

PSCI 3802 B / ANTH/SOCI 3027 B
Globalization and Human Rights
11:35 a.m. – 14:25 p.m. Tuesdays and Thursdays
This course will be held remotely online

I General information

Instructor: Sacha Ghandeharian

On-line Office Hours: Wednesdays 11:00 a.m. – 13:00 p.m. via Zoom (email for appointment)

Email: sacha.ghandeharian@carleton.ca

TA(s): TBA

All email communication is to be via official Carleton University e-mail accounts, not personal emails.

II Course description

The focus of this course will be on the ‘theory’ and ‘practice’ of human rights within a world shaped by the phenomenon and/or processes of globalization. The discussion of both ‘globalization’ and ‘human rights,’ as well as their interconnections, are implicated in important political and ethical debates concerning the social, political, economic and legal institutions that characterize and structure the contemporary world. The course will consider from where the modern idea of human rights emerged, what form these various rights take, to whom said rights are supposed to apply, why human rights have come to play such a predominant role in global politics, and how they are mobilized (or not) in the globalized world. Our discussions over the course of the term will involve looking at some important topics related to human rights and globalization such as sovereignty, labor rights, democracy, global poverty, international migration, humanitarian intervention, gender and indigenous rights.

The course will thus provide an opportunity to learn about key theories, concepts, ideas, and arguments related to the ‘theory’ and ‘practice’ of human rights and globalization, as well as their manifestation in the ‘real world’ of global politics, and will help students develop skills related to analysis and research on the above topics through attentive reading, class discussion and written assignments.

III Course Format

The format of this course will be blended and involves both synchronous class meetings, centered around class discussion of the topics/readings, and asynchronous activities/assignments.

Each week students will be expected to attend two synchronous class meetings taking place live over Zoom (one on Tuesdays and one on Thursdays) and lead by the instructor. These meetings will take place during the scheduled timeslot for the course – as identified at the top of this outline – and according to the schedule of topics below. After the first introductory class meeting, the class will be split into two groups and each group will meet for up to 80 minutes (per group) on both Tuesdays **and** Thursdays for the rest of the term. The tentative plan, pending final enrollment, is that Group A (last name from A-K) will meet between 11:35 a.m. – 12:55 p.m. and Group B (last name from L-Z) will meet between 13:05 p.m. – 14:25 p.m. Groups may need to be adjusted based on changes in enrollment at

the beginning of the term, and in the effort to have balance in terms of the size of each group; however, regardless of group, class meetings will always take place within the official timeslot for the course. The class meetings will be characterized by more of a seminar format, rather than a traditional lecture. While the instructor will introduce, clarify and/or elaborate on key aspects of the material, the focus will be on accomplishing these tasks through class discussion. Students are required to complete the readings and prepare to discuss them – in light of instructor provided discussion prompts – in advance.

Students must be available to attend class meetings and cannot ‘make up’ for missed participation beyond the ‘flexible participation option’ which will allow students to contribute on a Brightspace discussion forum in either the lead up to, or shortly after, a class meeting. This more ‘asynchronous’ method of participation is designed to help mitigate for students who may, only on occasion, encounter obstacles to participating during a live class meeting because of illness, personal challenges, technological difficulties or simply because the class ran out of time. Please note, however, that the ‘flexible participation option’ is NOT a replacement for consistently attending and actively participating in the live class meetings over the entire course of the term which remains the default required form of participation (see the ‘Evaluation in detail’ section below for further details on participation).

In addition to preparing for the live class meetings and the ‘flexible participation option,’ the assessments for the course can also be considered as asynchronous; this is in the nature of such written assignments, however, it can be noted that students will have some added flexibility in terms of which reading, and thus week, they wish to submit their Critical Reflection Essay on, and, while the Midterm Quiz will have a time-limit once started, students can complete the quiz at any point during the below specified 48-hour window, via Brightspace. See ‘Evaluation in detail’ for additional information.

IV Learning outcomes

- o Attain greater knowledge of conceptual and practical aspects related to study of human rights.
- o Be able to situate these aspects within the socio-political and economic context of globalization.
- o Develop skills related to reading, analyzing and discussing relevant academic perspectives.
- o Develop skills related to researching, developing an argument and writing within the field.

V Texts

Required Textbook (available from University Bookstore – including choice of digital rental):

Goodhart, Michael. 2016. *Human Rights: Politics and Practice*. **Third Edition**. Oxford: Oxford University Press.

As per the library, an electronic copy can be viewed (via VitalSource) through a link on Ares; however, access is limited to only two simultaneous users and to a period of two hours and printing is restricted.

The remainder of the required readings will be available online via the Library’s Ares Reserves system.

