

Sociology of Human Rights

Sociology 857 – 001

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Spring 2017 (CRN 18345)
West 1001
W 4:30—7:10 pm
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Course Description

The Sociology of Human Rights only recently has emerged as a formal sub-field within the discipline. Although most classical sociological theory (e.g., Marx, Weber, Durkheim) casts a cynical light on human rights, contemporary sociologists have contributed significantly to their development and to our empirical understanding of their practice. In 2008, the American Sociological Association created a new Section on Human Rights, and the International Sociological Association has an active Thematic Research Group on Human Rights. But what are human rights? Where do they come from? And how do we study them? Are there other important values aside from human rights (for example, “national security,” “national sovereignty,” “good governance” or “economically sustainable growth”), and if so, how are human rights related to them? In other words, what are the *limits* and well as the *value* of human rights? Understanding human rights requires conceptual analysis, moral judgment, and social scientific knowledge. The concept of human rights is an *interdisciplinary* concept.

Law and philosophy have provided the dominant approaches to understanding human rights -- essentially focusing on legal and political institutional forces emanating downward from decision-making processes at the international level, or on philosophical and normative concepts of what human rights ought to be. The social sciences, however, offer an additional approach that explores the empirical practice of human rights (including the discursive practices of human rights). This approach pays greater attention to the contexts of meaning within which human rights are invoked and practiced. As we will see, questions and insights shaping the sociology of culture have much to offer a sociology of human rights. It also gives greater attention to the role that non-state actors play in shaping the development and institutionalization of human rights, and to “bottom-up,” not just “top-down,” processes that promote and localize human rights consciousness. From this perspective, human rights are not only law, international norms, values, or ideology -- they are also a social movement. And we will see the sociology of collective action, social movements, and contentious politics also have a great deal to contribute to our understanding of the development of human rights. But contemporary social theory has not simply posited human rights as socially constructed, it has also offered competing ontological explanations for what makes human rights particularly “human,” eschewing natural rights notions of law and human dignity in favor of more sociological conceptions of law and human vulnerability. Furthermore, there are several new directions in the sociology of human rights that represent a critical theoretical approach to understanding human rights and global justice -- one that seeks to promote more democratic and cosmopolitan practices in the production of human rights and global justice. These approaches have given greater attention to the way that transnational networks linking social actors in the global North and the global South are socially organized -- typically through unequal relations of power, authority, class, and status. They also have begun to identify alternative practices for organizing the meaningful production of human rights that offer great hope to advocates of social change and global justice.

In other words, the human rights movement itself serves as a contested site of competing visions of globalization. Increasingly, scholars approach the study of human rights practice from a variety of disciplinary traditions, but we have gleaned from each other important insights and appreciation for new

lines of questioning that mutually enhance our work – even if we do not always agree with each other’s conclusions. This kind of interdisciplinary approach to human rights also raises a number of sociologically significant questions: Do understandings of justice in the Global South meaningfully shape those institutionalized as human rights, or do human rights in the name of “global justice” flow only from the North to the South? Does the social organization upon which transnational solidarity links actors across communities of the Global North and South reflect the human rights values that they pursue? What is the quality of the social relationships upon which such solidarities are formed? To what extent is the creativity, innovation and entrepreneurship of NGOs “measured” and constrained by the performative expectations of philanthropic donors and impact investment brokerages that provide the resources for their human rights work? How do our understandings of human agency and personhood shape the (re)production and (trans)formation of human rights? Indeed, what do we mean by “human” when we refer to human rights?

Aside from providing a survey of sociological theory on human rights, this course examines connections between inequality, conflict, social justice, governance, and human rights under conditions of globalization, including relations and practices embedded in transnational social and political formations, information societies, and knowledge economies. At the start of the twenty-first century, inequality is becoming an urgent issue of national, transnational, and global politics and governance. Drawing upon case studies from around the world, we examine institutional and structural violence and inequality as it relates to state, corporate, and military power; uneven relations of power within civil society; international law (criminal as well as commercial) and order; local systems of conflict resolution; wellbeing and social policy; movements for global justice, institutional democratization, environmental protection, gender equality, and indigenous rights; ethnic conflict; resource wars; the technological development of artificial intelligence and integrated digital and social media platforms; economic development and national security policy (before and after World War II, the Cold War, and September 11, 2001).

