VESALIUS COLLEGE

Spring 2019

POL415M

Social (In-)equality, Human Rights and Global Justice

Number of ECTS credits: 6
Classes on Thursdays, 13:30-15:30, VeCo 1

Contact Details – Dr James Gledhill
E-mail: james.gledhill@gmail.com
Office hours: Thursdays, 12:00-13:00 (please schedule an appointment)

Course Description

This course examines social equality and human rights from a global justice perspective. It analyzes the nexus between socio-economic inequality and human rights within and among different layers and sections of society on the one hand and the implications and consequences for conflict, national and international security as well as ‘global justice’ and stability on the other. The course is approached from the overarching framework concept of - and debates about - ‘global justice’ (including a critical analysis of the concept and its practice) and explores the inter-linkages between justice within states and global justice in the global governance sphere. This exploration is carried out with a focus on the actors, such as regional and international organizations, within global governance. Finally, students are encouraged to apply their analyses to develop their own solutions on how ‘more just’ conditions and ‘global justice’ can be promoted.
**Major Learning Objectives, Teaching Methods, Testing and Feed-back Questionnaire (MA GPSSS)**

*Course code and course name:* Social (In-)equality, Human Rights and Global Justice  
*Instructor:* James Gledhill

**Summary:**  
Number of assignments used in this course: 3  
Number of Feedback occasions in this course (either written or oral): 3  
Number and Types of Teaching Methods: 3  
Does your course require graded student oral presentations?: Yes

