



PS 1675: POLITICS OF HUMAN RIGHTS

(SPRING 2022)

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Class time: [Redacted]

Classroom: [Redacted]. To protect each other, **everyone must always wear a mask that covers the nose and mouth during in-person class (bandanas are not masks).**

Student hours: [Redacted], **in person or via Zoom.** Student hours are times I have blocked off in my schedule to meet with you to discuss any concerns you might have, including, but not limited to questions about course materials / concepts / deadlines, accessibility / life events / anything that affects your safety or wellbeing, stress related to current events, your career plans, etc. Please sign up here: [Redacted]. Meetings are in 20-minute increments. If you'd like more than 20 minutes or these times don't work for you, we can schedule alternatives via email. Please note that although I am boosted as of Oct. 2021, **masks are required for in-person student hours, regardless of vaccination status.**

Course Description

Human rights have become the dominant normative discourse in global politics today. They are invoked by world leaders justifying military or 'humanitarian' interventions and by local and indigenous social movements challenging their domination within existing systems of social relations. They are lauded as essential to human dignity and decried as tools of imperialism and neo-colonialism. They are tools of the oppressor and tools for the oppressed. How can we make sense of these seemingly contradictory uses and understandings of human rights? This course seeks to explain human rights as fundamentally contested political claims. It develops this perspective through attention to the real politics of human rights, surveying existing human rights law and institutions, examining several important contemporary human rights debates, and reflecting on the different tools that political and social science offer for making sense of these controversies. The emphasis is on helping students to acquire a critical understanding of human rights that they can use to assess contemporary events; students will work together on collaborative projects on issues of their own choosing to develop and apply their learning.

Inclusive Learning, Sensitive Materials, and Resources

This course serves all students, whatever their backgrounds, experiences, and ways of identifying. The class is a safe space in which to respectfully exchange ideas about the substantive and methodological merits of the arguments presented in the course materials. Our personal lived experiences undoubtedly inform how we analytically assess the world. Scholars' perspectives are also informed by their own backgrounds, experiences, and ways of identifying. With respect to the works we read, we should try to situate them in their historical and biographical contexts, though we may vehemently disagree with their arguments. Some readings may be emotionally difficult on account having descriptions of violence and other experiences that evoke suffering. I do not assign readings with the intent of upsetting you, nor do I like to gratuitously play "devil's advocate." If something from the readings bothers you, please let me know how you're feeling. Often, when something from the reading bothers you, I find myself feeling similarly, so please know you're not alone. Often, too, I find that talking it out together can help.

I encourage and appreciate suggestions for how to improve the effectiveness of the course for you personally or for others. As part of an effort to protect and cultivate the diversity students bring to the classroom and given the sensitive nature of some of the topics we cover, I propose we work towards an atmosphere of trust and safety in the classroom. As I've said, some of the material in this course may evoke strong emotions. Please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in or beyond the classroom, either by me or other students, makes you uncomfortable. With respect to one another, I ask you to be generous and kind in framing critiques, especially when we strongly disagree with one another's points of view.

The classroom is a space in which to be respectful of differences of gender, sexuality, disability, age, socioeconomic status, ethnicity, religion, political affiliation, race, culture, nationality, linguistic background, and immigration status. I therefore ask you to please watch your language; please avoid insensitive comments. I also want to note that class rosters are usually provided to instructors with your legal name. As a class, we will address you by the name(s) and pronoun(s) with which you are comfortable, so please let me know if the roster information doesn't correctly reflect you.

I encourage you to proactively protect your health. If you feel unsafe or unwell, please dial **9-1-1** for emergencies. If you have non-emergency physical or mental health concerns, please consider getting in touch with the folks at the **Student Health Center** (<https://www.studentaffairs.pitt.edu/shs/about-us/contact/>) and/or the **Counseling Center** (<https://www.studentaffairs.pitt.edu/cc/>). Please also take a moment to review the **University's COVID-19 guidelines**: <https://www.coronavirus.pitt.edu/>. During the

entirety of all in-person classes, you (and I) must wear a mask (bandanas are not masks) that covers your nose and mouth, regardless of vaccination status. If this is not feasible for you, please contact **Disability Resources and Services** (link below) as soon as possible so that I can work to accommodate you and the safety of the class. If you do not properly wear a mask in class (and do not have a pre-approved medical exception), I will kindly ask you to leave. If you are feeling unwell—and especially if you have a fever, respiratory symptoms, loss of taste or smell, or other symptoms associated with COVID-19—**do not come to class!** Instead, please contact your primary care physician for medical guidance about testing and quarantining. Any absences on account of illness will be excused.