Throughout the course, we will focus on the implications of these issues for the ongoing development of human rights. After explaining how the concept of human rights has a contested history marked by philosophical controversies, and how understanding those controversies within an interdisciplinary framework helps us to illuminate the state of human rights today, we trace competing histories of human rights and discuss their implications. We also survey various approaches to understanding human rights and global justice (giving special attention to contemporary sociological approaches), and highlight their many unresolved tensions to explain why the practice, and not just the theory, of human rights matters. We give special attention to different approaches for analyzing social inequality, and to the role that human rights play in producing as well as ameliorating inequality. We then discuss the role of the humanities and social sciences in understanding human rights and human dignity, and what it means to be human – presenting a number of challenges to dominant legal conceptions of personhood. We also examine important interdisciplinary debates and the challenges that they pose for a sociological understanding of human thinking (including imagining) and institutional rationalization – including the rationalization of law and human rights. Here we give special attention to the interdisciplinary fields of Science, Technology, and Society, and Posthumanities Studies, and the Cognitive Sciences to consider the growth and impact artificial intelligence, “Big Data,” digital and social media, and human/cyborg relations on our understanding of what we take to be distinctively human thinking, creativity, and imagination (particularly the moral imagination, which sociology has long associated with a human capacity for empathy). We examine the implications of this work for social suffering and humanitarian action. Another important area of focus in this course is the politics of human rights, and the influence of human rights on politics. We examine not only nation-state centered paradigms but also those that give greater attention to transnational networks of actors, including social movements, NGOs, corporations, and state actors themselves. We also examine the rise of corporate rights from legal personhood (starting in the second-half of the nineteenth century) to the contemporary human rights that courts have determined corporations possess. A key issue that we address after examining these dynamics is how we

can work across boundaries of difference and inequality to engender a more deeply democratic production of knowledge (including but not limited to scientific values), understanding, and discernment/judgment, as well as human rights and global justice. In this light, we consider the role of research conducted not only by “knowledge experts, but all of us in everyday life, and its underlying and competing ethics to consider the relationship between research and human rights – even research *as* a human right, and the implications of this for the future of a Sociology of Human Rights. Ultimately, we attempt to assess how globalization and emerging new paradigms of development are impacting our understanding and practice of human rights today, and the power (if any) that human rights have to shape the unfolding process of globalization and the institutions sustaining it.

Course Goals and Expected Learning Outcomes

- Students will survey and learn to distinguish a wide-variety of perspectives on the nature, origin, development, and purpose of human rights, and what is at stake in debates over these perspectives.
- Students will comprehend several contemporary and competing *empirical* approaches to understanding human rights, and gain exposure to diverse methods employed by researchers who pursue these approaches.
- Students will learn how to analyze patterns of structural inequality and violence in contexts of local, national, and transnational relations and practice, and how human rights have empirically impacted such contexts.
- Regardless of their political or philosophical perspective on human rights, students will learn how the practices of institutionalizing human rights affect their lives – for better and/or worse.
- Students will identify key debates shaping the Sociology of Human Rights, and the distinctive approach and contributions that sociology brings to our understanding of human rights and global justice.
- Students will learn how to think and write critically about their own understandings and practices of justice.

Required Texts

- Lynn Hunt, *Inventing Human Rights: A History* (W.W. Norton & Company, 2007). [Week 3]
- William, T. Armaline, Davita Silfen Glassberg, and Bandana Purkayastha, eds., *Human Rights in Our Own Backyard: Injustice and Resistance in the United States* (University of Pennsylvania Press, 2011). [Week 4]
- Christian Smith, *What is a Person?* (University of Chicago Press, 2010). [Week 5]
- Hans Joas, *The Sacredness of the Person: A New Genealogy of Human Rights* (Georgetown University Press, 2013). [Week 6]
- Rosi Bradotti, *The Posthuman* (Polity, 2013). [Week 7]
- Monika Krause, *The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason* (University of Chicago, 2014). [Week 9]
- Wendy H. Wong, *Internal Affairs: How the Structure of NGOs Transforms Human Rights* (Cornell University Press, 2012). [Week 10]
- John G. Dale, *Free Burma: Transnational Legal Action and Corporate Accountability* (University of Minnesota Press, 2011). [Week 11]

• Galit A. Safarty, *Values in Translation: Human Rights and the Culture of the World Bank* (Stanford UP, 2012) [Week 13]

• Boaventura de Sousa Santos, *Epistemologies of the South: Justice Against Epistemicide* (Routledge, 2016). [Week 14]

Note: All other readings will be made available to students in electronic format which can be downloaded at no cost from the course [Blackboard] website.