<table>
<thead>
<tr>
<th>Major Learning Objectives (see Categories A-F) – please write down each required Learning Objective</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
</table>
| **A.1** Major Theories & Core Concepts of IR & their practical application to historical and contemporary policy issues | To learn the core theories of human rights (naturalistic, institutional, internationalist, juridical) in moral and political philosophy, political theory and legal theory.  
To learn how to apply theoretical and conceptual tools to historical and contemporary policy issues. | Lecture, discussion, student presentation | presentations (10%)  
Research proposal on human rights in practice (10%)  
Midterm essay on theoretical debates about human rights and global justice (30%)  
Final essay on human rights in practice (50%) | Oral feedback on plans for research proposal, midterm essay and final essay  
Written feedback on student presentations, research proposal, midterm essay and final essay  
Informal feedback throughout the course during the seminar |
| **A.4** Core actors, organizations and players at the national, regional and global level – both in the state-centric and non-state actor realm– capable of influencing major issues of peace, security and strategy (including the role of the individual and transnational networks) | To learn the levels of analysis and core actors in the international system with respect to human rights and global justice.  
To learn how to theoretically analyze the roles of individuals and institutions. | Lecture, discussion, student presentation | presentations (10%)  
Research proposal on human rights in practice (10%)  
Midterm essay on theoretical debates about human rights and global justice (30%)  
Final essay on human rights in practice (50%) | Oral feedback on plans for research proposal, midterm essay and final essay  
Written feedback on student presentations, research proposal, midterm essay and final essay |
| A.7 Theoretical, conceptual and policy-oriented debates related to the major tools, policies and approaches related to diplomacy and the promotion of global governance solutions to ‘classical’ and ‘emerging’ threats | To learn how human rights and global justice have been conceptualized and theorized in the Post-World War II international order and in response to contemporary global challenges. | Lecture, discussion, student presentation | presentations (10%) 
Research proposal on human rights in practice (10%) 
Midterm essay on theoretical debates about human rights and global justice (30%) 
Final essay on human rights in practice (50%) | Oral feedback on plans for research proposal, midterm essay and final essay 
Written feedback on student presentations, research proposal, midterm essay and final essay 
Informal feedback throughout the course during the seminar |
|---|---|---|---|---|
| A.9 Develop ideas and arguments emanating from the knowledge aspects as a basis for original research across the two sub-fields of this degree | To develop ideas about the promotion of human rights and global justice in relation to diplomacy and global governance. | Lecture, discussion, student presentation | presentations (10%) 
Research proposal on human rights in practice (10%) 
Final essay on human rights in practice (50%) | Oral feedback on plans for research proposal, midterm essay and final essay 
Written feedback on student presentations, research proposal, midterm essay and final essay 
Informal feedback throughout the course during the seminar |
| B.1 Apply their multidisciplinary knowledge and understanding to concrete challenges and issues of policy-making in the areas of global peace, security and strategy | To apply theoretical concepts to concrete policy issues. | Lecture, discussion, student presentation | presentations (10%) 
Research proposal on human rights in practice (10%) 
Final essay on human rights in practice (50%) | Oral feedback on plans for research proposal, midterm essay and final essay 
Written feedback on student presentations, research proposal, midterm essay and final essay 
Informal feedback throughout the course during the seminar |
| C.2 Analyzing and evaluating the ethical dimension and societal implications of key approaches, policies and paradigms related to the practice of diplomacy and global governance and policy-making and related debates and issues | To learn the ethical basis of core theories of human rights and global justice and evaluate the implications of these frameworks for international relations and the reform of global governance. | Lecture, discussion, student presentation | presentations (10%) 
Research proposal on human rights in practice (10%) 
Midterm essay on theoretical debates about human rights and global justice (30%) | Oral feedback on plans for research proposal, midterm essay and final essay 
Written feedback on student presentations, research proposal, midterm essay and final essay |
<table>
<thead>
<tr>
<th>C.3</th>
<th>Based on the evaluation of ethical and social dimensions, advance policy solutions that take into consideration feasible and ethically sound policy implications</th>
<th>Lecture, discussion, student presentation</th>
<th>Final essay on human rights in practice (50%)</th>
<th>Informal feedback throughout the course during the seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1</td>
<td>Demonstrate the ability to communicate arguments, recommendations and research results in a confident, convincing, precise, effective and engaging manner in written form</td>
<td>?</td>
<td>?</td>
<td>Oral feedback on plans for research proposal, midterm essay and final essay</td>
</tr>
<tr>
<td>D.4</td>
<td>Demonstrate the ability to communicate to the academic and scholarly community, embedded in concept-driven and theory-guided discourses and conventions</td>
<td>?</td>
<td>?</td>
<td>Oral feedback on plans for research proposal, midterm essay and final essay</td>
</tr>
<tr>
<td>D.5</td>
<td>Demonstrate the ability to communicate complex subject matters to a predominantly policy-oriented and professional audience</td>
<td>?</td>
<td>?</td>
<td>Oral feedback on plans for research proposal, midterm essay and final essay</td>
</tr>
<tr>
<td>E.1 Demonstrate the ability to critical reflect on one’s strengths and weaknesses with a view to continuously improve and enhance one’s knowledge, skills and capacities</td>
<td>To engage in theoretical and normative reflection on how to think about and act within the global order.</td>
<td>Lecture, discussion, student presentation</td>
<td>Presentations (10%)&lt;br&gt;Proposal on human rights in practice (10%)&lt;br&gt;Essay on theoretical debates about human rights and global justice (30%)&lt;br&gt;Final essay on human rights in practice (50%)</td>
<td>Oral feedback on plans for research proposal, midterm essay and final essay&lt;br&gt;Written feedback on student presentations, research proposal, midterm essay and final essay&lt;br&gt;Informal feedback throughout the course during the seminar</td>
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</tr>
<tr>
<td>E.2 Demonstrate independence of thought and an autonomous approach to studying, research as well as the acquisition and enhancement of new knowledge and skills in unfamiliar environments</td>
<td>To learn how to carry out independent research.&lt;br&gt;To be exposed to unfamiliar perspectives.</td>
<td>Discussion, student presentation, writing the research proposal and the final essay</td>
<td>Presentations (10%)&lt;br&gt;Proposal on human rights in practice (10%)&lt;br&gt;Essay on theoretical debates about human rights and global justice (30%)&lt;br&gt;Final essay on human rights in practice (50%)</td>
<td>Oral feedback on plans for research proposal, midterm essay and final essay&lt;br&gt;Written feedback on student presentations, research proposal, midterm essay and final essay&lt;br&gt;Informal feedback throughout the course during the seminar</td>
</tr>
<tr>
<td>F.5 Demonstrate an attitude of open-mindedness, academic integrity, critical and self-critical reflection with a view to contribute to rigorous analysis and diverse academic debates.</td>
<td>To differentiate between empirical and normative statements.&lt;br&gt;To have an open-minded attitude toward different perspectives.</td>
<td>Lecture, discussion, student presentation</td>
<td>Presentations (10%)&lt;br&gt;Proposal on human rights in practice (10%)&lt;br&gt;Essay on theoretical debates about human rights and global justice (30%)&lt;br&gt;Final essay on human rights in practice (50%)</td>
<td>Oral feedback on plans for research proposal, midterm essay and final essay&lt;br&gt;Written feedback on student presentations, research proposal, midterm essay and final essay&lt;br&gt;Informal feedback throughout the course during the seminar</td>
</tr>
</tbody>
</table>
**Course Assessment: Assignments Overview**