Please also let me know if you have concerns about accessibility. If you require any accommodations, please register with **Disability Resources and Services** (<https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>) as early as possible and also tell me that you have done so. Additionally, if any class meetings conflict with religious events, illness, medical appointments, family obligations, etc., please let me know and we'll work together to ensure you're on track in the course.

If you'd like to report sexual harassment, violence, or misconduct of any kind, please reach out to the **Office of Sexual Harassment and Assault Response and Education (SHARE)** (<https://www.studentaffairs.pitt.edu/share/>). Please also familiarize yourself with **Pitt and Community Assistance Resources** (<https://pitt.libguides.com/assistanceresources>).

If you have technological trouble or need to gain access to electronic resources, please reach out to **Information Technology** (<https://www.technology.pitt.edu/>) and let me know as well.

Determination of Grades

Grades in this course follow Dietrich guidelines, with the corresponding percentages:

A+	4.00	(97% - 100%)
A	4.00	(94% - 96.9%)
A-	3.75	(90% - 93.9%)
B+	3.25	(87% - 89.9%)
B	3.00	(84% - 86.9%)
B-	2.77	(80% - 83.9%)
C+	2.25	(77% - 79.9%)
C	2.00	(74% - 76.9%)
C-	1.75	(70% - 73.9%)
D+	1.25	(67% - 69.9%)
D	1.00	(64% - 66.9%)
D-	0.75	(60% - 63.9%)
F	0.00	(<59.9%)

An A+ signifies superlative work, an A is for outstanding work, and an A- stands for excellent work. Grades in the B range signify work that is very good (B+), good (B) or more than adequate (B-). Grades in the C range signify work that is acceptable in varying degrees. **Unexcused late assignments** may be penalized by 1/3 of a full letter grade for each day they are late (1 day late would bring an otherwise A- paper into the B+ range, and so on) so please submit assignments on time and talk with me in the event of unforeseen circumstances that prevent you from doing so.

While I will always try my best to get assignments back to you in a timely manner, because of the volume of materials I must review, please be patient in receiving grades. My goal is to be as fair in assessing the

quality of your work while also recognizing the effort you put into it. I also tend to give back extensive written feedback. **If I mark up your work more than you expect, please don't get discouraged.** We can work together to ensure that you improve over the course of the semester, and I take substantial improvement into account in determining final grades. Pitt students are outstanding, and evaluations are by necessity somewhat comparative. If you are concerned about your understanding of course materials and concepts, be proactive and reach out to me as early as possible. If you would like to improve your writing skills, there are resources for that too. Pitt also provides writing support via **The Writing Center**: <https://www.writingcenter.pitt.edu/>.

If you are unhappy with your grade on a specific assignment, you may write a 1-page memo in which you state why you think the substance of your work merited a higher grade. The memo is required because I will use it as a guide for re-examining your work. I will grade your assignment from scratch (which means your grade may go *up* or *down*). That said, my goal is never to penalize just for the heck of it. **If you are concerned about your understanding of course materials, it is best to be proactive. Please talk with me before an assignment is due. I am here to help.**

Academic Integrity

In this class and beyond, you are expected to adhere to all policies and requirements of the University of Pittsburgh and to abide by all applicable laws and regulations. This includes but is not limited to the following duties: (1) not to seek an unfair advantage over other students, by giving or receiving unauthorized assistance during completion of academic requirements; (2) to truthfully represent fact and self at all times; (3) to respect the personal rights and personhood of all members of the Pitt community; and (4) to avoid plagiarism (please note that CANVAS has tools that allows instructors to see whether parts of papers are improperly lifted from other sources). To learn more about plagiarism, please check out this resource: <https://www.plagiarism.org/article/what-is-plagiarism>. If you have questions about whether something qualifies as plagiarism, please talk with me before you turn in your assignment. If any student cheats, plagiarizes, or in any manner violates Pitt rules regarding appropriate academic conduct, the incident will be reported, and the relevant information will be forwarded to the Associate Dean for Undergraduate Studies for appropriate action. If a violation of Pitt's rules of academic conduct is deemed to have taken place, the student may receive a **F for the class**. For Dietrich academic integrity resources please visit this link: <https://www.as.pitt.edu/faculty/policies-and-procedures/academic-integrity-code>.

