

**Human Rights and Inequality:
Sociology 395 (001) / Conflict Analysis & Resolution 394 (002)**

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Fall 2012 (CRN# SOC 76936/CONF 75359)
Innovation Hall 131
T/R 10:30 – 11:45 am

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Course Description

The Sociology of Human Rights only recently has emerged as a formal sub-field within the discipline. Although most classical sociological theory (e.g., Marx, Weber, Durkheim) casts a cynical light on human rights, contemporary sociologists have contributed significantly to their development and to our empirical understanding of their practice. In 2008, the American Sociological Association created a new Section on Human Rights, and the International Sociological Association has an active Thematic Research Group on Human Rights. But what are human rights? Where do they come from? And how do we study them? Are there other important values aside from human rights (for example, “national security,” “national sovereignty,” “good governance” or “economically sustainable growth”), and if so, how are human rights related to them? In other words, what are the *limits* and well as the *value* of human rights? Understanding human rights requires conceptual analysis, moral judgment, and social scientific knowledge. The concept of human rights is an *interdisciplinary* concept.

Law and philosophy have provided the dominant approaches to understanding human rights -- essentially focusing on legal and political institutional forces emanating downward from decision-making processes at the international level, or on philosophical and normative concepts of what human rights ought to be. The social sciences, however, offer an additional approach that explores the empirical practice of human rights (including the discursive practices of human rights). This approach pays greater attention to the contexts of meaning within which human rights are invoked and practiced. It also gives greater attention to the role that non-state actors play in shaping the development and institutionalization of human rights, and to “bottom-up,” not just “top-down,” processes that promote and localize human rights consciousness. From this perspective, human rights are not only law, international norms, values, or ideology -- they are also a social movement. But contemporary social theory has not simply posited human rights as socially constructed, it has also offered competing ontological explanations for what makes human rights particularly “human,” eschewing natural rights notions of law and human dignity in favor of more sociological conceptions of law and human vulnerability. Furthermore, there are several new directions in the sociology of human rights that represent a critical theoretical approach to understanding human rights and global justice -- one that seeks to promote more democratic and cosmopolitan practices in the production of human rights and global justice. These approaches have given greater attention to the way that transnational networks linking social actors in the global North and the global South are socially organized -- typically through unequal relations of power, authority, class, and status. They also have begun to identify alternative practices for organizing the meaningful production of human rights that offer great hope to advocates of social change and global justice.

Aside from providing a survey of sociological theory on human rights, this course examines connections between inequality, conflict, social justice, governance, and human rights in an age of globalization. At the start of the twenty-first century, inequality is becoming an urgent issue of global politics and governance. Drawing upon case studies from around the world, we examine institutional and structural violence and inequality as it relates to state, corporate, and military power; uneven relations of power within civil society; international law and order; welfare and social policy; global justice; regionalism, multilateralism, and transnationalism; environmental protection; gender inequality; ethnic conflict; resource wars; and national security policy (before and after World War II, the Cold War, and September 11, 2001).

Throughout the course, we will focus on the implications of these issues for the ongoing development of human rights. After explaining how the concept of human rights has a contested history marked by philosophical controversies, and how understanding those controversies within an interdisciplinary framework helps us to illuminate the state of human rights today, we track the development of a liberal and secular perspective on human rights during the Enlightenment, a socialist perspective on human rights during the Industrial Age, and the institutionalization of human rights and the right of cultural self-determination following the two world wars. We also survey various approaches to understanding human rights and global justice (giving special attention to contemporary sociological approaches), and highlight their many unresolved tensions to explain why the practice, and not just the theory, of human rights matters. We then discuss the role of the social sciences in understanding human rights, and explain why we cannot reduce human rights to legal analysis. We also discuss the relationship between culture and human rights – including the problems of cultural imperialism and cultural relativism, and the relationship between human rights and minority rights, the rights of indigenous people, women’s rights and the right to self-determination. Another important area of focus in this course is the politics of human rights, and the influence of human rights on politics. We examine not only nation-state centered paradigms but also those that give greater attention to transnational networks of actors, including social movements, NGOs, corporations, and state actors themselves. We also examine the rise of corporate rights from legal personhood (starting in the second-half of the nineteenth century) to the contemporary human rights that courts have determined corporations possess. Ultimately, we attempt to assess how globalization and development is impacting human rights today, and the power (if any) that human rights have to shape the unfolding process of globalization and the institutions sustaining it.

