to assist in developing your research skills, I am also requiring a 10 page empirical research proposal. The final project will be due December 16th at 2:00 pm. The goal of this project is to provide an outline of a potential empirical research project you could do for an honors thesis, a masters thesis, an academic article or book, or even a doctoral dissertation. As such, each research proposal has to include: (1) a statement of the research question, (2) a review of the existing literature on the topic, (3) your theoretical argument, (4) your hypotheses that flow from this argument, (5) a way to empirically evaluate your hypotheses, (6) a conclusion that states how your project adds to what we know about human rights. I know that the process to get a really concrete research proposal takes time, some full professors even take *years* developing research proposals. I want you just to get the basic bones down in this seminar. The project can be on any human rights topic of your choosing and can utilize either a quantitative or qualitative empirical design. I'm here and want to help you with this assignment! Please feel free to contact me anytime with questions or concerns. I've posted a grading rubric to K-State Online. A couple sample research designs are also included on K-State Online (including one of my own, started in year 1 of grad school for my eventual dissertation).

To ensure that you don't procrastinate in this process, on the following dates, you are required to email me with information as to your research proposal. I will offer you feedback at each of these junctures. Feel free to come see me or email me your concerns prior to these dates as well.

- September 16th A general topic (1 to 2 sentences is fine) - *Human Rights Quarterly* is a great journal to look in for topics
- October 21st: A research question (this is actually the hardest part) (1 to 2 sentences is fine)
- November 18th: An annotated bibliography with at least 10 sources (see sample bibliography on K-State Online for a general idea) (should be less than 5 pages)
- December 1 (**Note: this is the day before class**, emailed to [amurdie@ksu.edu](mailto:amurdie@ksu.edu) by 5:00 pm): A general statement of your theoretical argument and hypotheses (2 paragraphs for your theoretical argument, a couple of sentences for each hypothesis) - this will be emailed to all students during the evening of December 1

- December 2: Presentation to the class (10 minutes)
- December 16th: Final Project Due by 5:00 to [amurdie@ksu.edu](mailto:amurdie@ksu.edu)

Failure to do and email me any of these steps will harm your final grade. I will provide feedback but not grade each of these steps. Your final project grade will be graded solely on your completed research proposal, in accordance with the attached rubric.

## Presentation and Participation

I have also allotted 25% of your grade to *participation* and *presentation*. To receive full credit for the participation component of this grade, simply come to class after having completed the readings and offer your insights and questions during the class. Feel free to come see me as to your participation grade.

As to presentation, each week two students will present an outline of two of the RECOMMENDED readings (each student presents 1 reading), provide the class with typed notes (see sample presentation notes on K-State Online for an example), and offer discussion questions for the class. Your presentation shouldn't be more than 10 minutes and doesn't require any audio-video aids. We will get a calendar of presentations together during the first class. If you come to class prepared, your presentation and participation grades should be "gimmes."

### A note on participation:

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class.

### Grading Scale:

Your final grade will be calculated on the following scale:

- 89.5 to 100 - A
- 79.5 to 89.4 $\bar{9}$  - B
- 69.5 to 79.4 $\bar{9}$  - C
- 59.5 to 69.4 $\bar{9}$  - D
- 59.4 $\bar{9}$  and below - F

## Useful Information and University Policies

### Attendance and Missing Class

I realize you are adults with rich and full lives outside of class. As such, I do not have an attendance policy, *per se*. You are solely responsible for getting any lecture materials you miss. However, tests are all in class and your participation/presentation grades require your attendance. You are allowed 1 missed participation grade without penalty. To make up either a test, a presentation grade, or additional participation grades requires proper documentation for a medical or family emergency or for a university-sanctioned event.

## Academic Honesty

The following is taken verbatim from <http://www.k-state.edu/honor/faculty/syllabusstate.htm>:

“Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one’s work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor & Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."