Assignments

Attendance and participation (10%):

Regular attendance and active class participation are required. You should come to each meeting prepared to discuss that week's topics in detail. Please bring texts and your argument summaries log (see below) to class with you so you can reference them when appropriate. Active participation entails demonstrating critical thinking by connecting concepts across various themes of the course, engaging with me and fellow classmates, being an attentive listener to others, and creatively applying theoretical concepts to worldly situations. **You may have one no-questions-asked unexcused absence during the term. Please discuss any absences beyond that with me.** I usually air on the side of lenient in excusing absences. I also want to ensure you're on track, so please communicate with me about how you're doing. If you're feeling unwell or test positive for COVID-19, your absence(s) will, of course, be excused.

The Provost's Office has asked that all courses that can be taught remotely be done so until January 27th. **As a result, the first three weeks of class will be held on Zoom (afterwards we will be in-person again; if this changes, I'll let you know).** Please keep in mind that your attendance and participation over Zoom during these first few weeks will be crucial as we set up the trajectory and expectations for the course.

Here are some questions you might think about as you prepare for class:

- How would you concisely summarize the week's main argument? (*Also, see next assignment*)
- What future possibilities are the week's main arguments calling us to?
- How would you defend each authors' arguments (even if you disagree)?
- How would you critique each authors' arguments (even if you agree)?
- What are the stakes in the reading(s), and for whom?
- What unspoken assumptions appear in the readings?
- What other questions should we ask about the material(s)?

Argument Summaries Log (15%):

This course is a rather reading intensive. Succinctly summarizing arguments that vary in complexity is an important skill. This assignment is an opportunity to directly lay out each argument our authors make. **Each week, keep a log of summaries of the main arguments in each reading.** In each summary (max. three paragraphs, 12pt Times New Roman, 1-inch margins, single-spaced)—you should **concisely clarify the main ideas in the piece in your own words. Do not just quote the readings.** To not get overwhelmed by historical descriptions or empirical details it is helpful to think about how authors use those examples to make larger claims about how various socio-political processes work.

The summaries are due at the end of week 15. But because it's an assignment that spans the entire semester, it's particularly important to add to your log on a week-by-week basis so that you don't fall behind and must play catch-up at the end of the term. Keeping a weekly log of arguments our authors make will also make it easier to talk about readings in class.

Reading Reflections (2 x 10% = 20%):

Once during the first half of the semester (**weeks 2-7**), and once during the second half (**weeks 8-15**) (**it's up to you when during those two periods you want to submit**), you'll be responsible for submitting a reading reflection paper (max. 1.5 page, 12pt Times New Roman, 1-inch margins, single-spaced). The paper can be on **any single reading** from the week you select to submit. Your reading reflection should **concisely analyze the argument(s) presented in the reading you choose.** Assess how the argument(s) hangs together. **Please do not summarize since that's what the *argument summaries log* is for;** please also refrain from editorializing.

Here are some questions that you might want to think about as you draft your reflection papers. You don't have to answer all of them (indeed, attempting to do so in the space allowed for the paper would be impossible and would render your discussion substantively thin rather than deep). Likewise, these questions are not exhaustive. You may focus your paper on other questions that you find more compelling.

- How clear is the author(s)'s main argument?
- Is the author(s)'s use of evidence adequate and appropriate for their argument?

- Which the ideas in the piece generalizable to other contexts? Which are not? What's at stake in questions about generalizability of the piece?
- Where else (beyond the empirics presented in the piece) do the theories and ideas the author(s) show up in the world?
- What unspoken assumptions appear in the reading?
- What are the stakes in the reading(s), and for whom?
- Is there anything from the reading that requires additional clarification?
- Does the piece address particular analytical blind spots in the literature and/or does it create any analytical blind spots that future scholars will have to address?

Collaborative Research Project (55%)

During week 2, I'll announce groups of three. **In your group, you'll work on a semester-long three-part collaborative research project.** I encourage groups to meet on a weekly basis to ensure that you're making progress towards achieving each of the project's components (this'll be a good chance to get to know others in the class). The three components are equally weighed. Since you'll have three pairs of eyes on each component of this project, I expect each student to proofread the work before turning it in to avoid stylistic and substantive errors.