A highly innovative feature of his 3-credit undergraduate course is that it attempts to create a transnational classroom for understanding human rights. We will be partnering with students at Moscow’s Higher School of Economics in real-time each week using video-conferencing technology. Students will have an opportunity to engage in direct cross-cultural discussion on the meaning of a wide variety human rights practices.

Course Goals and Expected Learning Outcomes

- Students will survey and learn to distinguish a wide-variety of perspectives on the nature, origin, development, and purpose of human rights, and what is at stake in debates over these perspectives.
- Students will comprehend several contemporary and competing *empirical* approaches to understanding human rights, and gain exposure to diverse methods employed by researchers who pursue these approaches.
- Students will learn how to analyze patterns of structural inequality and violence in contexts of local, national, and transnational relations and practice, and how human rights have empirically impacted such contexts.

- Regardless of their political or philosophical perspective on human rights, students will learn how the practices of institutionalizing human rights affect their lives – for better and/or worse. Students will learn how to research and analyze the networks of relations and practices comprising a contemporary human rights campaign
- Students will learn how to think and write critically about their own understandings and practices of justice, and to discuss (and shape) them within a diverse and transnational collaborative learning environment.

Required Texts

Anthony Woodiwiss, *Human Rights* (Routledge, 2005) [Amazon: \$34.95 paperback; \$18.14 (buy) or \$7.22 (rent) Kindle]

Note: Additional readings will be made available to students in electronic format which can be downloaded at no cost from the course [Blackboard] website.

Use of Technology in the Classroom

GMU students taking this class will need to familiarize themselves with Blackboard. All announcements and most of the readings will be distributed on Blackboard. Unless you are registered for the course through GMU, you will be not be able to access Blackboard. Students at Moscow's Higher School of Economics will receive copies of the readings from their own professor.

Students are welcome to use personal laptops or iPads to take notes during class, but please do not use them to chat or surf during class if you cannot do so without causing distractions for your fellow classmates. The same principle applies to the use of cell phones and so-called "smart" phones. You may keep your phone on for emergencies, but please them in vibrate mode – and take all calls and messages outside the classroom. Please refrain from texting, or wearing headphones or earbuds, during class. Again, if you must respond to an urgent matter, please attend to this outside the classroom.

Do not tape or video record lectures without the prior permission of the professor.

GMU students enrolled in this course who wish to contact Professor Dale should contact his office phone, or do so through GMU e-mail accounts only. Non-GMU e-mail will often be filtered as junk mail and is more susceptible to spreading e-viruses.

Course Requirements

I will post a full schedule of reading assignments for the semester on the course website. The course requires a healthy dose of reading, and you should keep pace with the scheduled assignments. Class participation starts before you come to class, with having done the readings and thought about what seems useful and illuminating, what seems wrong or unclear. A good practice would be to take brief notes on your week's reading – indicating what issues you found most interesting or most problematic – and therefore most worth attention during class meetings. Doing so will facilitate not only your comprehension of the lectures, but also regular class discussion, which is a central aspect of the course.

Active, effective contribution means being attentive to the flow of the class' discussion, and being able to distinguish an apt intervention in an ongoing argument from an attempt to redirect the

discussion to a new topic. Students are expected to actively engage with issues raised in classroom discussions and in homework assignments, and with students at our partnering institutions who are also participating in this course.

It is useful to remember that the diversity of our student body can be an asset to classroom conversations and student learning. Students, professors and teaching assistants are expected to interact respectfully with one another in class, as well as in course-related communication with each other outside of class. Please be sure to read the George Mason University Diversity Statement: http://cte.gmu.edu/Teaching_at_Mason/DiversityStatement.html

Note: GMU students enrolled in this course who wish to contact Professor Dale should do so through GMU e-mail accounts only.

In-Class Participation (10% of your final grade)

All students expected to participate in class discussion. For some students, this task requires greater effort than for others. The idea is not simply to talk a lot, but rather to contribute to our collective, public discussion in productive and meaningful ways. Neither hogging the spotlight nor remaining silent throughout the semester are wise strategies or behaviors for maximizing your participation in this class. Try to listen to and understand what your co-participants are attempting to communicate, and reflect thoughtfully on your response before publicly registering it. But push your self to contribute in each class to the discussion. We will introduce ourselves from the start of the semester and work toward addressing each other on a first name basis, and we will strive to create a sense of familiarity and mutual respect. If you sense that you are being regularly marginalized from classroom discussion, please talk to your professor. Your professor will be working to provide everyone with an even-handed opportunity to participate in our discussions.