The default in this class is that ALL work will be accomplished individually, UNLESS my permission is given in advance of an assignment/quiz/exam/take-home exam/final. If you are in doubt, please ask

A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: <http://www.ksu.edu/honor>

## Classroom Conduct

The following is taken verbatim from <http://www.k-state.edu/provost/policies/course.htm#conduct>:

“All student activities in the University, including this course, are governed by the Student Judicial Conduct Code as outlined in the Student Government Association By Laws, Article VI, Section 3, number 2. Students that engage in behavior that disrupts the learning environment may be asked to leave the class.”

### Syllabus Campus Safety Statement 08-14-08

Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information go to the University’s main page, [www.k-state.edu](http://www.k-state.edu), and click on the Emergency Information button.”

## Disability Services

The following is taken verbatim from <http://www.k-state.edu/dss/statement.html>:

“Any student with a disability who needs an accommodation or other assistance in this course should make an appointment to speak with me as soon as possible.”

Disability Services can be contacted at:

Disability Support Services  
202 Holton Hall  
Kansas State University  
Manhattan, KS 66506  
Phone: 785-532-6441  
FAX: 785-532-6457  
[dss@k-state.edu](mailto:dss@k-state.edu)

## Nondiscrimination

The following is taken verbatim from <http://www.k-state.edu/nondiscrimination.html>:

“Kansas State University is committed to nondiscrimination on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs or activities and employment, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, has been delegated to the Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220; (TTY) 785-532-4807.”

## Copyright on Lecture and Course Materials

Copyright 2009 (Amanda Murdie) as to this syllabus and all lectures.

During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

## Course Readings

No textbook is necessary for this class. All of the readings come from academic journal articles and book chapters. These readings can all be found via the K-State Online page for this course. I expect you to have completed the readings before the day they appear on the syllabus. When doing all of your readings, it works best to think of the same topics and questions you have been asked to do for the your own research proposal (ie research question, theory, hypotheses, empirical analysis, conclusion). Also, try to identify one or two problems or questions you have with the work. I remember readings best when I've actually taken the time to write out some notes; it might work for you, too. If nothing else, it will definitely help in preparing for the exams.

## Class Outline

### August 26: Intro to Course

**Lecture Title:** Why should I care about Human Rights?

**Goals of the Lecture:** Outline the class, define human rights

**Questions:** What are the goals of this class? When are the tests and assignments due? Is this an easy "A"? I'm a [fill in the blank] who is interested in [fill in the blank] - why do I want this course anyway?

**Readings:**

- **Required:**

- Landman, Todd. 2006. “Introduction.” *Studying Human Rights*. London: Routledge Press. Pages 1-7.
- Baehr, Peter. 1999. “Introduction.” *Human Rights: Universality in Practice*. New York: St. Martin's Press. Pages 1-8.

- Claude, Richard and Burns Weston. 1989. “Chapter One: International Human Rights. Overviews.” in *Human Rights in the World Community*, Claude, Richard and Burns Weston, eds. Pages 1-12.
- UDHR. Available at: <http://www.un.org/en/documents/udhr/>

• **Recommended:**

- Landman, Todd. 2006. Chapter 1: The Scope of Human Rights.” *Studying Human Rights*. London: Routledge Press.

## September 2: Scientific Method and Human Rights, Major Players to be Studied

**Lecture Title:** More than Just Rhetoric: Let’s Put the Science in Human Rights

**Goals of the Lecture:** Provide background knowledge on social science and political science methodology, discuss what social science can and can’t say about human rights, briefly go over problems with measurement, outline why taking an empirical approach to human rights can help you get a job in advocacy or human rights law

**Questions:** What can social science answer? Why study human rights from a social scientific perspective? What biases exist with the scientific study of human rights? What is the difference between rights in principle and rights in practice? How could understanding social science help a human rights advocate?

**Readings:**

• **Required:**

– **Readings on Major Players:**

- \* Schmitz, Hans Peter and Kathryn Sikkink. 2002. “International Human Rights” in *Handbook of International Relations*, Carlsnaes, Walter, Thomas Risse, and Beth Simmons, eds. London: Sage. Pages. 517-537.