Component I: For this component, you'll be coming up with and writing down various kinds of research questions. First, within each group, identify what about human rights rhetoric, practices, processes, politics, etc. you want to know more about. Here are some questions that came to my mind as I was drafting this section of the syllabus:

- What determines the political power of human rights groups?*
- Under what conditions to states comply with human rights treaty obligations?*
- How do international human rights norms shape public policy given the pervasiveness of human rights abuses?*
- What forms of political institutions are in/effective protectors of human rights?*
- How does civic education affect individual commitment to human rights norms?*
- Why do people disagree on whether healthcare/clean air/assisted suicide/etc. are rights?*
- What affects people's likelihood of empathizing with survivors of human rights abuses?*

Those are a few examples from the nearly infinite interesting questions you can ask about the politics of human rights. This first set of questions are **exploratory questions**. They can span any number of topics that interest you. Don't limit yourself. Think big. Be creative. Ask tough questions that have theoretical significance and to which you may not find an easy answer. Be precise with your wording/framing. Document these exploratory questions by writing them down as you discuss.

From among your enumerated exploratory questions, decide by consensus what you would like your **main research question** to be (it may be a synthesis from among the ideas in your exploratory questions). In addition to clearly labeling your main research question, you should work together to draft a concise paragraph that explains why chose that research question. What about it motivates you?

Once you've chosen your group's main research question (and have written up your justification paragraph), it'll be time to work together to pick it apart. The research needed to find answers to a theoretically significant question can be overwhelming because it's not always clear where to start. Examine your main research question and ask yourselves what **subsidiary questions** logically follow from it and write them down. Then, do the same for the first round of subsidiary

questions you wrote down. As an example, I'll use as my main research question: *how do international human rights norms shape state policy given the pervasiveness of human rights abuses?* Here are some example subsidiary questions that come to mind:

1. *To which international human rights norms are we referring?*
 - a. *By what criteria should we determine which human rights norms to use to clarify the scope of the question?*
 - i. *What constitutes a "human rights norm"?*
 - ii. *What/who determines whether something is a "norm"?*
 - iii. *What/who determines whether something is an "international norm"?*
2. *By what processes, if any, do norms (regardless of content) shape public policy?*
3. *At what level of analysis are we defining "public policy"?*
 - a. *Are there ways to define public policy without conflating it with state-level policy?*
4. *Are certain norms likely to systematically shape public policy in particular ways?*
5. *Do norms "shape"? That is, do norms act? Or do norms require actors to "do" them?*
 - a. *What sort of actors "do" ("enact"? "practice"? what's the right word here?) norms?*
 - b. *How does the identity of those who "do" a norm influence how others see the norm?*
6. *How pervasive are human rights abuses in practice?*
 - a. *What kinds of human rights abuses are we talking about here?*
 - i. *Depending on which human rights abuses: who's doing the violating?*
 - ii. *By what criteria should we determine which "human rights abuses" to use to clarify the scope of the question?*
7. *Are there conceptual differences that make relating "human rights norms" to "human rights abuses" alike to discussing apples to oranges?*

This is a non-exhaustive list. There are many, many other subsidiary questions one can ask. Each of the subsidiary questions could itself be a research project. The subsidiary questions you ask depend very much on your main research question, so you have some discretion regarding how many to include (that said, I'd consider my example list on the short side). Writing out subsidiary questions together will also require you to be creative and think big. Dig deep for questions and maintain the precision of your wording/framing. How we answer the subsidiary questions determines the scope and generalizability of the main research question. The goal of writing out subsidiary questions is to visualize the component parts that you need to research to arrive at a satisfactory answer.

On Friday, Feb. 11 at 5pm each group will submit (on CANVAS) a document (12pt Times New Roman, 1-inch margins, single-spaced) that contains: (1) a list of your **exploratory questions**, (2) a clearly identified **main research question** chosen from among your exploratory questions with a paragraph justification, and (3) a list of **subsidiary questions** that logically flow from your main research question. **You'll be using your main research questions and list of secondary questions in component II.**