Blog Moderation and Contribution (50% of your final grade)

In the first week of the course, each student will be assigned to a group consisting of at least one other student from George Mason and one from Moscow's Higher School of Economics. Beginning in Week 2 of this course, one of these groups (a different one each week) will be responsible for initiating a thoughtful/thought-provoking blog in response to the assigned readings for that week. [In the section below you will find suggestions on what to write.] Each member of your group is responsible for posting one blog that week. Students in Moscow will post their blogs on their own HSE website, but also send a copy of their blogs by e-mail to their group members in Fairfax. Students in Fairfax will post their blogs on the GMU Blackboard Site, and send a copy of their blogs by e-mail to their group members in Moscow. ALL OTHER STUDENTS who are not in the group that is initiating the blog for that week will be responsible for responding to one of the blog posts submitted by the initiating group. By the end of the semester, every group will have initiated one blogs for one of the weeks (from Week 2 through Week 13), and every student will have responded to one of the blogs posted by a group for each of the 12 other weeks, for a total of 12 blog responses over the course of the semester. *In sum*, each student will **post** (initiate) one blog as part of a group during a week, and will **respond to** (comment on) 12 blogs (one per week) over the course of the remaining weeks.

On the day that we meet via videoconference during the week, the group that is responsible for posting (initiating) that week's blog will be responsible for briefly discussing in class the blogs that they posted. In other words, we will be using the blogs to continue and elaborate in class the

discussion that you started on the blogs. Each group will also be responsible for printing a copy of their blog posts and the responses from other students (from both universities), and submitting them to the professors of the course at each university. The successful completion of these tasks will automatically secure **10%** of your grade. Each weekly blog response is worth 2% of your grade – thus, over twelve weeks, your successful completion of these will be worth an additional **24%** of your grade. Your group blog post is worth **10%**, and will be graded for the quality of the content in the post. You will also receive **6%** for leading the classroom discussion during our videoconference. Thus, altogether, this blogging assignment is worth 50% of your overall course grade.

The purpose of this assignment is two-fold: to encourage your sustained interaction with the course material, and to foster thoughtful interaction concerning this material among students, both within and outside the classroom.

What should I write?

Here are some suggestions for a blog post:

1. **Key phrases or concepts.** Choose any phrase(s) or concept(s) that you feel are especially important in the readings, and explain why it is (they are) significant.
2. **Thoughts about the readings.** Express your thoughts about some aspect of the assigned readings.
3. **Editorializing the readings.** Take a position regarding the selected readings that you feel to be especially significant and write an editorial either supporting or rejecting the value premises, intellectual orientation, or position taken by the selected readings.
4. **It's just wrong!** Do you feel that the perspective taken or the issue itself is just wrong? Do you feel particularly incensed, or is the problem just the opposite –you feel nothing after reading this section? Reflect on why you feel this way, explain why feel "it's just wrong"? Or, explain why you feel that this is no big deal. Write an alternative perspective, which will either suggest alternative ways of approaching this issue, or alternative issues that might be more important.
5. **Critical assessment of readings.** Demonstrate your critical thinking and reflective abilities. Evaluate the selected readings. Explain any biases, lapses in logic, faulty assumptions, lack of data, or analytical problems that you may observe. Alternatively, explain how effectively the author (s) utilized, organized, and analyzed their subject matter. If you were to rewrite this selection, what types of analysis, data, information, etc. might you use to improve the work?
6. **A current event.** If something we're reading is relevant to the cultural, social, or political scene today, write a reflection in which you connect the reading with the current phenomenon.

Final Paper (40% of your final grade)

By the end of the semester (**Tuesday, December 1st**), each student will produce a 15-page research paper on a contemporary human rights campaign, or a theoretical expository essay grounded in empirical examples on a human rights issue of his or her choosing. I will provide you in class with more details on the specific requirements for this final paper. Each student should plan to discuss his or her topic with the professor during his office hours, or by appointment.

Final Paper Presentation (5% extra credit added to your final grade)

In the final week of class, students who have completed their papers prior to December 1st will have an opportunity to earn extra credit worth 5% of their overall course grade by providing a brief presentation of their project.

NOTE: There will be no exams in this course.

GRADING

<u>Letter Grade</u>	<u>Range of Number Grades</u>
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D	69-60
F	Below 60

Late Assignments

Late assignments will not be accepted for a grade unless authorized by the instructor prior to the due date.

Incomplete Grades

The instructor discourages incomplete grades and will give them only in unusual circumstances and, even then, only when formally arranged in advance between the student and the instructor.

