

LPS 302: Global Human Rights: A Social and Economic Perspective

Noam Perry, n.perry@neu.edu

Class Meeting time: Mondays and Wednesdays, 2:50-4:30pm, 109 Robinson Hall

Office Hours: Tuesdays 1:00-3:00pm (or by appointment), 330 Holmes Hall



“My government is very concerned about your government’s torture and maiming of potential consumers.”

Course Description

The United Nations Universal Declaration of Human Rights reads in part: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” This course will explore the extent to which we are living up to this statement.

Globalization is a contested term, which generally refers to the ways in which political, economic, social and cultural changes are creating a world that is increasingly interconnected through capitalism. Proponents of globalization believe that it has decreased poverty in countries that have become part of the world economy. Others argue globalization leads to exploitation and increased poverty around the globe.

This course seeks to answer questions such as: How has the global economy changed the conditions in which goods, capital and people are produced, moved, and consumed around the world? How are human rights affected by the global economy? How does globalization, a process that seemingly increases connections, actually lead to greater inequality and division among nations?

Course Requirements

Required Texts/Readings

- Power, Samantha, and Graham T. Allison. *Realizing Human Rights: Moving from Inspiration to Impact*. St. Martin's Press, 2000
- Bales, Kevin. *Understanding Global Slavery: A Reader*. UC Press, 2005
- Kincaid, Jamaica. *A Small Place*. Farrar, Straus, Giroux, 1988 (or any later edition)
- Additional readings posted on Blackboard (BB)

Buying used books reduces consumerism, helps the environment, supports human rights, and saves you money. Used copies of all the required books are available in the bookstore, as well as in several online stores (you can also try <http://bookmooch.com>). If your financial situation doesn't allow you to obtain the required books please let me know at the end of the first class.

Class Discussion

As this course will be taught in a seminar format, attendance and participation is critical. The assigned readings will form the basis of much of the class discussion. You are expected to come to class prepared to discuss the readings, and to actively contribute to the discussion.

General Instructions for Papers

- Over the course of the semester, you will write two reaction papers. These papers are designed to ensure that you read and think critically, as well as to improve your ability to write clearly and analytically. You will be graded on the degree to which you fulfill the assignment, as well as general rules of grammar, logic, persuasive writing, etc. Do not forget to spell-check.
- Length: Papers I and II should be 1,000-1,500 words (about 3-4 pages of double spaced, 12-size font, with 1-inch margins), not including bibliography or appended material, such as tables or graphs. The final paper should be 3,000-3,500 words (about 10-12 pages).
- References: Please cite your sources using an academic citation style. You can choose which citation style to use, but be consistent, i.e. use only one style in each paper.
- Submission: Each paper is due at noon of the due date, to be submitted via TurnItIn on Blackboard. Half a grade will be reduced for every day your paper is late.

Paper I: Basics of Human Rights Research (due Wednesday, January 26, at noon)

While the Universal Declaration on Human Rights is not a treaty, and therefore not legally binding, other human rights documents are. Two of the most important human rights treaties are the ICCPR (International Covenant on Civil and Political Rights) and ICESCR (International Covenant on Economic, Social and Cultural Rights). For this paper you will do some basic research to see whether or not a country of your choice is fulfilling its legal obligations under these covenants. (Both covenants are on Blackboard).

Choose an article from either the ICCPR (Articles 6-27) or the ICESCR (Articles 1-15), and choose a country that has ratified the covenant you have chosen. (You can check using the UN Treaty Collection website: <http://treaties.un.org/pages/Treaties.aspx?id=4>.)

Find at least two sources that discuss that country in the context of the article you have chosen. These can be academic sources, such as books or articles, reports of government agencies or non-governmental organizations, or media pieces, such as newspaper articles, documentaries, blog entries, etc. In your paper, write your opinion as to whether or not that country is complying with the covenant article. Support your opinion with the sources you found.

Paper II: Human Rights Event (due Wednesday, February 23, at noon)

Participate in a human rights event and react to it using at least two of the course readings. Dedicate no more than one page to provide a description of the event, and the rest of the paper to your reaction to it, which should reflect some of the course material.