Use of Technology in the Classroom

GMU students taking this class will need to familiarize themselves with Blackboard. All announcements and most of the readings will be distributed on Blackboard. Unless you are registered for the course through GMU, you will be not be able to access Blackboard.

Students are welcome to use personal laptops or iPads to take notes during class, but please do not use them to chat or surf during class if you cannot do so without causing distractions for your fellow classmates. The same principle applies to the use of cell phones and “smart” phones. You may keep your phone on for emergencies, but please them in vibrate mode – and take all calls and messages outside the classroom. Please refrain from texting, or wearing headphones or earbuds, during class. Again, if you must respond to an urgent matter, please attend to this outside the classroom.

Do not tape or video record lectures without the prior permission of the professor. All lecture material is proprietary, and should be cited if used in your own scholarship.

GMU students enrolled in this course who wish to contact Professor Dale should contact his office phone, or do so through GMU e-mail accounts only. Non-GMU e-mail will often be filtered as junk mail and is more susceptible to spreading e-viruses.

Course Requirements

I will post a full schedule of reading assignments for the semester on the course website. The course requires a healthy dose of reading, and you should keep pace with the scheduled assignments. Class participation starts before you come to class, with having done the readings and thought about what seems useful and illuminating, what seems wrong or unclear. A good practice would be to take brief notes on your week’s reading – indicating what issues you found most interesting or most problematic – and therefore most worth attention during class meetings. Doing so will facilitate not only your comprehension of the lectures, but also regular class discussion, which is a central aspect of the course.

Active, effective contribution means being attentive to the flow of the class’ discussion, and being able to distinguish an apt intervention in an ongoing argument from an attempt to redirect the discussion to a new topic. In this graduate seminar, students are expected to actively engage with issues raised in classroom discussions.

It is useful to remember that the diversity of our student body can be an asset to classroom conversations and student learning. Students and professors are expected to interact respectfully with one another in class, as well as in course-related communication with each other outside of class. Please be sure to read the George Mason University Diversity Statement:

http://cte.gmu.edu/Teaching_at_Mason/DiversityStatement.html

Note: GMU students enrolled in this course who wish to contact Professor Dale should do so through GMU e-mail accounts only.

Weekly Analytic Memos (50%)

Write a 2 to 3 page (double-spaced) weekly memo that shows your analytical/critical engagement with the assigned reading materials starting with the assignments listed in Week 2. You can write memos for Weeks 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, and 15. You must write 10 memos in all, skipping any two of these weeks that you choose. Note that one of these memos will count toward the Oral Presentation assignment (discussed below). Thus, each of these assignments is worth 5% of your grade.

You should answer the following questions for one or more of that week's readings:

Title: The Logic of [name of the book or article]

1) The main purpose of this book or article is _____.
(State as accurately as possible the author's purpose for writing the article.)

2) The key question that the author is addressing is _____.
(Figure out the key question in the mind of the author when s/he wrote the book or article.)

3a) The main conclusions in this book or article are _____.
(Identify the key conclusions the author comes to and presents in the book or article.)

3b) The intermediate conclusions (if any) in this book or article are _____.
(If the author is using some points to support his main conclusions, but those points in turn are supported by additional premises stated in the book or article, then they are not basic premises but intermediate conclusions as well as premises in relation to the final conclusion.)

4) The most important (basic) premises in this book or article is _____.
(Figure out the facts, experiences, data the author is using to support her/his conclusion. [This would be the place to list the most important premises stated by the author, especially if s/he supplies no further evidence for them, taking them to be obvious facts not needing support. If s/he did give reasons for them, they would be intermediate conclusions.--JD])

5) The key concept(s) we need to understand in this book or article is (are) _____.
By "[term for concept]" the author means _____. (One such sentence for each key concept.)
(Figure out the most important general ideas you would have to understand in order to understand the author's line of reasoning.)