– **Readings on Social Science and Human Rights:**

- \* Morgan, Rhiannon. 2009. “Chapter 1: Human Rights Research and the Social Sciences.” in *Interpreting Human Rights: Social Science Perspectives*, Morgan, Rhiannon and Byran Turner, eds. London: Routledge Press. Pages 1-15.
- \* Landman, Todd. 2004. “Measuring Human Rights : Principle, Practice, and Policy.” *Human Rights Quarterly*. 26: 906-931.

• **Recommended:**

- Landman, Todd. 2006 “Chapter 2: The Terrain of Human Rights.” *Studying Human Rights*. London: Routledge Press. Pages 19-35.
- King, Gary. 2006. “Publication, Publication.” *PS*. January: 119-125.
- King, Gary and Robert Keohane and Sidney Verba. 1995. “The Importance of Research Design in Political Science.” *American Political Science Review*. 89(2): 475-481.
- Epstein, Lee and Gary King. 2003. “Building an Infrastructure for Empirical Research in Law.” *Journal of Legal Education*. 53(3): 311-320.
- “Measurement & Human Rights: Tracking Progress, Assessing Impact.” Carr Center Project Report. Summer 2005.
- Landman, Todd. 2006. “Chapter 4: Social Science Methods and Human Rights” *Studying Human Rights*. London: Routledge Press. Pages 58-74.

## September 9: The Rise of Human Rights & the Universality/Cultural Relativity Debate

**Lecture Title:** The Rise of Human Rights: Ideals Put in Practice

**Goals of the Lecture:** provide a brief overview of the historical evolution of human rights, discuss variations between rights

**Questions:** What explains the rise of human rights? Are all rights universal? Are all rights equal?

**Readings:**

- **Required:**

- **Readings on Rise of Human Rights:**

- \* Weston, Burns. 1989. "Human Rights." in *Human Rights in the World Community*, Claude, Richard and Burns Weston, eds. Pages 12-30.

- **Readings on Universality/Cultural Relativity Debate:**

- \* Howard, Rhoda. 1983. "The Full-Belly Thesis: Should Economic Rights Take Priority Over Civil and Political Rights? Evidence from Sub-Saharan Africa." *Humans Rights Quarterly*. 15(4): 467-490.

- \* Baehr, Peter. 1999. "Chapter 2: Universalism versus Cultural Relativism." *Human Rights: Universality in Practice*. New York: St. Martin's Press. Pages 9-19.

- **Recommended:**

- Beuergenthal, Thomas. 1997. "The Normative and Institutional Evolution of International Human Rights." *Humans Rights Quarterly*. 19(4): 703-723.

- Shestack, Jerome. 2000. "The Philosophical Foundations of Human Rights." in *Human rights : Concept and Standards*, Symonides, Janusz, eds. Paris : UNESCO Publishings. Pages 31-43.

- Whelan, Daniel J. and Jack Donnelly. 2007. "The West, Economic, and Social Rights, and the Global Human Rights Regime: Setting the Record Straight." *Humans Rights Quarterly*. 29: 908-949.

- Goodhart, Michael. 2008. "Neither Relative nor Universal: A Response to Donnelly." *Humans Rights Quarterly*. 30: 183-193.

- \* Donnelly, Jack. 2008. "Human Rights: Both Universal and Relative (A Reply to Michael Goodhart)." *Humans Rights Quarterly*. 30: 194-204.

- Kirkup, Alex and Tony Evans. 2009. "The Myth of Western Opposition Economic, Social, and Cultural Rights? A Reply to Whelan and Donnelly." *Humans Rights Quarterly*. 31: 221-238.

- \* Whelan, Daniel J. and Jack Donnelly. 2009. "Yes, A Myth: A Reply to Kirkup and Evans." *Humans Rights Quarterly*. 31: 239-255.

- An-Na'im, Abdullahi A. 2001. "Human Rights in the Arab World: A Regional Perspective." *Humans Rights Quarterly*. 23: 701-732.