VI Evaluation at a glance

Attendance and Participation: 25%

Critical Reflection Essay (before class reading is discussed): 20%

Research Proposal (July 23): 10%

Midterm Quiz (July 27-29): 15%
Research Paper (August 16): 30%

Total: 100%

Note: Missed components cannot be replaced with alternative assessments and extra credit assignments will not be assigned; all deadlines and late submission policies (see below) are firm.

VII Evaluation in detail

Attendance and Participation 25%

Students are expected to attend (for the full duration) and actively participate in twice-weekly synchronous class meetings in accordance with their assigned group/meeting time (see section on 'Course Format' above). Attending and actively participating will require that students complete the assigned readings before the class in which they will be discussed. The instructor will post portions of the PowerPoint slides that will be used to guide each class discussion to Brightspace, and which will include discussion prompts, in advance to help students prepare to actively participate. As noted above, the class will take on more of a seminar style, rather than a traditional lecture. Therefore, while slides will be used to highlight some key aspects from the readings, they will be designed more as a roadmap to facilitate students' own active engagement with the material, and to structure the class discussion.

Students will be evaluated based on their attendance, the quantity of their participation, as well as the quality of their contributions; participation requires consistent engagement over the term. The quality of contributions will be evaluated based on factors such as how well they engage with the specifics of the course materials, the extent to which they demonstrate an understanding of the material and ability to critically reflect on that material, the ability to make connections between the various topics which comprise the course, and the extent to which they engage with the contributions of other students.

Technological Requirements/Details

Class meetings require access to a device with the Zoom application, a webcam (optional), a microphone and an internet connection. The Zoom link and password required to access the class meetings will be provided to students in advance of each meeting. Students should ensure that their display name matches the name under which they are registered in the course before attempting to join a meeting. Students are asked to use their cameras, if they are comfortable doing so, when making a contribution, and to refrain from utilizing the chat function in lieu of verbal participation. Please note that in the interest of privacy, class meetings will NOT be recorded, and students are NOT permitted to record class meetings. Mutual respect and proper classroom etiquette are mandatory for all participants.

Flexible Participation Option

In instances where a student cannot participate in one of the synchronous class meetings (because of illness, personal challenges or technical difficulties), they may contribute to the Brightspace discussion forum that will be setup for each topic/class in order to make a contribution and mitigate (but not necessarily entirely excuse) the impact of an absence on their grade. If a student will have to miss a live class meeting, they may post either one or more clear and concise discussion questions directly connected to the topic/readings for the relevant meeting, or one or more clear and concise responses to

the instructor's discussion prompts for that meeting, on to the Brightspace discussion forum a minimum of 3hrs before the start of the official class timeslot (i.e., by 8:30 a.m. on day of specific class). If a student is in attendance during a class meeting, but experiences technical difficulties that prevent them from making a contribution, or the allotted time for the class runs out in a way that prevents them from making their contribution, then they may post their comment to the same discussion board up to 2hrs following the end of the official class timeslot (i.e., by 4:30 p.m. on day of specific class). Please note that the latter option is only available if the student actually attended the class meeting. Posted contributions will be judged according to the same criteria for quality listed above. It is important to note that students should exercise careful judgment when it comes to utilizing the 'flexible participation option' as it is mainly meant to provide an avenue for students to still contribute to class meetings even when something unexpected, or out of their control, prevents them from doing so during the actual class time. As noted above, it is not a replacement for consistent attendance and participation in live class meetings over the entire course of the term, and over-reliance on the Brightspace discussion forum as the means for participating will negatively impact the grade for Attendance and Participation. The default requirement is for students to attend and participate during the live class meetings and students should prepare weekly with the goal of doing so.

Critical Reflection Essay 20%

Each student will be required to write (one) critical reflection essay (min. 1000 words, max. 1200 words in length, Microsoft Word) in relation to a specific reading. Please note that the reflection must be on one of the readings that are marked with three stars ('***') at the end of the reference in the schedule of readings below and does NOT include the textbook chapters. The reflection essay must provide an analysis/assessment of the chosen reading. No sources external to the course are to be used. Reflections should demonstrate an understanding of the main argument of the specific reading under review and put forth a coherent argument (with thesis statement) that engages with some of the key theoretical strengths, weaknesses and the significance of the arguments presented in the reading for the specific week's topic and theme of the course (i.e., globalization and human rights). Students should refer to specific parts of the reading in their analysis and should include proper in-text citations when doing so (Chicago Manual of Style Author-Date). The purpose of the Critical Reflection Essay is to engage more thoroughly with a piece of literature related to the topic of the course and to develop skills related to analyzing the research and arguments of others. A successful reflection essay must avoid being a mere summary of the reading under examination – the point is to analyze and not just describe. The essay must be submitted via Brightspace before the first meeting (by 11:30 a.m.) in which reading is discussed.