CONTESTING GRADES

I strongly encourage you to talk to me about any grade I give you in this course. The best time for this is during my office hours or by appointment. While there is no guarantee that I will change your grade, at the very least you will get a better sense of what my expectations are - and this may help you on future assignments.

GETTING ASSISTANCE DURING THE COURSE

I strongly encourage you to contact me if you want to discuss or clarify any course material. I check my email regularly, and am also willing to chat any time I am in my campus office. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you.

ENROLLMENT STATEMENT

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

Last Day to Add/Drop (without tuition penalty): September 4, 2012

Last Day to Drop: September 28, 2012

Selective Withdrawal Period: October 1 to October 26.

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

MASON EMERGENCY INFORMATION!!!

To provide by e-mail and/or text message all members of the University community with emergency information relating to our safety and security, you are encouraged to sign up for the Mason Alert System, available at <https://alert.gmu.edu>.

Also, every classroom on campus has an emergency poster explaining what to do in the event of crises, and further information exists about emergency procedures at <http://www.gmu.edu/service/cert>.

The Mason Safety Bulletins page at <http://respond.gmu.edu/> provides ongoing information for students, faculty, and staff concerning the H1N1 virus and provides links to other health related resources. We will continue to monitor any new developments and keep you informed.

ARRANGING SPECIAL ACCOMMODATIONS

I am very happy to work with students in need of special accommodations in order to ensure that everyone is able to learn and participate fully in the course. If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please see me privately after class or at my office. The Disability Resource Center is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. The Disability Resource Center is located in SUB I, Room 222, where you can make an appointment, or call 703-993-2474 or 703-993-2476 (TDD/TTY).

A web page describing the Center's resources and policies regarding accommodations is available at <http://www.gmu.edu/student/drc/>.

HONOR CODE POLICY ON ACADEMIC INTEGRITY

I expect you to understand and abide by the University's policy regarding the Honor Code, which may be found at <http://www.gmu.edu/catalog/apolicies/#Anchor12>. In short, the University's policy regarding the Honor Code prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. Also, make extensive, very specific references to our course materials in your papers. Cheating and plagiarism are very serious infractions, and I deal with them severely in this course. If I receive a paper that has few specific references to our course materials, I will be inclined to assume that you have downloaded it off the Internet. If I determine that the paper has been plagiarized, then I will give you a failing grade. I will also likely report this alleged violation to the Honor Committee, who will consider further sanctions. If you have any questions about this policy I encourage you to come and talk with me about it. For more information or assistance, visit <http://academicintegrity.gmu.edu/>. You can find information and forms pertaining to the Honor Code and Committee at <http://honorcode.gmu.edu>. Also, you can always consult the Student Academic Affairs Ombudsman Dolores Gomez-Moran, who provides students with a neutral,

independent, informal, and confidential resource for resolving academic concerns fairly. Her office is located at the Johnson Center, Room 245. Phone: 703-993-3306; E-mail: ombuds@gmu.edu; Web: www.gmu.edu/departments/ombudsman .

GUIDELINES FOR WRITTEN WORK

Always put your name on your paper. Give your paper a title and page numbers. Do not insert double-returns between paragraphs. Unless I request it, do not turn assignments in with report covers. Use 1 inch margins, a normal font size, and double-spacing on each page. Please do not use small fonts or single spacing, as this makes it hard to insert comments.

****KEEP MULTIPLE COPIES OF ALL YOUR WORK****

Always keep a duplicate copy of your paper or any other course work in a safe place, in case the original gets lost or you run into computer problems. Save a copy of your paper on a separate computer diskette, and update frequently as you are writing. Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar's Office. This is a crucial point: *No credit can be given for papers that are lost (by you or me) or rendered un-retrievable because of computer problems.* There are no exceptions to this rule, so be extremely careful to keep a backup copy of all your work!

TEN POINTS TO KEEP IN MIND WHEN WRITING CRITICAL REFLECTION ESSAYS/PAPERS

- 1) Begin your paper with an engaging introductory paragraph. Make the reader really wants to read your paper.
- 2) In the first or second paragraph of your paper, insert one sentence that clearly states what your paper is about. (Your thesis, if this is an expository paper, would go here.)
- 3) In general, use normal terminology in your papers. Avoid the use of overly-complicated phrases or jargon.
- 4) Avoid relying on over-generalizations. Refer to specific cases and evidence to build your arguments.
- 5) In general, do not begin or end paragraphs with quotations from sources.
- 6) Do not turn in papers that are mostly quotations. Make sure most of the words in your paper are yours.
- 7) Make sure that every sentence in your paper is very straight-forward and clear.
- 8) Make sure that every sentence in your paper builds on the last. Organize your ideas carefully.
- 9) Carefully construct your paragraphs. Make certain all sentences in a paragraph are connected with one another.
- 10) End your paper with a strong conclusion. Leave the reader with something intriguing to think about.

