

**UNIVERSITY OF TORONTO
DEPARTMENT OF POLITICAL SCIENCE**

POL 412Y/2212Y: Human Rights and International Relations

Meeting Time: Tuesday: 2:00pm–4:00pm

Class Room: UC, room 330

INSTRUCTOR: Prof. Thomas Kwasi Tieku
OFFICE: 45 Willcocks Street, room M 131
OFFICE HOURS: Tuesday, 12:00pm-2:00pm
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Course Overview

This course critically examines human rights issues from the perspective of International Relations (IR). The course is divided into five parts. The first part will focus on conceptual and analytical issues. The reading materials in this section will introduce you to specific tools developed by IR scholars to answer key human rights questions. They will also help you to separate human rights concepts from similar ideas. The second part will draw your attention to dominant human rights discourses, issues, and extreme forms of human rights abuses. The third part will explore emerging human rights discourses and issues. The reading materials will put a spotlight on seemingly trivial but quotidian human rights concerns such as the right to development and rights of stigmatized groups. The penultimate section will offer you the chance to share your thoughts on global human rights institutions, and actors. The final part will give you the option to do research on regional and continental human rights regimes and to share your findings with colleagues.

Required Texts

- Simmons, Beth (2009). *Mobilizing for Human Rights*. New York: Cambridge University Press.
 - Bob, Clifford ed. (2009). *The International Struggle for new Human Rights*. Philadelphia: University of Philadelphia Press.
 - Lyons, Martin Gene and James Mayall eds. (2003). *International Human Rights in the 21st Century: Protecting the Rights of Groups*. Rowman & Littlefield.
- The books are available at the University of Toronto Bookstore.

Grade Breakdown

Assignments	Value	Date Due	Place	Length
Participation	25%	Ongoing	NA	NA
Response Paper	15%	Fall Term	Classroom	2/3pages
Proposal	15%	December 4, 2012	Classroom and Blackboard	5/8pages
Research Paper	30%	February 12, 2013	Classroom and Blackboard	15/20pages
Presentation	15%	Winter Term	Classroom	15mins

Penalty for late submission of Proposal and Research Paper is 2% for each day after due date

Participation

Class participation is twenty-five per cent (25%) of the total course grade. Evaluation of class participation will be based on attendance, class leadership in the fall term, and contributions to class discussions. I will take attendance during each class session. Five per cent (5%) out of the twenty-five per cent (25%) allocated for participation will go to attendance. For each class you will miss, 0.5% will be deducted from your participation mark. You are required to notify me in advance if you cannot attend a particular class. I will waive the penalty only on unavoidable and justifiable grounds (e.g., serious illness, important religious holiday, etc.). You will be required to submit acceptable documentation (such as a doctor's note on the official University of Toronto Medical Certificate) in the case of illness.

Each student is expected to lead one class in the fall term. This class will give you the chance to hone your leadership skills and chairing of meetings. Ten per cent (10%) out of the twenty-five per cent (25%) allocated for participation will go to this part of the course. You will get zero (0) if you fail to chair a class. You will be judged on your ability to stimulate intellectual conversation, focus the class on substantive issues in the reading materials, and your ability to create the space for deeper learning to take place.

Active participation in class meetings and activities is a key component of the course. It is your opportunity to share your ideas, pose interesting and critical questions, assess course materials, and to learn the art of careful listening and how to communicate effectively. Class discussions are your opportunity to acquire the learning skills that you will not get from traditional lectures. Grading for class discussions will be based on the quality, *not the quantity*, of the contributions you make during class meetings. Ten per cent (10%) out of the twenty-five per cent (25%) allocated for participation will go to this part of the class. Do not expect any mark for participation if you do not talk or say anything interesting or insightful.

Writing Assignments

Response Paper: You are required to write an evaluative Response Paper (two pages for undergraduate and three pages for graduate students) for six of the classes held between weeks 2 and 12 inclusive. Each Response Paper should: a) focus on a particular reading material; b) contain a succinct summary of the core thesis and at least two supporting arguments; c) identify at least two human rights related things you learned from the material and d) indicate two strengths and two weaknesses associated with the material. Response Papers should be submitted to me via Blackboard no later than a day (24 hours) before each class. I will give you comments on and mark three of these Response Papers. Each marked Response Paper will constitute five per cent (5%) of your course grade. You will lose three per cent (3%) for up to a maximum of fifteen per cent (15%) of course grade for each Response Paper you fail to submit. Penalty for late submission of a Response Paper is two per cent (2%) out of fifteen percent (15%) for each hour it is late.