## September 16: DeFacto Human Rights, Part 1: Domestic Political Explanations for Human Rights Violations

**Lecture Title:** Within the State: What Causes Bad Human Rights Practices?

**Goals of the Lecture:** Outline the classic Poe and Tate, discuss regime type and human rights, outline when repression is useful for a state, questions left unanswered by existing literature

**Questions:** What good is repression? What domestically explains human rights abuses?

**Readings:**

- **Required:**

- Poe, Steven, C. Neal Tate, and Linda Camp Keith. 1999. “Repression of the Human Right to Personal Integrity Revisited: A Global Cross-National Study Covering the Years 1976 to 1993.” *International Studies Quarterly*. 43(2): 291-313.
- 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.
- Davenport, Christian. 2007. “State Repression and Political Order.” *Annual Review of Political Science*. 10: 1-23.

- **Recommended:**

- Davenport, Christian. 1995. “Assessing the Military Influence on Political Repression.” *Journal of Political and Military Sociology*. 23: 119-144.
- Davenport, Christian and David A. Armstrong, II. 2004. “Democracy and the Violation of Human Rights: A Statistical Analysis from 1976-1996.” *American Journal of Political Science*. 48(3): 538-554.
- Bhasin, Tavishi. 2009. “Democratic Governments, Repression and Accommodation: An Institutional Explanation.” Working Paper.
- Ritter, Emily. 2009. “Expecting the Worst: A Strategic Model of Repression and Dissent.” Working Paper.
- Richards, David and Ronald D. Gelleny. 2007. “Good Things to Those Who Wait? National Elections and Government Respect for Human Rights.” *Journal of Peace Research*. 44: 505-523
- Englehart, Neil A. 2009. “State Capacity, State Failure, and Human Rights.” *Journal of Peace Research*. 46 (2): 163-180.

## **September 23: DeFacto Human Rights, Part 2: International Political and Economic Explanations for Human Rights Violations**

**Lecture Title:** Outside the State: What Causes Bad Human Rights Practices?

**Goals of the Lecture:** Define FDI, MNC, trade, and globalization; discuss the role these have in human rights performance

**Questions:** Are multinational corporations and investment causing human rights abuses? Do trade and international institutions help or hurt human rights?

**Readings:**

- **Required:**

- Howard-Hassmann, Rhoda E. 2005. “The Second Great Transformation: Human Rights Leapfrogging in the Era.” *Human Rights Quarterly*. 27(1): 1-40
- Abouharb, M. Rodwan and David L. Cingranelli. 2005. “The Human Rights Effects of World Bank Structural Adjustment, 1981-2000.” *International Studies Quarterly*. 50: 233-262.
- Richards, David L., Ronald D. Gelleny, and David H. Sacko. 2001. “Money with a Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights.” *International Studies Quarterly*. 45: 219-239.

- **Recommended:**

- Blanton, Shannon Lindsey and Robert G. Blanton. 2006. “Human Rights and Foreign Direct Investment: A Two-Stage Analysis.” *Business and Society*. 45(4): 464-485.

- Douglas, William A., John-Paul Ferguson, and Erin Klett. 2004. “An Effective Confluence of Forces in Support of Workers’ Rights: ILO Standards, US Trade Laws, Unions, and NGOs.” *Human Rights Quarterly*. 26(2): 273-299.
- Oloka-Onyango, Joseph. 2005. “Who’s Watching “Big Brother”? Globalization and the Protection of Cultural Rights in Present Day Africa.” *Human Rights Quarterly*. 27 (4): 1245-1273.
- Monshipouri, Mahmood, Claude Welch, and Kennedy Emerson. 2003. “Multinational Corporations and the Ethics of Global Responsibility: Problems and Possibilities.” *Human Rights Quarterly*. 25 (4): 965-989.
- Hafner-Burton, Emilie. 2005. “Trading Human Rights: How Preferential Trade Agreements Influence Government Repression.” *International Organization*. 59: 593-629.