6) The main unstated assumption(s) underlying the author's thinking is (are) _____.
(Figure out what the author is taking for granted and not openly stating. If the author openly states a reason for his or her conclusion but does not further back it up, that should go under premises--see question #4--not here.)

7a) If we take this line of reasoning seriously, the implications are _____.
(What consequences are likely to follow if people take the author's line of reasoning seriously?)

7b) If we fail to take this line of reasoning seriously, the implications are _____.
(What consequences are likely to follow if people ignore the author's reasoning?)

8) The main point(s) of view present in this book or article is (are) _____.

[This questions were adapted from “Template for Analyzing the Logic of an Article,” in *The Miniature Guide to Critical Thinking: Concepts and Tools*, by Dr. Richard Paul and Dr. Linda Elder, The Foundation for Critical Thinking, <http://www.criticalthinking.org>.]

Additionally, you might try to identify a central issues that cut across different readings, discuss and evaluate alternative ways in which different authors approach these issues, relate your discussion to previous readings or in-class discussions, or specify questions or issues that remain unaddressed. I also may sometimes give you a couple of questions that you need to address in your memo.

Avoid using outside sources or secondary sources that review the author(s) or their work. Graduate school is a critical time for finding your own voice and learning how to best articulate it. Consider this weekly assignment a valuable learning opportunity and take advantage of it. Apart from improving your general analytic skills, these memos will help you identify your own areas of interest, potentially develop your final research paper, and prepare for the comprehensive exam, and possibly your field statement.

You must upload your memo on Blackboard by **8 p.m. Wednesday**. This will allow me some time for reading your memo, incorporating it into the class discussion, and giving you feedback. You are welcome to add your own brief comments or questions about other students’ memos on Blackboard, which would expand our discussion beyond the classroom.

Oral Class Presentation (15%)

Choose a theme of your interest from any of the weeks listed in the course schedule. In the first class meeting, I will circulate a sign up sheet and you will select your theme at that time. For the week of your oral presentation, you will write a 5-page (double-spaced) paper based on the week’s assigned readings and present it in class (15 to 20 minutes). Think of this as a well-written expansion of the usual weekly analytic memo, except that this short essay should have one clear thesis that you want to assert and support, ground in a close reading of material from the week’s assignment. The presentation should be a brief lecture to orient and facilitate class discussion. (See the “Guidelines for Written Work” below.)

Final Paper (35%)

Each student will write a minimum 20 page (double-spaced) final paper. This can discuss any aspect of human rights on which the course touches, but I recommend that you discuss your paper topic with me early in the semester. Your paper can focus on conceptual and theoretical aspects, or it can be a focused empirical study. Ideally, your paper should advance your own intellectual project (your MA thesis or dissertation). Please feel free to contact me and arrange individual meetings as you make progress on your final project. You must submit your paper by **Thursday, May 3rd, in class**.

GUIDELINES FOR WRITTEN WORK (AND THE “THREE ERROR” RULE)

Always put your name on your paper. Give your paper a title and page numbers. Do not insert double-returns between paragraphs. Unless I request it, do not turn assignments in with report covers. Use 1 inch margins, a normal font size, 11 to 12 point type, and double-spacing on each page. Please do not use small fonts or single spacing, as this makes it hard to insert comments.

I will turn a blind eye to three basic grammatical or formatting errors. However, I will lower your 5-page

critical essay or final paper grade if I find numerous (starting with more than three) basic errors of grammar or formatting. Basic grammatical errors include: incorrect spelling; incorrect punctuation; incorrect verb agreement; sloppy paragraph construction; run-on sentences; and other basic errors. If you are concerned about your ability to write error-free papers, you can do one or more of the following: 1) turn in an initial draft to me, and I can give it back with suggestions for revision, 2) work with a friend or someone at the writing center on an initial draft, or 3) read Strunk and White's *Elements of Style* -- an invaluable resource for improving your writing, and which is now online at <http://www.bartleby.com/141/>.

