

**PSCI 3802B / ANTH 3027B / SOCI 3027B**  
**Globalization & Human Rights**  
**2:35 p.m. – 5:25 p.m. Fridays**  
**This course will be held remotely online**

**Instructor:** Dr. Eric Van Rythoven  
**Office Hours:** 12:00 p.m. – 1:00 p.m. Fridays (via Zoom)  
**Email:** [EricVanRythoven@cmail.carleton.ca](mailto:EricVanRythoven@cmail.carleton.ca)

**Contact Policy:** Email is the best way to contact me. I normally reply within 24-48 hours, weekends excluded. Please include the course code in the subject line of the email. All email must be through official Carleton university email accounts and not personal email. For longer questions I recommend scheduling a Zoom appointment.

**Social Distancing Policy:** Please note that this course will be conducted virtually (i.e. with no in-person contact). We will use cuLearn and applications like Big Blue Button for online lectures and group discussions. The course will be taught synchronously with live lectures every Thursday, but lectures will also be recorded. A computer with a reliable internet connection is required to participate effectively. A working microphone is highly recommended but not mandatory.

## 1. Course Overview

The spread of human rights represents one of the defining features of globalization, yet the growth of these rights is often contested and uneven. The central focus of this course is a critical appraisal of the spread, challenge, and purpose of human rights in contemporary global politics. In doing so the course will explore the political, legal, and normative foundations of modern human rights, as well as key topics including torture, asylum, gender, and indigenous rights. Later in the course we assess more recent challenges posed by the globalization of human rights including the role of security, emotion and images, as well as memory and memorialization. At the end of the course we will reflect on contemporary opposition to human rights through debates over the phenomenon of 'backlash'.

## 2. Aims and Objectives

The central aim of the course is to provide students with an advanced introduction to the study of human rights and globalization. While the bulk of the readings come from the discipline of International Relations (IR), several readings are interdisciplinary in character. Students will therefore receive a range of interdisciplinary perspectives on the globalization of human rights, including from sociology, history, political theory, criminology, and visual studies.

By the end of the course students will comprehend key concepts, theories, and debates in the study of human rights and globalization, identify and analyze key trends and problems, and be able to generate critical and informed views on events and processes in the global politics of human rights.

### 3. Required Texts

Michael Goodhart, *Human Rights: Politics and Practice*, 3<sup>rd</sup> ed. Oxford: Oxford University Press, 2016.

The textbook can be purchased via the Carleton University bookstore or the online retailer of your choice in either hardcopy or electronic edition. Unfortunately, due to current library restrictions a physical copy will not be available on reserve and Oxford University Press does not sell electronic licenses to libraries. All other required readings will be posted on cuLearn.

### 4. Evaluation

<u>Item</u>	<u>Value</u>	<u>Timeline</u>
Reaction Paper #1	15%	Noon on the day the reading is discussed in class**
Reaction Paper #2	15%	Noon on the day the reading is discussed in class
Knowledge Quiz #1	15%	February 12 <sup>th</sup>
Knowledge Quiz #2	15%	March 12 <sup>th</sup>
Knowledge Quiz #3	15%	April 14 <sup>th</sup>
Take-home Exam	25%	April 27 <sup>th</sup>

#### Reaction Papers (15% x 2)

Students will write **two** two-page single-spaced reaction papers on different assigned readings from the course. The purpose of the reaction paper is for you to engage in an in-depth examination of an academic article or book chapter and to give a critical appraisal of its merits and weaknesses. Each reaction paper will:

1. Summarize the arguments and concepts of the reading, including the reading's central thesis
2. Assess strengths and weaknesses of the argument
3. Evaluate the argument's significance for understanding human rights and globalization
4. Pose two detailed discussion questions

Readings eligible for reaction papers are marked with the '®' symbol in the reading list below. Reactions papers are due at noon on the day that the reading is discussed in

class. For example, a reactionary paper covering Shafir and Brysk's "The Globalization of Rights: From Citizenship to Human Rights" would be due on January 22<sup>nd</sup>.

**Important: Students are required to submit at least 1 reaction paper by February 5<sup>th</sup>.** This policy is designed to allow students time for feedback on their first reaction paper before they work on their second paper.

*Late Paper Policy:* Papers are deducted 3% for each day they are late (e.g. an 80% grade becomes 77% for 1 day late). Weekends count as 1 day late.

### Knowledge Quizzes (15% x 3)

The in-class assessment for this course will be organized around 3 online quizzes administered through cuLearn. The quizzes will consist of multiple-choice questions as well as short answer questions and will evaluate students on their knowledge of the course material including lectures and readings. The quizzes are 30-35 minutes long and start at the beginning of class at 2:35.

The first quiz will be on February 12<sup>th</sup>  
The second quiz will be on March 12<sup>th</sup>  
The final quiz will be on April 14<sup>th</sup>

### Final Exam (25%)

The final exam for this course will be an open book take-home exam. The exam will be focused on long-form essay questions and will cover material from the entire course. Sources must be cited appropriately in either Chicago, APA, or MLA styles. Students will be issued the examination questions at the end of the final class on Thursday, April 14<sup>th</sup>. The exam is due on April 27<sup>th</sup> at 5:00pm and must be submitted electronically via cuLearn. It is acceptable to participate in group discussions as you prepare for the written exam, but your exam must be written by you alone.

## 5. Class Format

### *Using BBB*

Classes will be held synchronously every Friday between 2:35 p.m. – 5:25 p.m. The class will include an online lecture with slides delivered through the Big Blue Button (BBB) online learning platform. For students who are unfamiliar with BBB it is highly recommended you [watch this tutorial for students](#). The instructor will create the BBB session 10-15 minutes before class and you will be able to join by opening cuLearn and clicking on the BBB session for that day. The slides for the lecture will also be uploaded to cuLearn before class. **It is highly recommended that you use Chrome as your internet browser when using BBB.**

### *Class Etiquette*

As this is an online class the etiquette for participation is slightly different. At the beginning of the lecture I will mute the microphones for all students. Please limit your comments in the public chat to material that is directly relevant to the course. If you have a question please type [Question] in the public chat followed by your question. This will help me quickly identify your question in the public chat log. Please keep in mind that it may take some time until I see your question.

### *Class Length*

The class will last approximately 2 hour and 50 minutes and most days we will take 1-2 10 minute breaks.

### *cuLearn Logs and Recordings*

Please be advised that cuLearn tracks and logs all usage by students. This means that in any dispute over attendance in a discussion group, or the date and time an assignment is submitted, the cuLearn logs will serve as the final authority.

While every session is recorded it can take some time for the BBB platform to upload the recording. In some cases it can take 1-2 days for a video to become available.

### *Accommodations during COVID*

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here:

[https://carleton.ca/registrar/wp-content/uploads/COVID-19\\_Self-declaration.pdf](https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf).

## **6. Course Schedule & Assigned Readings**

### Week 1 | January 15<sup>th</sup> | Course Introduction: The Globalization of Human Rights

- Goodhart, Michael (2016) "Introduction" in *Human Rights: Politics and Practice*, 1-8.
- Donnelly, Jack (2017) "Human Rights in Global Politics: A Historical Perspective" in *International Human Rights*, 3–19.

### Week 2 | January 22<sup>nd</sup> | Theoretical and Normative Foundations

- Langlois, Anthony J. "Normative and Theoretical Foundations of Human Rights" in *Human Rights: Politics in Practice*, Chapter 1, 11-27.
- Dunne, Tim and Hanson, Marianne "Human Rights in International Relations" in *Human Rights: Politics and Practice*, Chapter 3, 44-59.

- © Shafir, Gershon and Alison Brysk (2006) "The Globalization of Rights: From Citizenship to Human Rights" *Citizenship Studies* 10(3): 275-287.

### Week 3 | January 29<sup>th</sup> | States, Law, and International Organizations

- © Donnelly, Jack (2014) "State Sovereignty and International Human Rights" *Ethics and International Affairs* 28(2): 225-238.
- Smith, Rhona K.M. (2016) "Human Rights in International Law" in *Human Rights: Politics in Practice*, Chapter 4, 60-76.
- © Carpenter, R. Charli. 2010. "Governing the global agenda: "Gatekeepers" and "issue adoption" in transnational advocacy networks." In *Who governs the globe?*, 202-37.

### Week 4 | February 5<sup>th</sup> | Political and Civil Rights

- Davenport, Christian (2016) "Political Democracy and State Repression of Minorities" in *Human Rights: Politics in Practice*, Chapter 14, 235-254.
- © Sen, Amartya (1999) "Democracy as a Universal Value" *Journal of Democracy* 10(3): 3-17.
- © Cohen, Jean (2008) "Rethinking Human Rights, Democracy, and Sovereignty in the Age of Globalization" *Political Theory* 36(4): 578-606.

### Week 5 | February 12<sup>th</sup> | Torture and Genocide

#### **\*\*First Quiz\*\***

- Schulz, William F. (2016) "Torture" in in *Human Rights: Politics in Practice*, Chapter 15, 255-272.
- © Steele, Brent J. (2008), "'Ideals that were really never in our possession': Torture, Honor and US Identity" *International Relations* 22(2): 243-261.
- Glanville, Luke (2011), "Darfur and the Responsibilities of Sovereignty" *International Journal of Human Rights* 15(3): 462-480.

### Week 6 | February 19<sup>th</sup> | Reading Week

- No Class

### Week 7 | February 26<sup>th</sup> | Migration and Asylum

- Loescher, Gil (2018) “Human Rights and Forced Migration” in *Human Rights: Politics in Practice*, Chapter 18, 311-332.
- Little, Adrian and Nick Vaughn-Williams (2016) “Stopping boats, saving lives, securing subjects: Humanitarian borders in Europe and Australia” *European Journal of International Relations* 23(3): 533-556.
- © Johnson, Heather (2011), “Click to Donate: Visual Images, Constructing Victims and Imagining the Female Refugee” *Third World Quarterly* 32(6): 1015-1053.

#### Week 8 | March 5<sup>th</sup> | The Rights of Women and Sexual Minorities

- Ackerly, Brooke (2016) “Feminist and Activist Approaches to Human Rights” in *Human Rights: Politics in Practice*, Chapter 2, 28-43.
- Keating, Christine (Cricket) and Cynthia Burack (2016) “Sexual Orientation, Gender Identity, and Human Rights” in *Human Rights: Politics in Practice*, Chapter 11, 182-197.
- © Corredor, Elizabeth S. (2019) “Unpacking ‘Gender Ideology’ and the Global Right’s Antigender Countermovement” *Signs* 44(3): 613-638.

#### Week 9 | March 12<sup>th</sup> | In-class film: *The Look of Silence*

**\*\*Second Quiz\*\***

#### Week 10 | March 19<sup>th</sup> | Rights, Security, and the Age of Exceptionalism

- Duffy, Helen (2008) “Human rights litigation and the ‘war on terror’” *International Review of the Red Cross* 90(871): 573-597.
- Aradau, Claudia and Rens Van Munster (2009) “Exceptionalism and the ‘War on Terror’: Criminology Meets International Relations” *British Journal of Criminology* 49(5): 686-701.
- © Watson, Scott (2011) “The ‘human’ as referent object? Humanitarianism as securitization” *Security Dialogue* 42(1):3-20.

#### Week 11 | March 26<sup>th</sup> | Indigenous Rights as Human Rights

- Complete the entire *Indigenous-Canada Relations* Learning Bundle on cuLearn

#### Week 12 | April 2<sup>nd</sup> | Good Friday Holiday

**\*\*No Class\*\***

## Week 13 | April 9<sup>th</sup> | Human Rights: Memory, Images, and Emotion

- © Mälksoo, Maria (2009) “The memory politics of becoming European: The East European subalterns and the collective memory of Europe” *European Journal of International Relations* 15(4):653-680
- Sliwinski, Sharon (2018) “Human Rights” in *Visual Global Politics*, 169-175.
- Hunt, Lynn. (2007) “Torrents of Emotion” in *Inventing Human Rights: A History*, 35-69.

## Week 14 | April 14<sup>th</sup> | Backlash and the Struggle For (and Against) Human Rights

**\*\*Third quiz\*\***

**\*\*Classes follow a modified schedule\*\***

- **Watch:** Gilmour, Andrew. (2018) “The global backlash against human rights” *United Nations Assistant Secretary-General for Human Rights*  
<https://youtu.be/CWO64AoO7wY?t=299>
- © Vinjamuri, Leslie. (2017) “Human Rights Backlash” in *Human Rights Futures*, 114-134.
- Van Rythoven, Eric (2018) “On Backlash: Emotion and the Politicisation of Security” *European Review of International Studies* 5(3):139-160.

Take-home exam uploaded at the end of class

## **7. Academic Accommodations**

### Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

[carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support)

### Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

### Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

#### Intellectual property

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).