GRADING CRITERIA FOR WRITTEN WORK

- 1) Logical coherence (33%)
 - Organize your thoughts and information in a clear order.
 - State your observations and conclusions clearly.
 - Use evidence to support your conclusions.
- 2) Engagement with course issues and concepts (33%)

- In every paper, make use of concepts/methods of analysis discussed in class.
- Unless I give you specific permission, you should be sure to incorporate at least **three** course readings/lectures into any research paper you write. Shorter critical essays must incorporate the key concepts from at least **one** course reading/lecture.

3) Quality of your particular analysis (33%)

- Try to make your paper interesting and unique.
- Try to go beyond simply re-stating someone else's argument.
- Always make sure that your paper ends with a clear and interesting conclusion.

GUIDELINES FOR CITING YOUR SOURCES

In your papers, you must cite all sources of information used in the body of your paper and then include a complete list of references ("Works Cited") at the end of your paper. For a list of citation examples, see <http://library.gmu.edu/resources/sources/citation.htm>. I prefer to use the Chicago Manual of Style (documentation style 2), but you can use whichever style you prefer. The only requirement is that you select one style and use it consistently. Remember, you must cite not only direct quotations (which should be identified with quotation marks and page numbers), but also summarized information you got from a text.

ADDITIONAL UNIVERSITY RESOURCES

Student services: The University provides a range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).

Counseling Center: Student Union I, Room 364, 703-993-2380. Web-site
<http://www.gmu.edu/departments/csdc/>

University Writing Center: Robinson Hall Room A114, 703-993-1200. Web-site:
<http://writingcenter.gmu.edu/> The writing center includes assistance for students for whom English is a second language.

University Catalog: <http://catalog.gmu.edu>
University Policies: <http://universitypolicy.gmu.edu>

SCHEDULE OF ASSIGNMENTS FOR HUMAN RIGHTS & INEQUALITY
PROFESSOR DALE, FALL 2012

Introduction to the Course

Tuesday, August 28

Introduce each other. Review the syllabus, and clarify the requirements and assignments of the course.

Week 1

Human Rights in History: The Long and Short of It

Thursday, August 30

Assignment due before today's lecture:

Read the *Universal Declaration of Human Rights* (available at <http://www.un.org/en/documents/udhr/>), the International Covenant on Economic, Social and Cultural Rights 1966 available at (<http://www2.ohchr.org/english/law/cescr.htm>), the International Covenant on Civil and Political Rights 1966 (available at <http://www2.ohchr.org/english/law/ccpr.htm>)

Also read the following:

- Micheline Ishay, "Introduction," in *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press, 2008.
- Samuel Moyn, "Human Rights in History," *The Nation* (August 11, 2010), available at <http://www.thenation.com/article/153993/human-rights-history>

Week 2

The Promise of International Human Rights, Its Political and Legal Institutionalization, and the Challenge of Global Governance

Tuesday, September 04

Reading assignment due before today's lecture:

- Charles Beitz, "Human Rights as a Common Concern," in Thom Brooks, ed., *The Global Justice Reader*, Blackwell Publishing, 2008, pp. 145-166.
- Joe Hoover, "Rereading the Universal Declaration of Human Rights: Plurality and Contestation, not Consensus." Unpublished manuscript.

Thursday, September 06

Assignment due before today's lecture:

- Thomas Weiss et al, "Introduction: The Problématique of Global Governance," in *Global Governance and the UN: An Unfinished Journey*, Indiana University Press, 2010.
- "Chapter 7. The United Nations and Applying Human Rights Standards," in Thomas G. Weiss et al (eds), *The United Nations and Changing World Politics*, Sixth Edition, Westview Press, 2010.