The students will be evaluated on the basis of their performance in the following assignments:

- Student presentations: 10%
- Research proposal (400-800 words): 10%
- Midterm essay (1600-2000 words): 30%
- Final essay (3200-4000 words): 50%

**TOTAL**: 100%

**Deadlines:**
- Contact the instructor about the topic for the research proposal by **Thursday 31 January**
- Research proposal – due by **23:59 on Wednesday 6 February**. To be submitted on Canvas, which uses Turnitin to detect plagiarism
- Contact the instructor about the topic for the midterm essay by **Thursday 28 February**
- Midterm essay – due by **23:59 on Sunday 10 March**. To be submitted on Canvas, which uses Turnitin to detect plagiarism
- Contact the instructor about the topic for the final essay by **Thursday 4 April**
- Final essay – due by **23:59 on Friday 17 May**. To be submitted on Canvas, which uses Turnitin to detect plagiarism

**Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 2 hours of lectures or seminars per week and 8 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

- **Time spent in class**: 2 hours per week / 28 hours per semester
- **Time allocated for course readings**: 6 hours per week / 78 hours per semester
- **Time allocated for preparing for student presentations**: 7 hours
- **Time allocated for preparing research proposal**: 7 hours
- **Time allocated for writing midterm essay**: 14 hours
- **Time allocated for writing final essay**: 28 hours

**Total hours for this Course**: 162 hours

**Grading Scale of Vesalius College**

Vesalius College grading policy, in line with the Flemish Educational norms, is now as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
</tr>
<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>Below 10</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**Description of assessment activities, grading criteria and deadlines:**

**Student presentations (10%)**

The in-class oral assignment consists of a short presentation of the seminar readings. Each week, some students will summarize the weekly readings and steer discussions in the class. The presentation a) introduces the main points that the articles raise; b) poses three questions formulated in the process of reading the articles; c) steers discussions in class about the reading. Although the details can change according to the number of students enrolled, the presentation should last between 10 and 15 minutes, followed by another 15 minutes of discussion and Q&A. The number of presentations each student makes will be adjusted according to the number of students enrolled, and the grades will be averaged.

Each student will complement his/her presentation with a reading brief. The reading brief should present a brief outline of the structure and central arguments of each article and put forward a total of three questions to discuss in class. The reading brief should be no longer than two pages. Students need to send me the electronic version of the reading brief by email (james.gledhill@gmail.com) by 09:00 on the day of the class and to hand in a hard copy in class. Your performance as the presenter will be assessed through the following criteria: presentation skills (30%), leading of discussion (15%), engagement with the audience (15%), and reading brief (40%). Although you are not required to use visual aid, such tools as Powerpoint slides can be helpful.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation skills (30 points)</td>
<td>Very well structured; focused and clear presentation</td>
<td>Well-structured, mostly focused presentation. Appropriate visual aid (where provided)</td>
<td>Disorganized and unclear presentation. Visual aid is not used or organized at best (where provided).</td>
</tr>
<tr>
<td>Leading discussion (15 points)</td>
<td>Very good leading questions; shows authority and easiness in steering debates</td>
<td>Overall engaging leading questions; confidence in steering debates</td>
<td>Uncertainty and discomfort in leading debates; the leading questions fail to intercept the audience’s interest.</td>
</tr>
<tr>
<td>Engagement with the audience (15 points)</td>
<td>Relevant follow-up questions; ability to steer the debates and to keep the audience engaged</td>
<td>Overall good ability to steer discussions and to invoke some discussions</td>
<td>Inability to steer the debates and to engage with the audience</td>
</tr>
<tr>
<td>Reading brief/Abstract (40 points)</td>
<td>The brief identifies the core argument of the paper in a succinct and</td>
<td>The brief aptly summarizes the core argument of the paper.</td>
<td>The brief is not structured at best. Selected information is not necessarily the most</td>
</tr>
</tbody>
</table>
Research proposal (10%, due by 23:59 on Wednesday 6 February)