Component II: In your group, you'll start the research process so that you can begin to answer the main research question and subsidiary questions you articulated in component I. To answer each question, you should work together to find peer-reviewed sources (that is, articles that come from academic journals or books from academic publishers) that make arguments and/or present data that help you answer. As you research, consider and document any additional questions that might become relevant. If a peer-review source is able to answer a substantial number of your subsidiary questions, that signifies that a decent amount of research on that subject has been done, so consider digging deeper by expanding your questions. **On Friday Mar. 18 at 5pm**, each group should submit (on CANVAS) an **annotated bibliography** (12pt Times New Roman, 1-inch margins, single-spaced) that contains (1) a properly formatted APA or Chicago Style citation for

each peer reviewed source that helps you answer an element of one of your questions; (2) a paragraph describing the main argument(s) of the piece; and (3) a paragraph describing how the piece helps you with a particular question. If there are multiple viewpoints on a particular issue, you should include those divergent voices in your annotated bibliography (the paragraph where you describe how you intend to use the piece is a good place to reflect on how you might weigh competing claims).

Component III: On Friday, Apr. 8 at 5pm, each group should submit (on CANVAS) a max. two-page (12pt Times New Roman, 1-inch margins, single-spaced) **literature review**, in which you articulate, in narrative form, the major debates you've found in the academic literature as you were putting together component II. When you reference ideas written by others in your lit review, you should include parenthetical citations that include the author's last name, the publication year, and page numbers (if you're quoting directly). I generally discourage relying on quotes, unless you are making a point about the specific words being used in the quoted section. Though you'll be referencing a lot of other works, your voices must come through. Your lit review should be a concise and logically coherent discussion of how the various texts/ideas you reference fit together to get you closer to answering *your* main research question. What are the major debates that scholars are having that influence how you approach your main research question? It might serve as a helpful guide to pay close attention to how authors whose works we read write their own literature reviews.

E-Mail Communication Policy

Each student is issued a University email address (username@pitt.edu) upon admittance. This email address may be used by the University for official communication with students. Students are expected to read email sent to this account on a regular basis. You should also ensure that you receive CANVAS announcements to your university email account because I send out messages to the class via CANVAS from time to time. Failure to read and react to university communications in a timely manner does not absolve students from knowing and complying with the content of the communications. The University provides an email forwarding service that allows students to read their email via other service providers (i.e., Gmail). Students that choose to forward their email from their pitt.edu address to another address do so at their own risk. If email is lost because of forwarding, it does not absolve the student from responding to official communication sent to their university email address. To forward email sent to your university account, go to <http://accounts.pitt.edu>, login to your account, click on Edit Forwarding Addresses, and follow the instructions on the page. Be sure to log out of your account when you've finished. For the full Communications Policy, please see: <https://www.policy.pitt.edu/ao-15-e-mail-communication-policy-formerly-09-10-01>

Schedule of Topics & Readings

Below is the list of required readings for each week. In general, I recommend you read articles and chapters in the order they are listed on the syllabus. To help you manage your time, I've included the page numbers for each assigned reading and the total number of pages each week (the average is approx. 85 pages per week). Since the volume of readings fluctuates depending on the weekly subject matter, please look ahead to better anticipate the time you might need to set aside. Keeping up with the assigned material(s) will help you do well on the written assignments. If at any point, you feel like you're falling behind or that you're not sure how to interpret something we read or discuss, please let me know. I'm here to help!

Part I: Conceptualizing “Human Rights”

Week 1: Human Rights Violations and Instruments (approx. 95 pages)

Wednesday, January 11, 2022 (**ZOOM**)

Read this syllabus all the way through.

Report (pp. 1-15, plus your choice of 4 countries from different continents): *World Report 2021: Events of 2020* (New York: Human Rights Watch, 2021).

Article (pp. 1-18): Mahmood Monshipouri, “Contemporary Sources of Human Rights Violations,” *Oxford Research Encyclopedia of International Studies* (2021).

Fact Sheet (pp. 1-45): *The United Nations Human Rights Treaty System* (New York: United Nations Office of the High Commissioner for Human Rights, 2012).

Sign up to get the *Human Rights Watch Daily Brief* – <https://action.hrw.org/page/36941/subscribe/1>

Week 2: What Are “Human Rights”? (79 pages)

Wednesday, January 18, 2022 (**ZOOM**)

Document (pp. 1-8): *Universal Declaration of Human Rights* (New York: United Nations, 1948).

Article (pp. 1-20): Marie-Bénédicte Dembour, “What are Human Rights? Four Schools of Thought,” *Human Rights Quarterly* 32, no. 1 (2010).