Research Proposal (due July 23) 10%

Each student will be required to submit a research proposal (1-page single spaced max. + reference list, Microsoft Word) which will serve as the basis for their final research paper. The proposal should include a tentative title for the paper that precisely identifies the topic, a clear research question, a precise preliminary thesis statement (your planned argument/contribution) and a well-organized outline of the planned analysis. Students should make note of the specific instructions for the Research Paper (see below) before they begin their proposal to make sure that they are taking a suitable approach. A reference list including at least 5 academic peer-reviewed sources directly related to the topic of the paper and the theme of the course, and that are outside of the course readings, is also required. Students will then receive feedback on their proposals which can be incorporated as they continue to research and write the paper. Students will be asked to use The Chicago Manual of Style (Author-Date)

citation style; a link to a guide for how to format citations according to CMS (Author-Date) will be posted to Brightspace.

Midterm Quiz (July 27-29) 15%

Students will have between 11:00 a.m. on July 27th to 11:00 a.m. on July 29th to complete the quiz via Brightspace, which will consist of short answer (e.g., multiple choice, true/false, fill in the blank) questions. The readings and material presented in class meetings up to the date of the quiz will be the basis for the quiz. Students may use their course materials (readings and class notes) to complete the quiz. Students are allowed only one attempt and there will be a 1-hour time-limit to complete the quiz once it is started. Please note that the quiz should be completed independently. Students must complete the quiz within the assigned date/time period as there will be no 'make-up' quizzes or rescheduling.

Research Paper (August 16) 30%

Each student will write a final research paper directly related to the specific theme of the course. The choice of topic will be up to the student, but it should be directly related to the study of globalization and human rights, and to an important issue covered in at least one of the assigned textbook chapter readings which will serve as the foundation for further research. Students will have an opportunity to receive feedback on their proposed papers by submitting their Research Proposal. Regardless of chosen topic, the paper should focus on presenting a clear, consistent and well-developed argument/analysis, and should be sufficiently supported by engagement with, and reference to, peer-reviewed academic research; papers should incorporate both the relevant course readings, as well as at least 5 external academic peer-reviewed journal articles or books that are directly related to the topic in a substantive way. Papers should be minimum 10 pages and maximum 12 pages in length (double-spaced, 12-point font, normal margins, not including title page and reference list, Microsoft Word) and should employ the CMS (Author-Date) citation style according to the link provided on Brightspace. The expectation is that students will provide full citations for all sources used and have a properly formatted reference list.

Note: all written work will be evaluated based on how well it:

- a. Meets the requirements and guidelines for the assignment.
- b. Achieves the goals and purposes of the assignment.
- c. Reflects an understanding of the relevant course content/material.
- d. Demonstrates clear and effective writing with proper spelling, syntax and grammar.

Policy on late submissions

Course work submitted past the stated due date will be accepted for up to 3 days, but subject to a late penalty of 3% per day. Late assignments will no longer be accepted once 3 days have passed since the due date. If a student needs to request an extension for an assignment, they should consult with the instructor as early as possible and should not wait until after the due date for an assignment has passed. Requests for extensions, or permission to submit an assignment after the cut-off for late assignments (i.e., past 3 days), must be made, to the instructor, within 3 days of the due date in order to be given consideration. The granting of such requests will be reserved for documented serious medical or other emergency situations. Please note that participation and the quiz cannot be submitted/completed late.

VIII Course schedule

WEEK 1

Topic 1: Introduction (July 6)

Goodhart, Michael. 2016. "Introduction: Human Rights in Politics and Practice." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 1-8: Oxford: Oxford University Press.

YouTube clip: Appiah, Kwame Anthony. 2012. "Thought Leader Kwame Anthony Appiah on Cosmopolitanism." *Carnegie Council for Ethics in International Affairs*, November 12, 2012. https://www.youtube.com/watch?v=inyq_tfm8jc

Read this course outline carefully and feel free to ask questions about it in class.

Note: for this first meeting, the class will meet as a whole. The group format begins the following class.

Topic 2: Theory of Human Rights: Thinking Globally and Ethically (July 8)

Langlois, Anthony J. 2016. "Normative and Theoretical Foundations of Human Rights." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 11-27: Oxford: Oxford University Press.

Hutchings, Kimberly. 2018. *Global Ethics: An Introduction*. Second Edition. Medford: Polity Press. (Chapter 1: "What is Global Ethics?").

Helpful link: Universal Declaration of Human Rights (1948)
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

WEEK 2

Topic 3: Human Rights, International Relations (IR) and State Sovereignty (July 13)

Dunne, Tim and Marianne Hanson. 2016. "Human Rights in International Relations." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 44-59: Oxford: Oxford University Press.