Please consult with the instructor about your topic by the class on 31 January and get approval before starting to work on your proposal. The research proposal should: (i) identify an important practical problem, topic or issue that relates to the application or realization of human rights in practice, and (ii) provide a justification of the significance of this problem, topic or issue for the promotion of global justice. Successful proposals will form the basis of one of the application topics covered in part B of the course. The proposal is also an opportunity to begin developing your topic and approach for your final essay, although your research proposal does not commit you to pursuing a particular topic and approach for your final essay. A sample proposal will be distributed by the instructor. The proposal should be a short (about 400-800 words) document that includes the following elements:

<table>
<thead>
<tr>
<th>A clear research question (10%)</th>
<th>The question should be as clear and simple as reasonably possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the issue (40%)</td>
<td>Briefly explain the human rights-related practical problem, topic or issue that you have chosen, its real-world significance and how it has been discussed in the academic literature</td>
</tr>
<tr>
<td>Justification of the importance of the issue (40%)</td>
<td>Present a case for why the problem, topic or issue you have chosen is important for the promotion of global justice</td>
</tr>
<tr>
<td>Preliminary bibliography (10%)</td>
<td>A bibliography directly related to the research question or research topic. List at least three academic works</td>
</tr>
<tr>
<td><strong>Total ( /100%)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Midterm essay (30%, 1600-2000 words, due by 23:59 on Sunday 10 March)

The midterm essay should focus on a topic from Part A of the course: Theories of Human Rights and Global Justice. This could be an individual theory, e.g. a critical discussion of Martha Nussbaum’s capabilities approach to human rights, or a critical assessment of two theories, e.g. Thomas Pogge’s institutional theory of human rights vs. John Rawls’s internationalist approach to human rights. The essay should address theoretical issues and have a clear focus. Given that this is a short essay, attempting to discuss more than two theories will likely result in essays lacking the necessary focus.

Please consult with the instructor about your topic by the class on 28 February and get approval before starting to work on your essay. Your essay is due by 23:59 on Sunday 10 March on Canvas, which uses Turnitin. Make sure you submit your paper in Word format (not PDF).

Final essay (50%, 3200-4000 words, due by 23:59 on Friday 17 May)
The final essay builds upon your research proposal and the topics covered in Part B of the course and should focus on a human rights-related practical problem, topic or issue that is important for the promotion of global justice. The essay should situate your approach to the problem in relation to theories of human rights and global justice considered in Part A of the course. This can include issues that you discussed in your midterm essay, although you may not directly reproduce material from this essay. It should also take account of critiques of global justice and human rights such as those discussed in Part C of the course.

Please consult with the instructor about your topic by the class on 4 April and get approval before starting to work on your essay. Your essay is due by 23:59 on Friday 17 May on Canvas, which uses Turnitin. Make sure you submit your paper in Word format (not PDF).

Essay regulations:

Late submission penalty

Late submission reduces the score 10 percentage points per day (if you are late for 1 minute, your maximum point becomes 90%. It becomes 80% between 24 hours and 48 hours late, and so on). To avoid problems with the computer or the Canvas website, you are strongly encouraged to submit the paper a few hours before the deadline.

Formatting

The essay should be submitted in Times New Roman font, 12 points type, 1.5 spaced. The word count, INCLUDES every part of the paper (e.g., the cover page, footnotes, and the bibliography). Papers that deviate from the word range will be penalized.

System of bibliographic referencing

Please use APA, MLA, Chicago, or Harvard style for your referencing. For general guidance on “Acknowledging, Paraphrasing, and Quoting Sources”, please consult this overview developed by the writing center at University of Wisconsin-Madison and available at: https://writing.wisc.edu/handbook/.

For direct quotes, page number, when available, should be cited in the text of your work.

Harvard style of referencing - Examples:

In-text citation:

Both unities of discourses and objects are formed “by means of a group controlled decisions” (Foucault, 2011:32).

Habermas acknowledges the crucial function of language as a “medium of domination and social force” (1974:17, in Forchtner, 2011:9).

In your reference list:

How to quote books:

**How to quote chapters in edited books:**


**How to quote articles:**


**How to quote electronic sources:**


**Grading Form for the midterm and final essays**

The following criteria will be applied in assessing your written work: Selection of a clearly focused topic, a logical, well-structured and well-organized analysis; ability to select and summarize core theoretical tools; critical understanding of the concepts and theories studied in the course; ability to proceed to a theoretically grounded analysis of the selected topic. (See below for more details).