Article (pp. 273-300): Martha C. Nussbaum, “Capabilities and Human Rights,” *Fordham Law Review* 66, no. 2 (1997).

Chapter 1 (pp. 1-24): Clifford Bob, *Rights as Weapons: Instruments of Conflict, Tools of Power* (Princeton Univ. Press, 2019).

Week 3: Histories of Human Rights (83 pages)

Wednesday, January 25, 2022 (**ZOOM**)

Chapter 1 (pp. 9-22): Andrew Fagan, “Philosophical Foundations of Human Rights” in Thomas Cushman (ed.), *Handbook of Human Rights* (Abingdon: Routledge, 2011).

Introduction and Chapter 1 (pp. 15-69): Lynn Hunt, *Inventing Human Rights: A History* (New York: W. W. Norton & Company, Inc., 2007).

Article (pp. 76-91): S. Prakash Sinha, “Human Rights: A Non-Western Viewpoint,” *ARSP: Archiv für Rechts- und Sozialphilosophie / Archives for Philosophy of Law and Social Philosophy* 67, no. 1 (1981).

Week 4: The Power(?) of Human Rights (88 pages)

Wednesday, February 2, 2022 (**CLASSROOM**)

Article (pp. 81-96): Richard Falk, “The Power of Rights and the Rights of Power: What Future for Human Rights?” *Ethics & Global Politics* 1, no. 1-2 (2008).

Article (pp. 689-716): Emilie M. Hafner-Burton, “Sticks and Stones: Naming and Shaming the Human Rights Enforcement Problem,” *International Organization* 62, no. 4 (2008).

Chapter 1 (pp. 44-64): Walter Mignolo, “Who Speaks for the ‘Human’ in Human Rights?” in José-Manuel Barreto (ed.), *Human Rights from a Third World Perspective: Critique, History and International Law* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2013).

Article (pp. 906-932): Zehra F. Kabasakal Arat, “Human Rights Ideology and Dimensions of Power: A Radical Approach to the State, Property, and Discrimination,” *Human Rights Quarterly* 30, no. 4 (2008).

Week 5: Selected Criticisms (77 pages)
Wednesday, February 9, 2022 (CLASSROOM)

Article (pp. 201-245): Makau wa Mutua, “Savages, Victims, Saviors: The Metaphor of Human Rights,” *Harvard International Law Journal* 42 (2001).

Article (pp. 211-221): Guyora Binder, “Cultural Relativism and Cultural Imperialism in Human Rights Law,” *Buffalo Human Rights Law Review* 5 (1999).

Article (pp. 147-169): Samuel Moyn, “A Powerless Companion: Human Rights in the Age of Neoliberalism,” *Law and Contemporary Problems* 77, no. 4 (2015).

Component I of Collaborative Group Project due Friday, Feb. 11 at 5pm

Part II: Major Actors in the Field of Human Rights

Week 6: States and their Organs (88 pages)
Wednesday, February 16, 2022 (CLASSROOM)

Article (pp. 724-754): Christine Min Wotipka and Kiyoteru Tsutsui, “Global Human Rights and State Sovereignty: State Ratification of International Human Rights Treaties, 1965-2001,” *Sociological Forum* 23, no. 4 (2008).

Article (pp. 189-202): Sara McLaughlin Mitchell, Jonathan J. Ring, and Mary K. Spellman, “Domestic Legal Traditions and States’ Human Rights Practices,” *Journal of Peace Research* 50, no. 2 (2013).

Article (pp. 149-174): Emilia Justyna Powell and Jeffrey K. Staton, “Domestic Judicial Institutions and Human Rights Treaty Violations,” *International Studies Quarterly* 53, no. 1 (2009).

Article (pp. 96-116): Ryan M. Welch, “National Human Rights Institutions: Domestic Implementation of International Human Rights Law,” *Journal of Human Rights* 16, no. 1 (2017).

Week 7: Global Regimes and International Organizations (82 pages)
Wednesday, February 23, 2022 (CLASSROOM)

Article (pp. 513-533): Karolina M. Milewicz and Robert E. Goodin, “Deliberative Capacity Building through International Organizations: The Case of the Universal Periodic Review of Human Right,” *British Journal of Political Science* 48, no. 2 (2018).

Article (pp. 265-286): Emilie M. Hafner-Burton, “International Regimes for Human Rights,” *Annual Review of Political Science* 15 (2012).

Article (pp. 431-452): Julie Harrelson-Stephens and Rhonda L. Callaway, “‘The Empire Strikes Back’: The US Assault on the International Human Rights Regime,” *Human Rights Review* 10, no. 3 (2009).

Chapter 13 (pp. 388-418): Zehra F. Kabasakal Arat, “Forging a Global Culture of Human Rights: Origins and Prospects of the International Bill of Rights,” in José-Manuel Barreto (ed.), *Human Rights from a Third World Perspective: Critique, History and International Law* (Newcastle upon Tyne: Cambridge Scholars Publishing, 2013).

Last day to turn in first Reading Reflection on Friday, Feb. 25 at 5pm

Week 8: Non-Governmental Organizations, Activists, and Movements (78 pages)

Wednesday, March 2, 2022 (CLASSROOM)

Article (pp. 980-1008): Neil Stammers, "Social Movements and the Social Construction of Human Rights," *Human Rights Quarterly* 21, no. 4 (1999).

Chapter 14 (pp. 221-242): Tamsin Mitchell, "Journalists as Human Rights Defenders: International Protection of Journalists in Contexts of Violence and Impunity," in Ibrahim Seaga Shaw and Senthan Selvarajah (eds.), *Reporting Human Rights, Conflicts, and Peacebuilding: Critical and Global Perspectives* (Cham: Palgrave Macmillan, 2019).

Article (pp. 1-11): Patrick Rafail and Isaac Freitas, "Grievance Articulation and Community Reactions in the Men's Rights Movement Online," *Social Media + Society* 5, no. 2 (2019). [*This piece may elicit strong emotional reactions*]

Article (pp. 5-23): April L. Girard, "Backlash or Equality?: The Influence of Men's and Women's Rights Discourses on Domestic Violence Legislation in Ontario," *Violence Against Women* 15, no. 1 (2009). [*This piece may elicit strong emotional reactions*]

Week 9: Spring Recess (NO CLASS)

Wednesday, March 9, 2022

Part III: Selected Major Debates

Week 10: Economic and Socio-Political Rights (106 pages)

Wednesday, March 16, 2022 (CLASSROOM)

Article (pp. 289-314): Waseem Ahmad Qureshi, "Stemming the Bias of Civil and Political Rights over Economic, Social, and Cultural Rights," *Denver Journal of International Law and Policy* 46, no. 4 (2018).

Article (pp. 73-93): David C. Wilson, Michael Leo Owens, Darren W. Davis, "How Racial Attitudes and Ideology Affect Political Rights for Felons," *Du Bois Review* 12, no. 1 (2015).

Chapter 26 (pp. 291-310): Gerard J. Beyer, "Economic Rights: Past, Present, and Future" in Thomas Cushman (ed.), *Handbook of Human Rights* (Abingdon: Routledge, 2011).

Chapter 16 (pp. 295-315): Wilfried Hinsch and Markus Stepanians, "Severe Poverty as a Human Rights Violation – Weak and Strong," in Andreas Follesdal and Thomas Pogge (eds.), *Real World Justice: Grounds, Principles, Human Rights, and Social Institutions* (Dordrecht: Springer, 2005).

Article (pp. 156-178): Robert L. Ostergard, Jr., "Intellectual Property: A Universal Human Right?" *Human Rights Quarterly* 21, no. 1 (1999).

Component II of Collaborative Group Project due Friday, Mar. 18 at 5pm

Week 11: Race, Refuge, Language (103 pages)

Wednesday, March 23, 2022 (CLASSROOM)

Article (pp. 1-58): Anna Spain Bradley, "Human Rights Racism," *Harvard Human Rights Journal* 1 (2019).

Article (pp. 153-178): Doug Rutledge and Abdi Roble, "The Infrastructure of Migration and the Migration Regime: Human Rights, Race, and the Somali Struggle to Flee Violence," *Race/Ethnicity: Multidisciplinary Global Contexts* 3, no. 2 (2010).

Article (pp. 1-20): Sinfree B. Makoni, "Language and Human Rights Discourses in Africa: Lessons from the African Experience," *Journal of Multicultural Discourses* 7, no. 1 (2012).