TEN POINTS TO KEEP IN MIND WHEN WRITING FINAL PAPERS

- 1) Begin your paper with an engaging introductory paragraph. Make the reader really wants to read your paper.
- 2) In the first or second paragraph of your paper, insert one sentence that clearly states what your paper is about. (Your thesis, if this is an expository paper, would go here.)
- 3) In general, use normal terminology in your papers. Avoid the use of overly-complicated phrases or jargon.
- 4) Avoid relying on over-generalizations. Refer to specific cases and evidence to build your arguments.
- 5) In general, do not begin or end paragraphs with quotations from sources.
- 6) Do not turn in papers that are mostly quotations. Make sure most of the words in your paper are yours.
- 7) Make sure that every sentence in your paper is very straight-forward and clear.
- 8) Make sure that every sentence in your paper builds on the last. Organize your ideas carefully.
- 9) Carefully construct your paragraphs. Make certain all sentences in a paragraph are connected with one another.
- 10) End your paper with a strong conclusion. Leave the reader with something intriguing to think about.

GRADING CRITERIA FOR WRITTEN WORK

Note: Below are general guidelines, but also see the "Scoring Rubric Individual Written Essays," on our course's Blackboard site.

- 1) Logical coherence (33%)
 - Organize your thoughts and information in a clear order.
 - State your observations and conclusions clearly.
 - Use evidence to support your conclusions.
- 2) Engagement with course issues and concepts (33%)
 - In every paper, make use of concepts/methods of analysis discussed in class.
 - Unless I give you specific permission, you should be sure to incorporate course readings/lectures into any research paper you write. Shorter critical essays must incorporate the key concepts from at least **one** course reading/lecture.
- 3) Quality of your particular analysis (33%)
 - Try to make your paper interesting and unique.
 - Try to go beyond simply re-stating someone else's argument.
 - Always make sure that your paper ends with a clear and interesting conclusion.

GUIDELINES FOR CITING YOUR SOURCES

In your papers, you must cite all sources of information used in the body of your paper and then include a complete list of references ("Works Cited") at the end of your paper. For a list of citation examples, see

<http://library.gmu.edu/resources/sources/citation.htm>. I prefer to use the Chicago Manual of Style (documentation style 2), but you can use whichever style you prefer. The only requirement is that you select one style and use it consistently. Remember, you must cite not only direct quotations (which should be identified with quotation marks and page numbers), but also summarized information you got from a text.

You must bring a hard copy of your paper to class and submit it to me at the beginning of the class. I will return the paper with my comments the following week. I will circulate a sheet in our first class so that we can decide on the order of presentation.

KEEP MULTIPLE COPIES OF ALL YOUR WORK

Always keep a duplicate copy of your paper or any other course work in a safe place, in case the original gets lost or you run into computer problems. Save a copy of your paper on a separate computer diskette, and update frequently as you are writing. Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar's Office. This is a crucial point: *No credit can be given for papers that are lost (by you or me) or rendered un-retrievable because of computer problems.* There are no exceptions to this rule, so be extremely careful to keep a backup copy of all your work

HONOR CODE POLICY ON ACADEMIC INTEGRITY

I expect you to understand and abide by the University's policy regarding the Honor Code, which may be found at <http://www.gmu.edu/catalog/apolicies/#Anchor12>. In short, the University's policy regarding the Honor Code prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. Also, make extensive, very specific references to our course materials in your papers. Cheating and plagiarism are very serious infractions, and I deal with them severely in this course. If I receive a paper that has few specific references to our course materials, I will be inclined to assume that you have downloaded it off the Internet. If I determine that the paper has been plagiarized, then I will give you a failing grade. I will also likely report this alleged violation to the Honor Committee, who will consider further sanctions. If you have any questions about this policy I encourage you to come and talk with me about it. For more information or assistance, visit <http://academicintegrity.gmu.edu/>. You can find information and forms pertaining to the Honor Code and Committee at <http://honorcode.gmu.edu>. Also, you can always consult the Student Academic Affairs Ombudsman Dolores Gomez-Moran, who provides students with a neutral, independent, informal, and confidential resource for resolving academic concerns fairly. Her office is located at the Johnson Center, Room 245. Phone: 703-993-3306; E-mail: ombuds@gmu.edu; Web: www.gmu.edu/departments/ombudsman.