<table>
<thead>
<tr>
<th>Introduction Research Question / Statement / (20)</th>
<th>Fail</th>
<th>Pass</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research question is irrelevant or not well identified; the topic is not adequately contextualized; the outline is absent or flawed.</td>
<td>The introduction gives sufficient information on the research question, the topic and the outline. A combination of flaws hinders the author’s argument.</td>
<td>Good ability to identify a research question and to pose a relevant research question. Some redundancies. The outline is overall good and background information is relevant.</td>
<td>Clear and concise research question / Succinct outline of structure of the paper and main argument.</td>
<td></td>
</tr>
</tbody>
</table>

| Reviewing, understanding and applying theories (25) | Theories are simply mentioned. Weak engagement with the course material. Severe conceptual or theoretical oversimplification. | Sufficient engagement with theoretical arguments; not all information provided is relevant to the analysis or the research question. The literature review shows basic critical engagement. | Overall, the literature review is well conceived. Some minor imprecision in the selection of the literature and the conceptual choice; Some flaws in the selection of the theoretical toolkit; fairly good critical abilities. | Clear identification of academic arguments and debates; Good ability to compare and contrast key arguments; good justification and critical assessment of theoretical frameworks. |

| Analysis / Discussion (25) | The analysis shows major pitfalls; Inability to apply theoretical frameworks to empirical cases. Information provided is insufficient; the analysis is superficial. | Sufficient ability to review relevant facts for the analysis. Core statements are not always supported by reference or evidence; not all information is relevant. Basic critical engagement. | Good critical analysis, supported by good information and data; some flaws in the use of data and reference in support of one’s argument; Minor flaws in the argumentative line and the application of theories. | Excellent use of evidence and references; Clear application of theoretical frameworks; Critical evaluation of core assumptions of other authors. |
### Structure (10)

| Loose structure; failure to provide most relevant information. Serious mismatch between theory and analysis. | Some flaws in the structure of the paper; not all information is relevant; mismatch between theoretical and analytical frameworks. | Overall, the paper is well-structured. Some minor flaws in the organization hinder the strength of the argument. | Coherent and logical structure; clear argument, linking theories and empirical examples back to answering the main research question. |

### Conclusion (10)

| The conclusions mainly repeat previous sections; no critical evaluation or reflection on main findings. | The conclusions show some attempts to critically review the main findings. | The conclusions show a good ability to engage critically with the topic and assess the main findings. | Succinct summary of key findings and answer to the research question; Critical and open-minded evaluation of core arguments and results. Offers policy implications. |

### Formal Aspects (10)

| Incorrect expression/referencing system. Insufficient readings. | Some flaws in the expression and the referencing systems; Sufficient number of sources. | Overall correct use of language and referencing system. Adequate number of sources. | Correct use of language and referencing system. Appropriate number of sources. |

### Total

| Vesalius College Attendance Policy |

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g., sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

### Additional Course Policies

**Late paper policy**

The College considers late submissions as disruptive and disrespectful practices and strongly recommends students to work on their time management. Late papers will be assessed as follow:

- Late submission reduces the score 10 percentage points per day (if you are late for 1 second, your maximum point becomes 90%, until 24 hours after the deadline. The maximum point becomes 80% between 24 hours and 48 hours after the deadline, and so on).
- Students are strongly encouraged to submit papers at least an hour before the deadline. Problems with internet etc. will not excuse late submission.

In the event of exceptional circumstances which impede the delivery of assignments, a student may request prior to the assigned due date an extension without penalty. Students must accompany this request with a medical certificate or other proof of the extreme circumstance.
that impeded the fulfilment of the task. **In this case, the student should still submit the draft she/he has produced so far.**

Professors will examine the request and decide whether an extreme circumstance exists or does not exist. ‘Extreme circumstances’ must be significant, unpredictable and serious. These include medical treatment or distress for a family crisis or loss. These do not include time management problems, technical problems with the computer, inability to find sources, attending a wedding.