Proposal: The research proposal is due in class on December 4, 2012. It should be five (5) pages long for undergraduates and eight (8) pages long for graduate students. The proposal should highlight a puzzle in global or continental human rights discourses, posit an interesting research question, indicate a tentative response to the question, and it must clearly point out the IR paradigm which underpins your preliminary answer. In addition, undergraduate students are required to provide annotated bibliography for six (6) reputable academic materials while their graduate counterparts shall provide an annotated bibliography for ten (10) academic materials from highly respected sources.

Research Paper: You are required to build on the proposal to develop well-written and well-argued research paper. Your research paper should contain an introduction, a logically coherent body, and a conclusion. It is due on February 12, 2013. It should be fifteen (15) pages long for undergraduates and twenty (20) pages long for graduate students.

Additional Policies on Assignments

The paper must have one-inch margins and the text must be in the 12 point Times New Roman font. It should be double spaced, numbered and justified. Use footnotes at the bottom of the page (single spaced), endnotes at the end of the paper (double spaced), or in text citation, but not a combination of any of these. Citations do not count towards the length requirements of your essays. Essays must be proofread for spelling, typographical, grammatical, and syntactical errors.

A soft copy of written assignments must be uploaded onto the blackboard before 2:10pm, and an identical hard copy should be submitted in class before or at 2:10pm. Papers handed in after 2:10pm on the due date will be subject to the appropriate late penalty. Late proposal and research paper must be submitted to the reception desk in the Department of Political Science on the third floor of Sidney Smith Hall. Ensure that your late proposal and research paper is date-stamped by the administrator on duty. Do not attempt to submit your essay or proposal by leaving it under an office door or sending it by email or fax or any other medium. Papers submitted in any form other than a soft copy

uploaded onto the blackboard and a printed copy will not be accepted. Make a copy of your essay before submitting it, and keep copies of your research notes.

Requests for extensions should be submitted to me in writing. I will grant the extension only on unavoidable and justifiable grounds (e.g., serious illness). You will be required to submit an acceptable documentation (such as a doctor's note on the official University of Toronto Medical Certificate, in the case of illness) to have any chance of being granted an extension.

You should properly acknowledge the work and ideas of other people. You are reminded that plagiarism is a serious academic offence, and the offender will be punished.

Academic Integrity

You are reminded that academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Please read carefully the University's policies on proper academic behaviour at <http://www.artsci.utoronto.ca/osai/students>. Academic dishonesty is a serious offense and the offender can be expelled from the University. You should consult me or any one of the many guides available at the Writing Centre (<http://www.utoronto.ca/writing>) if you are at all uncertain about what constitutes academic dishonesty, or what acceptable forms of citation and referencing are. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including
 - working in groups on assignments that are supposed to be individual work,
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers

- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

Accessibility Concerns:

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Contacts

I will be pleased to see you during regular office hours. I will also be happy to answer your questions about the course through email. It is advisable that you consult the course syllabus before sending questions about the course via email to me. It is also recommended that you use your UTOR account when communicating with me. You must, therefore, have a University of Toronto email address. I will answer only simple and direct questions about the course through email. I will do my best to reply to your email messages within 24 hours of receipt of the mail during regular business hours. I will not be checking my emails regularly, and possibly not at all, on weekends or after regular business hours. I will be using Blackboard to communicate with you.

Course Schedule and Reading Materials

Part I: Theorizing Human Rights

September 11, 2012: IR theories of human rights

- Moravcsik, Andrew (2000). "The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe." *International Organization* 54 no.2: 217-252.
- Greenhill, Brian (2010). "The Company You Keep: International Socialization and the Diffusion of Human Rights Norms." *International Studies Quarterly* 54 no. 1: 127-145.
- Carpenter, R. Charli (2007). "Setting the Advocacy Agenda: Theorizing Issue Emergence and Non-emergence in Transnational Advocacy Networks." *International Studies Quarterly* 51 no.1: 99-120.
- Schmitz, H. Peter and Rodio B. Emily (2010). "Beyond Norms and Interests: Understanding Transnational Human Rights Activism." *The International Journal of Human Rights* 14 no.3:442-459.

September 18, 2012: Defining human rights

- Polt, Richard (2012). "Anything But Human," *New York Times*. August 5
Available at: <http://opinionator.blogs.nytimes.com/2012/08/05/anything-but-human/?emc=eta1>.
- Wilford, N. John (2007). "Almost Human, and Sometimes Smarter," *New York Times*. April 7. Available online at:
<http://www.nytimes.com/2007/04/17/science/17chimp.html?pagewanted=all>.
- Tully, James (2010). "Rethinking Human Rights and Enlightenment: A View from the Twenty first Century." *Oxford Amnesty Lecture Series*. Available at:
<http://web.uvic.ca/~polisci/people/faculty-old/faculty/Tully/courses/Oxford%20Amnesty%20lecture.pdf>.
- Ignatieff, Michael (2001). "The Attack on Human Rights." *Foreign Affairs* 80 no.6: 102-116. Available at:
<http://www.duke.edu/~mbf3/Attack%20on%20Human%20Rights.pdf>

September 25, 2012: Group Vs individual rights

Lyons, G. Martin and James Mayall (ed.) (2003). *International Human Rights in the 21st Century: Protecting the Rights of Groups*. Maryland: Rowman & Littlefield Publishers. Chapters 1-4.

Part II: Traditional Human Rights Issues

October 2, 2012: Civil and political rights

- Simmons, Beth (2009). *Mobilizing for Human Rights*. New York: Cambridge University Press. Chapter 5.
- Lyons, G. Martin and James Mayall (ed.) (2003). *International Human Rights in the 21st Century: Protecting the Rights of Groups*. Maryland: Rowman & Littlefield Publishers. Chapters 7&8.

October 9, 2012: Right to peace

- Clifford, Bob (ed.) (2009). *The International Struggle for new Human Rights*. Philadelphia: University of Philadelphia Press. Chapters 2.
- Arbour, Louise (2008). "The responsibility to protect as a duty of care in international law and practice." *Review of International Studies* 34: 445–58.
- Carvin, Stephanie (2010). "A responsibility to reality: a reply to Louise Arbour," *Review of International Studies* no.36: 47–54.

October 16, 2012: Inhumane treatment

- Wolfendale, Jessica (2009). "The Myth of Torture Lite." *Ethics & International Affairs* 1 no. 23: 47-61.
- Simmons, Beth (2009). *Mobilizing for Human Rights*. New York: Cambridge University Press. Chapter 7.
- Klotz, Audie (2002). "Transnational Activism and Global Transformations: The Anti-Apartheid and Abolitionist Experiences." *European Journal of International Relations* 1 no. 8: 49-76.

October 23, 2012: Genocide

- Shaw, Martin (2011). "Britain and Genocide: Historical and Contemporary Parameters of National Responsibility." *Review of International Studies* 5 no. 37 : 2417-2438.
- Lemarchand, René (undated). "The Burundi Genocide," Available at <http://migs.concordia.ca/documents/Burundi.doc>.
- Power, Samantha (2001). "Bystanders to Genocide: Why the United States let the Rwandan Tragedy Happen." *The Atlantic Monthly* 288 no.2: 84-108.

October 30, 2012: Children's rights

- Simmons, Beth (2009). *Mobilizing for Human Rights*. New York: Cambridge University Press. Chapter 8.

- Quayson, Ato and Antonela Arhin (2012). *Labour Migration, Human Trafficking and Multinational Corporations: The commodification of illicit flows*, London and New York Routledge: Taylor & Francis. Chapters 5&7.

November 6, 2012: Women's rights

- Simmons, Beth (2009). *Mobilizing for Human Rights*. New York: Cambridge University Press. Chapter 6.
- Lyons, G. Martin and James Mayall (ed.) (2003). *International Human Rights in the 21st Century: Protecting the Rights of Groups*. Maryland: Rowman & Littlefield Publishers. Chapter 5.
- Mackie, Gerry (1996). "Ending Footbinding and Infibulation: A Convention Account." *American Sociological Review* 61 no. 6: 999-1017.

NOVEMBER 13: NO CLASS

Part III: New Human Rights Claims

November 20, 2012: Right to development

- Kindornay, Shannon, Ron James, and Carpenter, Charli (2012). "Rights-Based Approaches to Development: Implications for NGOs." *Human Rights Quarterly*, 34 no. 2: 472-506.
- Clifford, Bob (ed.) (2009). *The International Struggle for new Human Rights*. Philadelphia: University of Philadelphia Press. Chapter 8.
- Marks, P. Stephen (undated). "Obstacles to the Right to Development," *Harvard University*. Available at: http://www.harvardfxbcenter.org/resources/working-papers/FXBC_WP17--Marks.pdf

November 27, 2012: Right to health

- Clifford, Bob (ed.) (2009). *The International Struggle for new Human Rights*. Philadelphia: University of Philadelphia Press. Chapters 5, 7, 9.

December 4, 2012: Rights of stigmatized groups

- Clifford, Bob (ed.) (2009). *The International Struggle for new Human Rights*. Philadelphia: University of Philadelphia Press. Chapters 3, 4, 6.

Part III: Global Human Rights System

January 8, 2013: UN human rights frameworks

January 15, 2013: International court system

January 22, 2013: International media

January 29, 2013: International Labour Organization

February 5, 2013: Amnesty International

February 12, 2013: Human Rights Watch

February 19: NO CLASS (Reading Week)

Part V: Regional Human Rights System

February 26, 2013: Africa

March 5, 2013: The Americas

March 12, 2013: Asia

March 19, 2013: Australia and Oceania

March 26, 2013: Europe

April 2, 2013: Review