## September 30: DeFacto Human Rights, Part 3: Human Rights and Foreign Policy

**Lecture Title:** Now Let the Big Guys Talk: Is Human Rights a Foreign Policy Concern?

**Goals of the Lecture:** discuss the role human rights plays in foreign policy decisions, discuss the role of foreign aid

**Questions:** Is human rights a foreign policy concern? Is it just rhetoric? Should foreign aid help/ be linked to human rights?

**Readings:**

• **Required:**

- Donnelly, Jack. 2003. “Chapter 9: Human Rights and Foreign Policy.” in *Universal Human Rights in Theory and Practice*. NY: Cornell University Press. Pages 155-172.
- Sobek, David, M. Rodawan Abouharb, and Christopher G. Ingram. 2006. “The Human Rights Peace: How Respect for Human Rights at Home Leads to Peace Abroad.” *Journal of Politics*. 68(3): 519-529.
- Demirel-Pegg, Tijen and James Moskowitz. 2009. “US Aid Allocation: The Nexus of Human Rights, Democracy, and Development.” *Journal of Peace Research*. 46(2): 181-198.

• **Recommended:**

- Blanton, Shannon Lindsey. 2000. “Promoting Human Rights and Democracy in the Developing World: U.S. Rhetoric versus U.S. Arms Exports.” *American Journal of Political Science*. 44(1): 123-131.
- Lebovic, James H. and Erik Voeten. 2009. “The Cost of Shame: International Organizations and Foreign Aid in Punishing Human Rights Violators.” *Journal of Peace Research*. 46(1): 79-97.
- Forsythe, David P. and Barbara Ann Rieffer. 2000. “US Foreign Policy and Enlarging the Democratic Community.” *Human Rights Quarterly*. 22 (4): 988-1010
- Baehr, P. R. and Monique C. Castermans-Holleman, and Fred Grunfeld. 2002. “Human Rights in the Foreign Policy of the Netherlands.” *Human Rights Quarterly*. 24 (4): 992-1010.
- Farer, Tom. 2008. “Un-Just War Against Terrorism and the Struggle to Appropriate Human Rights.” *Human Rights Quarterly*. 30(2): 356-403.

## October 7: Test 1 - In Class

## October 14: Human Rights and International Law, Part 1: The Difference between DeFacto and DeJure Human Rights

**Lecture Title:** Why “Good Intentions” Don’t Equal Good Practices

**Goals of the Lecture:** Outline the role international law has played in human rights, why treaties have little weight

**Questions:** Can’t we just force states to live up to their commitments? Do these documents do anything?

**Readings:**

- **Required:**

- 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.
- Neumayer, Eric. 2005. “Do International Treaties Improve Respect for Human Rights?” *Journal of Conflict Resolution*. 49(6): 925-953.

- **Recommended:**

- Hafner-Burton, Emilie and Kiyoteru Tsutsui. 2007. “Justice Lost! The Failure of International Human Rights Law To Matter Where Needed the Most.” *Journal of Peace Research*. 44: 407-425
- Powell, Emilia J. and Jeffrey K. Staton. 2009. “Domestic Judicial Institutions and Human Rights Treaty Violation.” *International Studies Quarterly*. (Forthcoming)
- Goodman, Ryan and Jinks, Derek. 2003. “Measuring the Effects of Human Rights Treaties.” *European Journal of International Law*. 14: 171-183.
- Simmons, Beth. 2009. “Chapter 4: Theories of Compliance.” *Mobilizing for Human Rights International Law in Domestic Politics*. Massachusetts: Cambridge University Press.
- Hathaway, Oona. 2002. “Do Human Rights Treaties Make A Difference?” *Yale Law Journal*. 111(8): 1935-2042.

## October 21: Human Rights and International Law, Part 2: Commitment and Compliance

**Lecture Title:** More on the Law: Why Sign?

**Goals of the Lecture:** Expand upon why states sign human rights treaties, the difference between commitment and compliance

**Questions:** If human rights treaties have little teeth, why sign? Do autocracies sign for the same reasons? What could make human rights treaties work?

**Readings:**

**Readings:**

- **Required:**

- Simmons, Beth. 2009. “Chapter 3: Theories of Commitment.” *Mobilizing for Human Rights International Law in Domestic Politics*. Massachusetts: Cambridge University Press.
- 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.

• **Recommended:**

- Hafner-Burton, Emilie, Kiyoteru Tsutsui, and John Meyer. 2008. “Even Bad States Do Good Things: International Human Rights Law and the Politics of Legitimation.” *International Sociology*. 23(1):115-141.
- Helfer, Laurence. 2002. “Overlegalizing Human Rights: International Relations Theory and the Commonwealth Caribbean Backlash against Human Rights Regimes.” *Columbia Law Review*. 102(7): 1832-1911.
- Cole, Wade M. 2005. “Sovereignty Relinquished? Explaining Commitment to the International Human Rights Covenants, 1966-1999.” *American Sociological Review*. 70(3): 4721-495.
- Heyns, Christof and Frans Viljoen. 2001. “The Impact of the United Nations Human Rights Treaties on the Domestic Level.” *Human Rights Quarterly*. 23(3): 483-535.
- Hathaway, Oona. 2007. “Why Do Countries Commit to Human Rights Treaties?” *Journal of Conflict Resolution*. 51(4): 588-621.

## October 28: Human Rights and International Law, Part 3: Regional Human Rights Law and Organizations

**Lecture Title:** Regional Problems, Regional Solutions?

**Goals of the Lecture:** Explain how regional human rights IGOs and treaties started, their utility and scope

**Questions:** If there is international law, why do we have regional human rights law? Is it more or less effective?

**Readings:**

**Readings:**

• **Required:**

- Forsythe, David. 2006. “Chapter 5: Regional Application of Human Rights Norms.” *Human Rights in International Relations*. MA: Cambridge University Press. Pages 121-151.
- Shaw, Carolyn. 2007. “The Evolution of Regional Human Rights Mechanisms: A Focus on Africa.” *Journal of Human Rights*. 6(2): 209-232.
- Farer, Tom. 1997. “The Rise of the Inter-America Human Rights Regime: No Longer a Unicorn, Not Yet an Ox.” *Human Rights Quarterly*. 19(3): 510-546.

• **Recommended:**

- Moravcsik, Andrew. 2000. “The Origins of International Human Rights Regimes: Democratic Delegation in Postwar Europe.” *International Organization*. 54(2): 217-252.
- Mutua, Makau. 1999. “The African Human Rights Court: A Two Legged Stool.” *Human Rights Quarterly*. 25(1): 342-364.
- Hashimoto, Hideotoshi. 2003. “Chapter 1: Introduction.” *The Prospectus for a Regional Human Rights Mechanism in East Asia*. London: Routledge.

## November 4: Human Rights INGOs and Advocacy

**Lecture Title:** INGOs and Advocacy: Do Good or Get Rich Trying

**Goals of the Lecture:** Understand TAN and INGOs, outline the role these organizations have in agenda setting, their impact on human rights practices

**Questions:** Are INGOs the solution? What role do these organizations play? How are they motivated?

**Readings:**

- **Required:**

- Keck, Margaret and Kathryn Sikkink. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *ISSJ*. 159: 89-101.
- Risse, Thomas. 2002. “Transnational Actors and World Politics” in *Handbook of International Relations*, Carlsnaes, Walter, Thomas Risse, and Beth Simmons, eds. London: Sage. Pages 256-274.