Also check out the following links to core international human rights instruments and their monitoring bodies:

<http://www2.ohchr.org/english/law/>

Then, click on the following link: <http://treaties.un.org/Pages/Treaties.aspx?id=4&subid=A&lang=en>

And look through the up-to-date, chronological list of international human rights treaties. Click on the link to each to see the full list of UN Member states, and determine which ones the United States and the Russian Federation have signed (or not) and, more significantly, ratified (or not). For example, you may be surprised to note that the United States has not ratified the Convention on the Rights of the Child (and the Russian Federation has). And neither the United States nor the Russian Federation has even signed the International Convention for the Protection of All Persons from Enforced Disappearance. ***Briefly summarize your observations and bring them to class, prepared to discuss them.***

Week 3

Social Inequalities and Violence in International and Transnational Perspective

Tuesday, September 11

Assignment due before today's lecture:

- Peter Iadicola and Anson Shupe, "Chapter 1: The Domain of Violence," in *Violence, Inequality, and Human Freedom* (2nd Edition), Rowman & Littlefield, 2003.

Thursday, September 13

Assignment due before today's lecture:

Ulrich Beck, "Introduction: New Critical Theory with Cosmopolitan Intent," in *Power in the Global Age*, Polity, 2005, pp. 1-34.

Be sure you understand what Beck means when he writes,

"Just as nation-based economics has come to a dead end, so too has nation-based sociology. This is because there is a failure to recognize – let alone research – the extent to which existing transnational modes of living, transmigrants, global elites, supranational organizations and dynamics determine the relations within and between nation-state repositories of power. ... This illuminates the fact that the 'legitimatory achievement' of the nation-state lies in turning people's attention exclusively towards domestic issues, thereby banishing global inequalities from the field of vision of the (relatively) privileged. ... The nation-state does *not* legitimize global inequalities. Rather, *non*-legitimized global inequalities are banished from the field of vision and are *thereby* stabilized." (Beck, pp. 23, 25, and 27)

Week 4

Critiques of Human Rights

Tuesday, September 18

Assignment due:

- Costas Douzinas, "What are human rights? Probing questions of legality and morality can help us understand the paradox that not all humans have humanity," *The (UK) Guardian* (Wednesday, March 18, 2009), available at

<http://www.guardian.co.uk/commentisfree/libertycentral/2009/mar/18/human-rights-asylum>

- Slavoj Zizek, "Against Human Rights," *New Left Review* 34 (July-August), 2005.

<http://libcom.org/library/against-human-rights-zizek>

- Giorgio Agamben, "Beyond Human Rights," in *Means without End: Notes on Politics*, University of Minnesota Press, 2000, pp. 15-25.

Thursday, September 20

Assignment due before today's lecture:

- Clifford Bob, 2002. "Merchants of Morality." *Foreign Policy* 129 (March/April): 36-45.

- Upendra Baxi, *The Future of Human Rights (2nd Edition)*, Oxford University Press, 2006, Chapters 8 and 9.

Weeks 5

Toward a Sociology of (and for) Human Rights

Tuesday, September 25

Assignment due before today's lecture:

- Bryan Turner (1993) "Outline of a Theory of Human Rights," *Sociology* 27:3: 489-512.
- Malcolm Waters (1996) "Human Rights and the Universalisation of Interests," *Sociology* 30 (3): 593-600.
- Bryan Turner (1997) "A Neo-Hobbesian Theory of Human Rights: A Reply to Waters," *Sociology* 31 (3): 565-571.

Thursday, September 27

Assignment due before today's lecture:

- Anthony Woodiwiss, *Human Rights*, Routledge, 2005, Chapters, 1 and 2.

Week 6

Human Rights, Social Movements and Transnationalism from Below

Tuesday, October 02

Assignment due before today's lecture:

- Anthony Woodiwiss, *Human Rights*, Routledge, 2005, Chapters 7, 11, and Conclusion.

Thursday, October 04

Assignment due before today's lecture:

- Neil Stammers (1999) "Social Movements and the Social Construction of Human Rights," *Human Rights Quarterly* 24: 4: 980-1008.
- Evans, Peter. 2000. "Fighting Marginalization with Transnational Networks: Counter-Hegemonic Globalization." *Contemporary Sociology* 29: 1: 230-241.

Week 7

Global Governance, Religion, and Transnationalism "from Beyond"

Tuesday, October 09

Assignment due before today's lecture:

- Scott Thomas, "A Globalized God," *Foreign Affairs* 89: 6: (November/December 2010): 93-101.
- Mark Jurgensmeyer, "The Religious Roots of Contemporary Terrorism." In Kegley, Charles W., Jr., ed., *The New Global Terrorism: Characteristics, Causes, Controls* (Prentice Hall, 2002).
- Andreas Hernandez, "Challenging Market and Religious Fundamentalisms: The Emergence of 'Ethics, Cosmovisions, and Spiritualities' in the World Social Forum," in Philip McMichael, ed., *Contesting Development: Critical Struggles for Social Change* (Routledge, 2010), pp. 215-229.