**Academic honesty**

Academic dishonesty is **NOT** tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Student Conduct Committee for disciplinary action. Appropriate references and citations must be provided to any work, including your own previous writing. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 January</td>
<td>Introduction: The Universal Declaration of Human Rights in a diverse and unequal world</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contact the instructor about the topic for the research proposal by 31 January</strong></td>
</tr>
<tr>
<td>2</td>
<td>31 January</td>
<td>Methodological preliminaries: Philosophical, juridical and political perspectives on human rights</td>
</tr>
</tbody>
</table>

### A. Theories of Human Rights and Global Justice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>7 February</td>
<td>Naturalistic theories</td>
</tr>
<tr>
<td>4</td>
<td>14 February</td>
<td>Institutional theories</td>
</tr>
<tr>
<td>5</td>
<td>21 February</td>
<td>Internationalist theories</td>
</tr>
<tr>
<td>6</td>
<td>28 February</td>
<td>Juridical theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Contact the instructor about the topic for the midterm essay by 28 February</strong></td>
</tr>
<tr>
<td>7</td>
<td>7 March</td>
<td>Human rights and global justice: Assessing the theoretical debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Midterm essay due by 10 March</strong></td>
</tr>
</tbody>
</table>

### B. Human Rights in Practice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>14 March</td>
<td>Migration</td>
</tr>
<tr>
<td>9</td>
<td>21 March</td>
<td>Children’s rights &amp; The rights of temporary workers</td>
</tr>
<tr>
<td>10</td>
<td>28 March</td>
<td>Human rights and the resource curse &amp; Minority rights in China</td>
</tr>
</tbody>
</table>

### C. Critiques of Human Rights and Global Justice

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>4 April</td>
<td>Is there any such thing as global justice?</td>
</tr>
<tr>
<td>11</td>
<td>11 April</td>
<td><strong>Spring recess – no class</strong></td>
</tr>
<tr>
<td>11</td>
<td>18 April</td>
<td><strong>Spring recess – no class</strong></td>
</tr>
<tr>
<td>12</td>
<td>25 April</td>
<td>Are human rights universal?</td>
</tr>
<tr>
<td>13</td>
<td>2 May</td>
<td>Are human rights enough to overcome inequality?</td>
</tr>
<tr>
<td>14</td>
<td>9 May</td>
<td>Review week</td>
</tr>
<tr>
<td>15</td>
<td>13-17 May</td>
<td><strong>Final essay due by 17 May</strong></td>
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Week 1: Introduction: The Universal Declaration of Human Rights in a Diverse and Unequal World

**Required Readings:**

The Universal Declaration of Human Rights (1948).


**Suggested Readings:**

[https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx](https://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx)


Global Economic Inequality. *Our World in Data.*


Week 2: Methodological Preliminaries: Philosophical, Juridical and Political Perspectives on Human Rights

Required Readings:


Suggested Readings:


### A. Theories of Human Rights and Global Justice

#### Week 3: Naturalistic Theories

#### Required Readings:

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#### Suggested Readings:

Week 4: Institutional Theories

Required Readings:


Suggested Readings:


Week 5: Internationalist Theories

Required Readings:


Suggested Readings:


**Week 6: Juridical Theories**

**Required Readings:**


**Suggested Readings:**


Week 7: Human rights and global justice: Assessing the theoretical debate

Required Readings:


Suggested Readings:


B. Human Rights in Practice

These three topics are to be determined in consultation with the instructor, giving students the opportunity to develop their own ideas about how to promote global justice: Possible topics include:

- Basic or subsistence rights
- Freedom from poverty as a human right
- Labor rights
- Global justice and trade
- Global justice and finance
- The human right to health
- Human rights and climate change
- Human rights and migration
- Human rights and imperialism
- Human rights and neoliberalism
- Is there a human right to democracy?
- Human rights and the legitimacy of global governance institutions
- The idea of a world state
- Human rights law
- NGOs and the promotion of human rights
- Human rights compliance
- Humanitarian intervention
- The right to resist injustice
Week 8: Migration

Required Readings:


Suggested Readings:


**Week 9: Children's rights & The rights of temporary workers**

**Children’s rights**

**Required Readings:**

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<th>Author(s)</th>
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**Suggested Readings:**

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<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Source</th>
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</table>
The rights of temporary workers

Required Readings:

https://www.migrant-rights.org/, especially End the Kafala System campaign and infographic


Suggested Readings:


Week 10: Human rights and the resource curse & Minority rights in China

Human rights and the resource curse

Required Readings:


Suggested Readings:


Minority rights in China

**Required Readings:**


**Suggested Readings**

C. Critiques of Human Rights and Global Justice

Week 11: Is there any such thing as global justice?

Required Readings:


Suggested Readings:


**Week 9: Are human rights universal?**

**Required Readings:**

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**Suggested Readings:**


Week 10: Are human rights enough to overcome inequality?

Required Readings:


Suggested Readings:

