

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

ANTH 3027/A – SOCI 3027/A – PSCI 3802/A
SUMMER 2017
GLOBALIZATION AND HUMAN RIGHTS

Instructor: Dr. Jenny Cockburn
Office: D 698, Loeb Building
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Course meets: Tuesdays & Thursdays 8:35-11:35, Southam Hall room 515

Pre-requisites & precluded Courses: third-year standing and one of: GPOL 1500, SOCI 1010 [1.0], ANTH 1003 [1.0], ANTH 1010 [1.0], ISSC 1001 [1.0], PSCI 2601, PSCI 2602, LAWS 2105, PHIL 2103 or ANTH 1001 and ANTH 1002, or SOCI 1001 and SOCI 1002

Course Description and Objectives:

This course examines various dimensions and meanings of globalization and its relationship with human rights. The main emphasis is on the implications of the emerging global economy for economic, social, political and cultural rights, as well as a critical examination of the notion of human rights itself. Despite the centrality of the subject in much of the work of anthropologists, sociologists and political scientists, it is relatively recent that these disciplines have begun to really engage with human rights debates. The course develops, through case analysis, insight into the differing priorities and competing concepts of human rights and human dignity in "non-Western" cultural traditions as well as in "Western" societies. It explores the significance of religious and other ideological positions in the use and abuse of human rights by governments, extra-governments, international bodies, as well as the public. The course also examines topics such as women's human rights, sexuality and human rights, and human rights in development, the limits of sovereignty, and state accountability.

Readings:

- Most required course materials are available on CuLearn. To access your course materials, go to: <https://carleton.ca/culearn>.
- Various chapters available on reserve at MacOdrum Library.

Course Requirements & Methods of Evaluation:

In addition to lectures, this class will include class discussions led by students, as well as small group discussions and other in-class activities. Students are expected to come to class fully prepared. For example, each student is expected to have read all assigned readings before class.

Students are also expected to attend all lectures and are encouraged to ask critical questions and participate in class discussions in a respectful manner.

Evaluative Component	Due Date	Value (%)
Participation (discussions, group work, attendance)	Class 2-11	10
Test 1	Tues, July 18 th	25
Test 2	Tues, Aug. 8 th	25
Student-led discussions on contemporary HR issue in media	1-2 groups of 4 students, class 3-13	10
In-class assignment (based on readings for that date)	Thurs, Aug. 10 th	5
Research Paper (20%) & presentations in groups (5%)	Tues, Aug. 15 th (topic and 3 biblio sources due Tues, July 25 th)	25
	Total	100

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Policy Regarding Late Assignments/Papers:

1. Research papers are due at the **BEGINNING** of class on Tuesday, August 15th. Papers that arrive **on the due date but after 8:35am will be devalued by 5%**. (Only hard copies will be accepted, unless special arrangements have been made in advance).
2. Late research papers will be devalued by **5% per day and will not be accepted after Friday, August 18th**
3. In special unforeseeable circumstances where due dates cannot be met; it is the student's responsibility to provide acceptable written documentation substantiating the reasons for not meeting the deadline (e.g., doctor's certificate, copy of death certificate/obituary, police report). Students with acceptable documentation must contact me (i.e., the course instructor) **no later than 48 hours after the due date** to make alternative arrangements. Latecomers without acceptable documentation or those who contact me **after the 48-hour period** will be given a **mark of "zero"** for the assignment.

Policy Regarding Missed In-Class Assignments:

1. Tests and in-class assignments will be administered on the dates indicated on the previous page.
2. Only in **very** special circumstances will alternative arrangements be made. In special circumstances where an advance request for alternate arrangements is made, it is the student's responsibility to submit a written request for variance from the course outline to the course instructor **at least one week before the due date** and provide acceptable written documentation (e.g., doctor's certificate, copy of death certificate, police report) substantiating the reasons for not carrying out the work on the scheduled date. An alternative arrangement will only be made if the request is approved.
3. In special unforeseeable circumstances where a student misses a test or an in-class assignment, it is the student's responsibility to contact me with acceptable documentation (e.g., doctor's certificate, copy of death certificate/obituary, police report) **no later than 48 hours after the scheduled date** to make alternative arrangements. Students without acceptable documentation or those who contact me **after the 48-hour deadline** will be given a **mark of "zero"** for the in-class assignment.

Course Schedule and Reading List:

Tues, July 4th -- Introduction and Course Outline

THE GLOBALIZATION OF HUMAN RIGHTS

Thurs, July 6th – Conceptual and Historical Foundations

Required readings:

- Sklair, Leslie. 2009. "The Globalization of Human Rights." *Journal of Global Ethics* 5(2): 81 – 96.
- Friesen, Bruce K. 2012. "Globalizing the Human Rights Perspective." Pp.79-102 in *Sociology and Human Rights*, edited by J. Blau and M. Frezzo. Thousand Oaks, CA: Pine Forge Press. **On reserve HM585 S63 2012**

Recommended reading:

- Hynes, Patricia, et al. 2010. "Sociology and Human Rights: confrontations, evasions and new engagements." *The International Journal of Human Rights* 14(6): 811-832 DOI: 10.1080/13642987.2010.512125

Tues, July 11th – The Social Construction of Human Rights

→Groups 1 lead brief class discussion on human rights issues in media (topics open). (*Bonus for going first*)

Required readings:

- Preis, Ann-Belinda. 2009. "Human Rights and Cultural Practice: An Anthropological Critique." Pp. 332-355, in *Human Rights: An Anthropological Reader*, edited by M. Goodale. Malden, MA: Wiley-Blackwell Publishing. **On reserve JC571.H6915 2009**

- Robinson, Fiona. 2003. Human Rights and the Global Politics of Resistance: Feminist Perspectives, *Review of International Studies* 29(Special Issue): 161 – 180.

Recommended Reading:

- Merry, Sally Engle. 2009. “Legal Transplants and Cultural Translation: Making Human Rights in the Vernacular.” Pp.265-302 in *Human Rights: An Anthropological Reader*, edited by M. Goodale. Malden, MA: Wiley-Blackwell Publishing.

Thurs, July 13th – Collective Human Rights

→Groups 2 & 3 leads brief class discussion on human rights issues in media (Topic related to Human Rights of Aboriginal & Indigenous Peoples OR Food as a HR)

Required readings:

- Kymlicka, Will. “The Good, the Bad, and the Intolerable: Minority Group Rights.” Pp. 58-67 in *Human Rights: An Anthropological Reader*, edited by M. Goodale. Malden, MA: Wiley-Blackwell Publishing. [Originally published 1996. *Dissent* Summer: 22-30]
- Claeyes, Priscilla. 2012. “The Creation of New Rights by the Food Sovereignty Movement: The Challenge of Institutionalizing Subversion.” *Sociology* 46(5): 844-860
DOI: 10.1177/0038038512451534

Recommended Reading:

- Damien Short. 2010. “Cultural Genocide and Indigenous Peoples: A Sociological Approach.” *The International Journal of Human Rights* 14(6): 833–848.
DOI:10.1080/13642987.2010.512126

Tues, July 18th – Gender, Ethnicity and Human Rights

(No group discussions)

TEST 1 – 2nd half of class

Required reading:

- Speed, Shannon. 2009. “Gendered Intersections: Collective and Individual Rights in Indigenous Women’s Experience.” Pp. 229-245 in in *Human Rights: An Anthropological Reader*, edited by M. Goodale. Malden, MA: Wiley-Blackwell Publishing. **On reserve JC571.H6915 2009**

TRANSNATIONAL NETWORKS, ASYLUM SEEKERS, MIGRATION

Thurs, July 20th – LGBTQ Human Rights Health and Human Rights

→Groups 4 & 5 leads brief class discussion on contemporary on LGBTQ human rights issues in media (One group local/national focus, other Int’l focus)

Required readings:

- Kollman, Kelly and Matthew Waites. 2009. “The Global Politics of Lesbian, Gay, Bisexual and Transgender Human Rights: an introduction” *Contemporary Politics* 15(1): 1-17.
- Offord, Baden. 2013. “Queer Activist Intersections in Southeast Asia: Human Rights and Cultural Studies.” *Asian Studies Review* 37(3): 335-349.

Tues, July 25th – Children’s Human Rights

- Groups 6 & 7 leads brief class discussion on contemporary issue in the media on the human rights of children
- Topic (working title) and 3 bibliographic sources **due**

Required Readings:

- Meloni, Francesca et al. 2014. “Children of Exception: Redefining Categories of Illegality and Citizenship in Canada.” *Children & Society* 28: 305-315. DOI: 10.1111/chso.12006
- Bhabha, Jacqueline and Susan Schmidt. 2008. “Seeking Asylum Alone: Unaccompanied and Separated Children and Refugee Protection in the U.S.” *The Journal of the History of Childhood and Youth* 1(1): 126-138. DOI: 10.1353/hcy.2008.0007

Thurs, July 27th Responses to the Structural Violence of Globalization

- Groups 8 & 9 lead brief class discussions related to migration or sweatshop labour

Required readings:

- Holmes, Seth M. 2013. “‘Is it worth risking your life?’: Ethnography, risk and death on the U.S.–Mexico border.” *Social Science & Medicine* 99: 153-161.
- Swanger, Joanna. 2008. “Casa Amiga: Feminist Community Building in Ciudad Juarez as an alternative to the Structural Violence of Globalization.” Pp. in *Latin American Social Movements in the Twenty-first Century: Resistance, Power, and Democracy*, edited by R. Stahler-Sholk, G. D. Kuecker, and H. E. Vanden. Lanham, MD: Rowman & Littlefield Publishers. **On reserve HN110.5.A8 L398 2008** [Originally in *Latin American Perspectives* 34(2): 108-123]

Tues, Aug 1st – Trafficking in Globalization

- Groups 10 & 11 lead brief class discussions on human rights issue related to trafficking

Required readings:

- Chuang, Janie. 2006. "Beyond a Snapshot: Preventing Human Trafficking in the Global Economy," *Indiana Journal of Global Legal Studies* 13(1): 137-163
Available at: <http://www.repository.law.indiana.edu/ijgls/vol13/iss1/5>
- Scheper-Hughes, Nancy. 2003. “Rotten Trade: Millennial Capitalism, Human Values and Global Justice in organs trafficking.” *Journal of Human Rights* 2(2): 197-226.

HEALTH & ENVIRONMENT

Thurs, Aug. 3rd – Globalization and the Human Rights to Health and Water

- Group 12 leads brief class on discussion on contemporary water and/or health rights
- Film: “A World without Water”

Required reading:

- Farmer, Paul & Nicole Gastineau. 2009. “Rethinking Health and Human Rights: Time for a Paradigm Shift.” pp.148-166 in in *Human Rights: An Anthropological Reader*, edited by M. Goodale. Malden, MA: Wiley-Blackwell Publishing. **On Reserve JC571.H6915 2009**

Tues, Aug 8th – TEST

- Group 12 leads brief class discussion (Topic Open) (**bonus** mark for going on test day)
- **Test 2** (2 hours)

Thurs, Aug. 10th -- Environmental Rights as Human Rights

- Groups 13 & 14 lead brief class discussion on human rights issues in media (topics can be related to environmental rights/ rights of nature)
- **In-class activity** based on readings - worth 5% of overall grade

Required readings:

- Carmen Gonzalez. 2015. "Environmental Justice, Human Rights, and the Global South." *Santa Clara Journal of International Law* 13: 151-195.

Tues, Aug. 15th – Students' Research Papers Discussion

- Group 15 leads brief class discussion on human rights issues in media (Topic open)
- Research Paper DUE and group discussions on research findings

Important University Policy Information**Academic Regulations, Accommodations, Plagiarism, Etc.**

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*). *The deadline for contacting the Paul Menton Centre regarding accommodation for early summer exams is **June 2, 2017**. The deadline for contacting the Paul Menton Centre regarding accommodation for late summer and full summer exams is **July 24, 2017**.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

- All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs.
- The Dean writes to the student and the University Ombudsperson about the alleged plagiarism.
- The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Plagiarism and cheating at the graduate level are viewed as being particularly serious and the sanctions imposed are accordingly severe. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (<http://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Plagiarism and cheating – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the graduate degree. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; or a grade of Failure in the course.

Assistance for Students:

Student Academic and Career Development Services: <http://carleton.ca/sacds/>

Writing Tutorial Services: <https://carleton.ca/csas/writingservices/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- 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).
 - Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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Important Dates:

July 3, 2017: Statutory holiday, University closed.

August 7, 2017: Civic holiday, University closed.