If the relevance of the event you chose to the course context is not obvious, please explain it in the paper. You are welcome to ask me in advance if the event fits with this assignment. You can use the following websites to find human rights events in the Boston area:

- <http://www.northeastern.edu/law/academics/institutes/phrge/events/>
- <http://www.hks.harvard.edu/cchrp/>
- <http://www.amnestyusa.org/eventcenter/region.php?r=ne>

Final Paper (due Wednesday, April 27, at 11:59pm; Outline due March 14 at noon)

Choose a human rights issue that is linked to a product or commodity. To make it more manageable, you should focus on a specific country, region, or other geographies (e.g. two countries: an exporter and an importer). In your paper discuss the linkage between the product/commodity and the human rights issue, using the concepts of the course, particularly addressing the consequences of globalization (good, bad, or both). When appropriate, look for relevant international treaties, local laws, or court decisions and discuss their impact on the matter. Your sources must include, at a minimum, ten items: five from the course readings, two other academic sources (articles in peer reviewed journals or books published by academic presses), and three other sources (cases, treaties, reports, media, etc.)

A one-page outline of your topic must be turned in on Blackboard by March 14 at noon. The contents of the outline will not be graded, but its submission is required and is considered a part of the final paper (in other words, your final paper will not be graded if you do not submit an outline on time). I will provide feedback that will guide you in your final paper. You may include a preliminary bibliography of the sources you found, if you want my feedback on them.

If you choose to write your paper about a product or topic that we covered in class, you must choose a different angle to focus on, and not rely only on the course readings for your analysis. The way you intend to fulfill this requirement should be explained in the two paragraph outline.

Toward the end of the semester you will give a talk of about 8 minutes about your paper and will receive feedback on it. The talks are to be presented without the use of electronic aids, such as Powerpoint, movie clips, etc., to facilitate presentation skills and avoid time loss in technological difficulties. If you wish you can distribute a one page summary of your talk.

Grading Policy

- Class discussion - 20%
- Reaction Papers - 40% (20% each)
- Final Paper - 40% (35% paper, 5% talk)

Academic Policies

<p>Academic Honesty and Integrity Policy A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.</p>
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Cheating Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. When completing any academic assignment, a student shall rely on his or her own mastery of the subject.

Fabrication Intentional and unauthorized falsification, misrepresentation, or invention of any information, data, or citation in an academic exercise.

Plagiarism Intentionally representing the words, ideas, or data of another as one's own in any academic exercise without providing proper citation.

Unauthorized Collaboration Instances when students submit individual academic works that are substantially similar to one another. While several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual's independent work.

**For more information please contact me, or
see: <http://www.northeastern.edu/osccr/academichonesty.html>**

Students with additional needs

Students who have documented disabilities are protected from discrimination and assured reasonable accommodations. To receive accommodations, please contact the Disability Resource Center (www.drc.neu.edu) and then see me within the first three weeks of class.

Creating a Healthy Classroom Environment

This course entails extensive class discussion. Students are expected to conduct themselves in an appropriate manner with reciprocal respect for the opinions, ideas, values and thoughts of others.

Paperless Course

It is the policy of the LPS Program to try to reduce our use of paper. For this purpose, submit your papers through the Blackboard TurnItIn system. Printed copies will not be accepted. In addition, this course does not have a reader and all the supplemental material are posted online. You will not receive any printed handouts, with the exception of this syllabus. You can print out materials if this facilitates your learning process, but please consider printing double sided.

Course Schedule and Readings

1/10 Course Introduction

- [The Universal Declaration on Human Rights](#)

1/12 What are Human Rights?

- [Louis Henkin](#), *Human Rights: Ideology and Aspiration, Reality and Prospect* (Power & Allison, Chapter 1)
- [Wei Jingsheng](#), *Human Rights: Not Merely an Internal Affair* (Power & Allison, Chapter 2)

1/17 No Class - Martin Luther King Day

Recommended reading, which will not be discussed in class, unless you bring it up:

- Martin Luther King, *Beyond Vietnam: A Time to Break Silence*, Speech delivered at Riverside Church, 4 April 1967 (Read and listen on-line at: <http://www.americanrhetoric.com/speeches/mlkatimetobreaksilence.htm>)

1/19 Human Rights in Context

- Kevin Bales, *Understanding Global Slavery*, Chapters 1&2

1/24 International Law I - The United Nations System

- The Charter of the United Nations, Chapters I&VII
- Kofi Annan, *Human Rights and Humanitarian Intervention* (Power & Allison, Chapter 14)
- David Hamburg, *Human Rights and Deadly Conflict: An Ounce of Prevention Is Worth a Pound of Cure* (Power & Allison, Chapter 15)
- The UN System, Organizational Chart (skim, look for human rights agencies)

1/26 International Law II - Human Rights Treaties

- Kevin Bales, *Understanding Global Slavery*, Chapter 3
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic, Social and Cultural Rights

*** Due date of Paper I: Basics of Human Rights Research (via TurnItIn by noon)**

1/31 Human Rights and NGOs

- Kenneth Roth, *Human Rights Organizations: A New Force for Social Change* (Power & Allison, Chapter 10)
- Kevin Bales, *Understanding Global Slavery*, Chapter 4

2/2 Critiques of Human Rights

- David Kennedy, "International Human Rights Movement: Part of the Problem? Boundaries in the Field of Human Rights," *Harvard Human Rights Journal* 15 (2002): 101-125

2/7 What is Globalization?