Reus-Smit, Christian. 2001. "Human Rights and the Social Construction of Sovereignty." *Review of International Studies* 27 (4): 519-38.***

Topic 4: Human Rights, International Law and the Case of Labor Standards (July 15)

Smith, Rhona K.M. 2016. "Human Rights in International Law." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 60-76: Oxford: Oxford University Press.

Kabeer, Naila. 2004. "Globalization, Labor Standards, and Women's Rights: Dilemmas of Collective (in)Action in an Interdependent World." *Feminist Economics* 10 (1): 3-35.***

YouTube clip: International Labour Organization. 2021. "The ILO at Work." *International Labour Organization*, March 24, 2021. <https://www.youtube.com/watch?v=HJEue9-ITgg>

WEEK 3

Topic 5: Democracy and Human Rights in the Context of Globalization (July 20)

Davenport, Christian. 2016. "Political Democracy and State Repression." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 235-54: Oxford: Oxford University Press.

Goodhart, Michael. 2008. "Human Rights and Global Democracy." *Ethics & International Affairs* 22 (4): 395-420.***

Helpful link: International Covenant on Civil and Political Rights (1966)
<https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

Topic 6: Globalization, Socio-Economic Rights and Poverty (July 22)

Richards, David L. and Ronald D. Gelleny. 2016. "Economic Globalization and Human Rights." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 216-34: Oxford: Oxford University Press.

Hayden, Patrick. 2007. "Superfluous Humanity: An Arendtian Perspective on the Political Evil of Global Poverty." *Millennium: Journal of International Studies* 35 (2): 279-300.***

Suggested: Krugman, Paul. 1997. "In Praise of Cheap Labor: Bad Jobs at Bad Wages are Better than No Jobs at All." *Slate*, March 21, 1997. <https://slate.com/business/1997/03/in-praise-of-cheap-labor.html>

Helpful link: International Covenant on Economic, Social and Cultural Rights (1966)
<https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>

WEEK 4

Topic 7: Midterm Quiz (July 27-29)

Topic 8: Migration and Security in Age of Globalization (July 29)

Loescher, Gil. 2016. "Human Rights and Forced Migration." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 311-32: Oxford: Oxford University Press.

Walters, William. 2010. "Migration and Security." In *The Routledge Handbook of New Security Studies*, edited by J. Peter Burgess, 217-28: New York: Routledge.***

Suggested: Žižek, Slavoj. 2015. "We Can't Address the EU Refugee Crisis Without Confronting Global Capitalism." *In These Times*, September 9, 2015. <https://inthesetimes.com/article/slavoj-zizek-european-refugee-crisis-and-global-capitalism>

WEEK 5

Topic 9: Humanitarian Intervention (August 3)

Kuperman, Alan J. 2016. "Humanitarian Intervention." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 370-88: Oxford: Oxford University Press.

Walzer, Michael. 1980. "The Moral Standing of States: A Response to Four Critics." *Philosophy & Public Affairs* 9 (3): 209-29.***

Topic 10: Feminism on the Theory and Practice of Human Rights (August 5)

Ackerly, Brooke. 2016. "Feminist and Activist Approaches to Human Rights." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 28-43: Oxford: Oxford University Press.

Robinson, Fiona. 2003. "Human Rights and the Global Politics of Resistance: Feminist Perspectives." *Review of International Studies* 29: 161-80.***

Suggested: Bunting, Madeleine. 2005. "Importing our Carers Adds up to Emotional Imperialism." *The Guardian*, October 24, 2005.
<https://www.theguardian.com/society/2005/oct/24/globalisation.immigrationasylumandrefugees>

WEEK 6

Topic 11: Indigenous Rights and Sovereignty (August 10)

Havemann, Paul. 2016. "Indigenous Peoples' Human Rights." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 333-50: Oxford: Oxford University Press.

Shaw, Karena. 2004. "Creating/Negotiating Interstices: Indigenous Sovereignties." In *Sovereign Lives: Power in Global Politics*, edited by Jenny Edkins, Véronique Pin-Fat and Michael J. Shapiro, 165-87: New York: Routledge.***

Helpful link: United Nations Declaration on the Rights of Indigenous Peoples (2007)
https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

Topic 12: Contemporary Criticisms and the Global Politics of Human Rights (August 12)

Chandler, David. 2016. "Contemporary Critiques of Human Rights." In *Human Rights: Politics and Practice*, edited by Michael Goodhart, 110-26: Oxford: Oxford University Press.

Moyn, Samuel. 2014. "A Powerless Companion: Human Rights in the Age of Neoliberalism." *Law and Contemporary Problems* 77 (4): 147-69.***

IX 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

X 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

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

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 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 is 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

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

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).

Note on final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.