Thursday, October 11

Assignment due before today's lecture:

A Transnational Regulatory System of Justice?

International Tribunals and the International Criminal Court (ICC)

Film (excerpts): *The Reckoning--The Epic Story of the Battle for the International Criminal Court*"

This documentary follows dynamic ICC Prosecutor Luis Moreno Ocampo and his team for 3 years across 4 continents as he issues arrest warrants for Lord's Resistance Army leaders in Uganda, puts Congolese warlords on trial, shakes up the Colombian justice system, and charges Sudan's President Omar al-Bashir with genocide in Darfur, challenging the UN Security Council to arrest him.

Assignment due before today's lecture: Familiarize yourself with the following UN instruments:

- Statute of the International Tribunal for the Former Yugoslavia
 - Statute of the International Tribunal for Rwanda
 - Rome Statute of the International Criminal Court
- Sikkink, Kathryn. "From State Responsibility to Individual Criminal Accountability: A New Regulatory Model for Core Human Rights Violations." In Mattli, Walter and Ngaire Woods, eds. *The Politics of Global Regulation*. Princeton University Press, 2009), pp. 121-150.
 - John G. Dale, "Democratizing the Production of Human Rights in Burma." *Global Studies Review*, Vol. 6, No. 3 (Fall. 2010). Available at <http://www.globality-gmu.net/archives/2303>

Week 8

"Localizing" Practices of Human Rights

Tuesday, October 16

Assignment due before today's lecture:

- Mark Goodale, "Introduction: Locating Rights, Envisioning Law between the Global and the Local" in Mark Goodale and Sally Engle Merry, eds., *Human Rights as Practice: Tracking Law between the Global and the Local* (Cambridge University Press, 2007).
- Thomas Risse and Kathryn Sikkink. (1999). "The Socialization of International Human Rights Norms into Domestic Practices: Introduction" in Thomas Risse, S. Ropp and K. Sikkink (eds.), *The Power of Human Rights* (Cambridge University Press, 1999), pp.1-38.

Thursday, October 18

Assignment due before today's lecture:

- Sally Engle Merry, "Chapter 6: Localizing Human Rights and Rights Consciousness," in *Human Rights & Gender Violence: Translating International Law into Local Justice* (Chicago University Press, 2006).

Week 9

Re-Imagining Human Rights:

New Approaches for a Critical Sociology of Cosmopolitan Justice

Tuesday, October 23

Assignment due before today's lecture:

• Fuyuki Kurasawa, “Introduction: Theorizing the Work of Global Justice” in *The Work of Global Justice: Human Rights as Practices* (Cambridge University Press, 2009).

Thursday, October 25

Assignment due before today’s lecture:

• Boaventura De Sousa Santos, “Preface,” and “Human Rights as an Emancipatory Script? Cultural and Political Conditions,” in Boaventura De Sousa Santos, ed., *Another Knowledge is Possible: Beyond Northern Epistemologies* [Volume 3 of *Reinventing Social Emancipation: Toward New Manifestos*], pp. 3-40.

Week 10

Cosmopolitan Legality and Transnational Legal Action

Tuesday, October 30

Assignment due before today’s lecture:

• Fran Ansley, “Local Contact Points at Global Divides: Labor Rights and Immigrant Rights as Sites for Cosmopolitan Legality,” in Boaventura De Sousa Santos and César A. Rodríguez-Garavito, *Law and Globalization from Below: Towards a Cosmopolitan Legality* (Cambridge University Press, 2005), pp. 158-179.

Thursday, November 01

Assignment due before today’s lecture:

• John G. Dale, “Theorizing Transnational Legal Action,” and “Alien Tort Claims: Adjudicating Human Rights Claims Abroad,” in *Free Burma: Transnational Legal Action and Corporate Accountability* (University of Minnesota Press, 2011), pp. 1-37; and 170-195.

Week 11

Human Rights Representation and Research Strategies

Tuesday, November 06

Assignment due before today’s lecture:

• Arjun Appadurai. “Grassroots Globalization and the Research Imagination.” *Public Culture* 12: 1 (2000): 1-19.