- **Recommended:**

- Murdie, Amanda. 2009. “Chapter 6: The Impact of Advocacy INGOs: Human Rights INGOs” *Signals Without Borders: The Conditional Impact of INGOs*. Book Manuscript.
- Munoz, Alejandro Anaya. 2009. “Transnational and Domestic Processes in the Definition of Human Rights Policies in Mexico.” *Human Rights Quarterly*. 31: 35-58.
- Carpenter, Charli. 2007. “Setting the Advocacy Agenda: Issues and Non-Issues Around Children and Armed Conflict.” *International Studies Quarterly*. 51(1):
- Murdie, Amanda, David R. Davis, and David B. Brewington. 2009. “The Ties that Bind: A Network Analysis of Human Rights INGOs.” Working Paper.
- Bell, Daniel A. and Joseph H. Carens. 2004. “The Ethical Dilemmas of International Human Rights and Humanitarian NGOs: Reflections on a Dialogue Between Practitioners and Theorists.” *Human Rights Quarterly*. 26: 300-329.
- Howland, Todd. 2008. “How El Rescate, a Small Nongovernmental Organization, Contributed to the Transformation of the Human Rights Situation in El Salvador.” *Human Rights Quarterly*. 30: 703-757.

## November 11: War Crimes: Truth Commissions and Tribunals

**Lecture Title:** After the fact: Can we find the truth?

**Goals of the Lecture:** Expand upon war crimes and the role truth commissions and tribunals play in stopping future atrocities

**Questions:** Why have a truth commission? What role do these institutions serve? Whose interests dominate?

**Readings:**

- **Required:**

- Forsythe, David. 2006. “Chapter 4: Truth Commissions.” *Human Rights in International Relations*. MA: Cambridge University Press. Pages 89-120.
- Brahm, Eric. 2007. “Uncovering the Truth: Examining Truth Commission Success and Impact.” *International Studies Perspectives*. 8: 16-35.

- **Recommended:**

- Kaminer, Debra A., Dan J. Stein, Irene Mbanga and Nompumelelo Zungu-Dirwayi. 2001. “The Truth and Reconciliation Commission in South Africa: Relation to Psychiatric Status and Forgiveness Among Survivors of Human Rights Abuses.” *British Journal of Psychiatry*. 178: 373-377.
- Fiss, Owen. 2009. “Within Reach of the State: Prosecuting Atrocities in Africa.” *Human Rights Quarterly*. 31: 59-69.
- Croker, David A. “Truth Commissions, Transitional Justice and Civil Society.” Forthcoming in *Truth v. Justice: The Moral Efficacy of Truth Commissions: South African and Beyond*. Robert, Robert and Dennis Thompson, eds. Princeton: Princeton U Press.
- Zoglin, Katie. 2005. “The Future of War Crimes Prosecutions in the Former Yugoslavia: Accountability or Junk Justice.” *Human Rights Quarterly*. 27: 41-77.
- Amnesty International’s Film on ICC - <http://www.amnestyusa.org/justice/>

## November 18: Rights Based Approaches: Development and Environment

**Lecture Title:** Putting the Right in Everything Else: Rights Based Approaches

**Goals of the Lecture:** Outline rights based approaches and their utility, discuss tradeoffs between rights, environmental rights

**Questions:** Does a rights based approach work? What is the relationship between development, environment, and human rights?

**Readings:**

- **Required:**

- Adela, Francis O. 2000. “Cross-National Environmental Injustice and Human Rights Issues: A Review of Evidence in the Developing World” *American Behavioral Scientist*. 43: 686-706.
- Hiskes, Richard P. 2005. “The Right to a Green Future: Human Rights, Environmentalism, and Intergenerational Justice.” *Human Rights Quarterly*. 27: 1346-1464.

- **Recommended:**

- Any article out of the Spring 2004 *Human Rights Dialogue*

## November 25: Thanksgiving Holiday

## December 2: Presentations of Papers, and The Future of Human Rights

**Lecture Title:** If You Had a Billion Dollars

**Goals of the Lecture:** Outline what human rights concerns should be paramount, discuss future of the scientific study of human rights

**Questions:** Should human rights be the first or main focus?

**Readings:** Peruse your colleagues proposal paragraphs (emailed to you December 1st)

## December 9: Test 2

By December 16th at 5:00 pm - Final Paper Due emailed to amurdie@ksu.edu