- Richard Peet, *Unholy Trinity: The IMF, World Bank and WTO*, Zed Books, 2003, Chapter 2
- Roland Robertson and Kathleen E. White, "What Is Globalization?" Chapter 2 in *The Blackwell Companion to Globalization*, edited by George Ritzer, Blackwell, 2007

2/9 Critiques of Globalization

- Joseph E. Stiglitz, *Globalization and Its Discontents*, W. W. Norton, 2002, Chapters 1&2

2/14 Human Rights and Globalization Intertwined

- Kevin Bales, *Understanding Global Slavery*, Chapter 6
- Holning Lau, “Human Rights and Globalization: Putting the Race to the Top in Perspective,” *Northwestern University Law Review* 102,4 (2008): 2021-2033

2/16 Women’s Rights as Human Rights I

- Convention on the Elimination of All Forms of Discrimination Against Women
- Hillary Clinton, Remarks to the U.N. 4th World Conference on Women, delivered at Beijing, 5 September 1995, Beijing (Read and listen on-line at: <http://www.americanrhetoric.com/speeches/hillaryclintonbeijingspeech.htm>)
- Asma Jahangir, *Human Rights in Pakistan: A System in the Making* (Power & Allison, Chapter 8)

2/21 No Class - Presidents’ Day

2/23 Women’s Rights as Human Rights II

- Rowan Mangan, “Rights and Wrongs: Intercultural Ethics and Female Genital Mutilation,” *Melbourne Journal of Politics* 31 (2006):56-74
 - Cynthia H. Enloe, *Bananas, Beaches & Bases: Making Feminist Sense of International Politics*, 2nd ed., University of California Press, 2000, Chapter 6
- * Due date of Paper II: Human Rights Event (via TurnItIn by noon)**

2/28 No Class - Spring Break

3/2 No Class - Spring Break

3/7 Colonialism and Development

- Jamaica Kincaid, *A Small Place*, Farrar, Straus, Giroux, 1988

3/9 Human Rights and Transnational Corporations

- Ellen Israel Rosen, “Wal-Mart Effect: The World Trade Organization and the Race to the Bottom,” *Chapman Law Review* 8 (2005): 261-282
- John Gerard Ruggie, “Business and Human Rights: The Evolving International Agenda,” *The American Journal of International Law* 101,4 (2007): 819-840

3/14 Human Rights in U.S. Domestic Policy

- Jimmy Carter, *The American Road to a Human Rights Policy* (Power & Allison, Chapter 3)
- Rhonda Copelon, “Indivisible Framework of International Human Rights: A Source of Social Justice in the U.S.” *New York City Law Review* 3 (1998): 59-80

*** Due date of final paper outline (via TurnItIn by noon)**

3/16 Human Rights in U.S. Foreign Policy

- John Shattuck, *Diplomacy with a Cause: Human Rights in U.S. Foreign Policy* (Power & Allison, Chapter 12)
- Aryeh Neier, *Economic Sanctions and Human Rights* (Power & Allison, Chapter 13)

3/21 Systems of Justice and Accountability

- Richard Goldstone, *Advancing the Cause of Human Rights: The Need for Justice and Accountability* (Power & Allison, Chapter 9)
- Simon Mackenzie, "Systematic Crimes of the Powerful: Criminal Aspects of the Global Economy," *Social Justice* 33,1 (2006): 162-182

3/23 Democracy and Human Rights

- Morton H. Halperin, *Democracy and Human Rights: An Argument for Convergence* (Power & Allison, Chapter 11)

3/28 How Do We Know What We (Think) We Know?