• Amy Farrell and Patrice McDermott, “Claiming Afghan Women: The Challenge of Human Rights Discourse for Transnational Feminism,” in Wendy Hersford and Wendy Kozol, eds., *Just Advocacy? Women’s Human Rights, Transnational Feminisms, and the Politics of Representation* (Rutgers University Press, 2005)

Thursday, November 08

Assignment due before today’s lecture:

• Kay Schaffer and Sidonie Smith, “Conjunctions: Life Narratives in the Field of Human Rights,” in *Human Rights and Narrated Lives: The Ethics of Recognition* (Palgrave-Macmillan, 2004), pp.13-34.

• Jeff Goodwin, James M. Jasper, and Francesca Polletta, “Why Emotions Matter,” in Jeff Goodwin, James M. Jasper, and Francesca Polletta, eds., *Passionate Politics: Emotions and Social Movements* (University of Chicago Press, 2001). Pp. 1-24.

Week 12

Citizenship and Human Rights

Tuesday, November 13

Assignment due before today's lecture:

- Gershon Shafir, "Citizenship and Human Rights in the Era of Globalization," in Alison Brysk and Gershon Shafir, eds. *People out of Place: Globalization, Human Rights, and the Citizenship Gap* (Routledge, 2004), Ch. 2.

Thursday, November 15

Assignment due before today's lecture:

- Michael Peter Smith and Matt Bakker, *Citizenship Across Borders: The Political Transnationalism of El Migrante* (Cornell University Press, 2008), "Ch. 1: The Politics of Transnational Citizenship,"

Week 13

The Rise of Corporate Rights: From Legal Personhood to Human Rights

Tuesday, November 20

Video in class: *The Corporation* (selected clips in class)

Assignment due before today's lecture:

- Anna Grear. 2007. "Challenging Corporate 'Humanity': Legal Disembodiment, Embodiment and Human Rights." *Human Rights Law Review* Vol. 7 No. 3, pp. 511-543.

Also read the following articles:

- Kaplan, Jeffrey. "Corporations given human rights, humans denied them." *Common Dreams* (February 8, 2008). See <http://www.commondreams.org/archive/2008/02/08/6935/>
- "Intel's Human Rights," (Editorial Page, August 17, 2009), *New York Times*, available at <http://www.nytimes.com/2009/08/17/opinion/17mon2.html>
- Edwards, Jan. "Corporate Personhood Timeline." See <http://www.greens.org/s-r/35/35-19.html>

Additional resources on U.S. Supreme Court rulings in favor of corporate personhood and U.S. Constitutional rights:

[Nike v Kasky \(2002\)](#)

Nike claims California cannot require factual accuracy of the corporation in its PR campaigns. California's Supreme Court disagreed. The U.S. Supreme Court took up the case on appeal, then issued a non-ruling in 2003. See comprehensive [archive](#) on this case.

[Randall v Sorrell \(2006\)](#) While this case dealt with the legality of Vermont's contribution limits, not corporations directly, it carried important implications for corporate political influence, as Daniel Greenwood detailed in [our amicus brief](#) to the U.S. Supreme Court.

[Citizens United v Federal Election Commission \(2010\)](#). In a 5-4 ruling, the U.S. Supreme Court overrules *Austin* and a century of federal legislative precedent to proclaim broad electioneering rights for corporations.

Thursday, November 22

Thanksgiving Break – No Class!

Week 14

Collective Human Rights to a Healthy Environment? Environmental Refugees and Environmental Justice

Tuesday, November 27

Assignment due before today's lecture:

Familiarize yourself with the Aarhus Convention of the United Nations Economic Commission of Europe: <http://www.unece.org/env/pp/>

- David N. Pellow and Robert J. Brulle, "Poisoning the Planet: The Struggle for Environmental Justice," *Contexts* 6:1 (2007): 37-41.
- Julian Agyeman and Bob Evans, "'Just Sustainability': The Emerging Discourse of Environmental Justice in Britain?" *The Geographical Journal* 170: 2 Environment and Development in the UK (Jun., 2004), pp. 155-164.

Human Rights Education

Thursday, November 29

Assignment due before today's lecture:

- NGO Working Group on Human Rights Education and Learning, "Report: Panel Discussion on Draft UN Declaration on Human Rights Education and Training Toward Proclamation and Implementation," March 11, 2011, Palais des Nations, Geneva.
- Mark Fathi Massoud (2011), Do Victims of War Need International Law? Human Rights Education Programs in Authoritarian Sudan," *Law & Society* 45: 1: 1-32.

Week 15

Student Presentations

Tuesday, December 04

Thursday, December 06

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