Week 12: Gender and Sexuality (80 pages)
Wednesday, March 30, 2022 (CLASSROOM)

Video (~20 mins): First Lady Hillary Rodham Clinton's Remarks to the Fourth Women's Conference in Beijing, China (Sept. 5, 1995). <https://www.youtube.com/watch?v=xXM4E23Efvk>

Article (pp. 486-498): Charlotte Bunch, "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights," *Human Rights Quarterly* 12, no. 4 (1990).

Court Judgment (pp. 1-33): *Bostock v. Clayton County, Georgia*, 590 U.S. ____ (2020) (Justice N. M. Gorsuch, majority opinion).

Article (pp. 16-30): Alice M. Miller, Eszter Kismödi, Jane Cottingham, and Sofia Gruskin, "Sexual Rights as Human Rights: A Guide to Authoritative Sources and Principles for Applying Human Rights to Sexuality and Sexual Health," *Reproductive Health Matters* 23, no. 46 (2015).

Article (pp. 199-220): Patricia Richards, "The Politics of Gender, Human Rights, and Being Indigenous in Chile," *Gender and Society* 19, no. 2 (2005).

Week 13: War, Conflict, and Rights (84 pages)
Wednesday, April 6, 2022 (CLASSROOM)

Chapter 1 (pp. 3-14): Chandra Lekha Sriram, Olga Martin-Ortega, and Johanna Herman, *War, Conflict, and Human Rights: Theory and Practice* (London: Routledge, 2014).

Article (pp. 813-828): Chetan Bhatt, "Human Rights and Transformations of War," *Sociology* 46, no. 5 (2012).

Article (pp. 737-754): Noam Lubell, "Challenges in Applying Human Rights Law to Armed Conflict," *International Review of the Red Cross* 87, no. 860 (2005).

Article (pp. 359-387): Maya Brehm, "The Arms Trade and States' Duty to Ensure Respect for Humanitarian and Human Rights Law," *Journal of Conflict and Security Law* 12, no. 3 (2007).

Article (pp. 843-856): Indra De Soysa and Paul Midford, "Enter the Dragon! An Empirical Analysis of Chinese versus US Arms Transfers to Autocrats and Violators of Human Rights, 1989-2006," *International Studies Quarterly* 56, no. 4 (2012).

Component III of Collaborative Group Project due Friday, Apr. 8 at 5pm

Week 14: Emerging Technology (98 pages)
Wednesday, April 13, 2022 (CLASSROOM)

Article (pp. 1-16): Mathias Risse, "Human Rights and Artificial Intelligence: An Urgently Needed Agenda," *Human Rights Quarterly* 41, no. 1 (2019).

Article (pp. 350-378): Christof Heyns, "Human Rights and the Use of Autonomous Weapons Systems (AWS) during Domestic Law Enforcement," *Human Rights Quarterly* 38, no. 2 (2016).

Article (pp. 1-8): Sigal Samuel, "AI's Islamophobia Problem," *Vox* (September 18, 2021).
<https://www.vox.com/future-perfect/22672414/ai-artificial-intelligence-gpt-3-bias-muslim>

Report (pp. 1-46): Amy K. Lehr and William Crumpler, *Facing the Risk: Part 2 – Mapping the Human Rights Risks in the Deployment of Facial Recognition Technology* (Washington, DC: Center for Strategic and International Studies, 2021).

Week 15: Non-Human Rights (64 pages)
Wednesday, April 20, 2022 (**CLASSROOM**)

Article (pp. 80-103): Joshua Mousie, “Built Power and the Politics of Nonhuman Rights?” *Journal of Social Philosophy* 51, no. 1 (2020).

Article (pp. 1-15): Edward Mussawir, “Technics and Polemics in the Project of Non-Human Rights,” *Law, Culture and the Humanities* (2017).

Article (pp. 89-94): Mark Lupisella, “The Rights of Martians,” *Space Policy* 13, no. 2 (1997).

Article (pp. 523-537): David J. Calverley, “Imagining a Non-Biological Machine as a Legal Person,” *AI and Society* 22, no. (2008).

Article (pp. 46-53): Kathlee Richardson, “Sex Robot Matters: Slavery, the Prostituted, and the Rights of Machines,” in *IEEE Technology and Society Magazine* (2016).

Last day to turn in second *Reading Reflection* on Friday, Apr. 22 at 5pm
***Argument Summaries Log* due Friday, Apr. 22 at 5pm**