- Kevin Bales, *Understanding Global Slavery*, Chapter 5
- Anna Husarska, "Conscience Trigger": *The Press and Human Rights* (Power & Allison, Chapter 16)

3/30 Case Study - The International Trade in People

- Kevin Bales, *Understanding Global Slavery*, Chapters 7&8

4/4 Case Study - The McLibel Case

- Shirley Williams, *Human Rights in Europe* (Power & Allison, Chapter 5)
- The European Court of Human Rights, "Case of Steel and Morris V. The United Kingdom," *Reports of Judgments and Decisions* 2005-II, no. 68416/01 (excerpts on BB)

4/6 Case study - Electronic Waste

- Jim Puckett et al., *Exporting Harm: The High-Tech Trashing of Asia*, The Basel Action Network and Silicon Valley Toxics Coalition, 2002

4/11 Student Presentations

4/13 Student Presentations

4/18 No class - Patriots' Day (and Passover Eve)

4/20 The Future of Human Rights and Globalization (final course meeting)

- Robinson Mary, *The Challenges Ahead: Analysis and Integration* (Power & Allison, Chapter 17)
- Susan George, “If You Want to Be Relevant: Advice to the Academic from a Scholar-Activist,” Chapter 1 in *Critical Globalization Studies*, edited by Richard P. Appelbaum and William I. Robinson, Routledge, 2005
- Kevin Bales, *Understanding Global Slavery*, Coda (pp. 172-174)

4/27 Final Paper is due via TurnItIn by 11:59pm

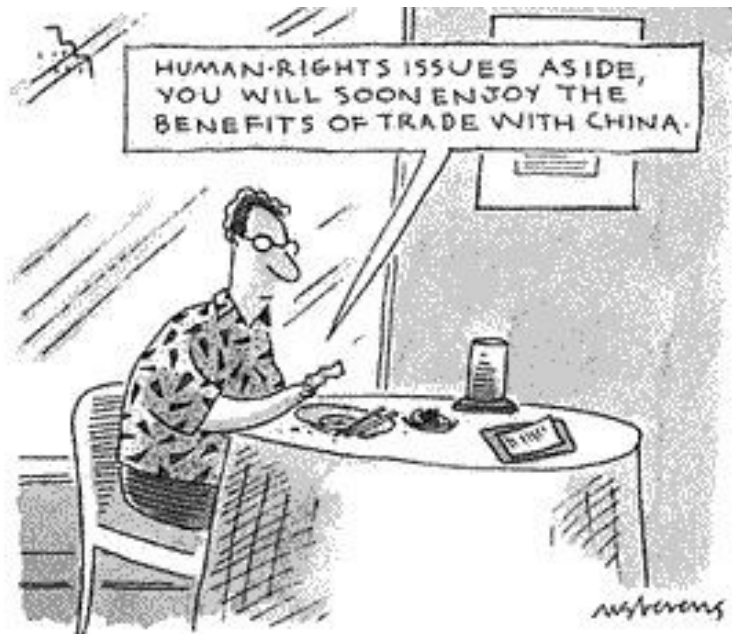
Good places to start your research

- <http://www.huriresearch.org/> - A search engine dedicated to human rights.
- <http://www1.umn.edu/humanrts/> - The University of Minnesota Human Rights Library – contains thousands of human rights documents.
- <http://www.un.org/en/rights/> - The United Nations Human Rights Portal.
- <http://www.amnesty.org/en/human-rights> - Search Amnesty International’s website by country or issue, or go to their report library.
- <http://www.hrw.org/en/publications> - Human Rights Watch reports.
- <http://www.state.gov/g/drl/rls/hrrpt/> - The State Department Country Reports on Human Rights Practices, which cover almost every country in the world (except for the U.S. itself).

Other Resources

The LPS librarian is Roxanne Palmatier. You can schedule a meeting with her to assist you with finding material for your papers. She is very helpful, and can be reached through <http://subjectguides.lib.neu.edu/profile.php?uid=3869>

Do not hesitate to contact me via email or in my office hours with any question or concern.





United Nations



All human beings are born with equal and inalienable rights and fundamental freedoms.

The United Nations is committed to upholding, promoting and protecting the human rights of every individual. This commitment stems from the United Nations Charter, which reaffirms the faith of the peoples of the world in fundamental human rights and in the dignity and worth of the human person.

In the Universal Declaration of Human Rights, the United Nations has stated in clear and simple terms the rights which belong equally to every person.

These rights belong to you.

*They are your rights. Familiarize yourself with them.
Help to promote and defend them for yourself
as well as for your fellow human beings.*

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social

progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission

which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

(1) Everyone has the right to freedom of movement and residence within the borders of each State.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and

to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right to equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

United Nations Department of Public Information

For more information

www.ohchr.org/english/issues/education/training/udhr.htm

www.un.org/cyberschoolbus/humanrights/index.asp