GRADING

<u>Letter Grade</u>	<u>Range of Number Grades</u>
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70

D	69-60
F	Below 60

Late Assignments

Late assignments will not be accepted for a grade unless authorized by the instructor prior to the due date.

Incomplete Grades

The instructor discourages incomplete grades and will give them only in unusual circumstances and, even then, only when formally arranged in advance between the student and the instructor.

CONTESTING GRADES

I strongly encourage you to talk to me about any grade I give you in this course. The best time for this is during my office hours or by appointment. While there is no guarantee that I will change your grade, at the very least you will get a better sense of what my expectations are - and this may help you on future assignments.

GETTING ASSISTANCE DURING THE COURSE

I strongly encourage you to contact me if you want to discuss or clarify any course material. I check my email regularly, and am also willing to chat any time I am in my campus office. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you.

ENROLLMENT STATEMENT

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

Last Day to Add/Drop (without tuition penalty): Monday, January 30, 2013

Last Day to Drop (with 33% payment penalty): Monday, February 13, 2013

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

MASON EMERGENCY INFORMATION!!!

To provide by e-mail and/or text message all members of the University community with emergency information relating to our safety and security, you are encouraged to sign up for the Mason Alert System, available at <https://alert.gmu.edu>.

Also, every classroom on campus has an emergency poster explaining what to do in the event of crises, and further information exists about emergency procedures at <http://www.gmu.edu/service/cert>.

The Mason Safety Bulletins page at <http://respond.gmu.edu/> provides ongoing information for students, faculty, and staff concerning the H1N1 virus and provides links to other health related resources. We will continue to monitor any new developments and keep you informed.

ARRANGING SPECIAL ACCOMMODATIONS

I am very happy to work with students in need of special accommodations in order to ensure that everyone is able to learn and participate fully in the course. If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case

the building must be evacuated, please see me privately after class or at my office. The Disability Resource Center is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. The Disability Resource Center is located in SUB I, Room 222, where you can make an appointment, or call 703-993-2474 or 703-993-2476 (TDD/TTY). A web page describing the Center's resources and policies regarding accommodations is available at <http://www.gmu.edu/student/drc/>.

ADDITIONAL UNIVERSITY RESOURCES

Student Services: The University provides a range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).

Counseling Center: Student Union I, Room 364, 703-993-2380. Web-site: <http://www.gmu.edu/departments/csdc/>

University Writing Center: Robinson Hall Room A114, 703-993-1200. Web-site: <http://writingcenter.gmu.edu/> The writing center includes assistance for students for whom English is a second language.

University Catalog: <http://catalog.gmu.edu>

University Policies: <http://universitypolicy.gmu.edu>

SCHEDULE OF ASSIGNMENTS FOR THE SOCIOLOGY OF HUMAN RIGHTS

PROFESSOR DALE, SPRING 2014

WEEK 1 - Wednesday, January 25

Introduction to the Course

Introduce each other. Review the syllabus, and clarify the requirements and assignments of the course. Sign up for oral presentations that will take place in the subsequent weeks. Professor Dale will also provide a brief overview of the course and its key themes.

WEEK 2 - Wednesday, February 01

Theme 1: Toward a Sociology of Human Rights

Assignment due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

- Bryan Turner (1993) "Outline of a Theory of Human Rights," *Sociology* 27:3: 489-512.
- Malcolm Waters (1996) "Human Rights and the Universalisation of Interests," *Sociology* 30 (3): 593-600.
- Bryan Turner (1997) "A Neo-Hobbesian Theory of Human Rights: A Reply to Waters," *Sociology* 31 (3): 565-571.
- Mark D. Jacobs and Lester R. Kurtz, "Culture," in David L. Brunnsma, Keri E. Iyall Smith, and Brian K. Gran, eds. *Handbook of Sociology and Human Rights* (Paradigm Publishers, 2013), pp. 187-203.
- Christopher N. J. Roberts, "Sociology of Law," in David L. Brunnsma, Keri E. Iyall Smith, and Brian K. Gran, eds. *Handbook of Sociology and Human Rights* (Paradigm Publishers, 2013), pp. 213-222.
- Sylvanna Martin Falcón, (2015) "Constellations of Human Rights," in *Critical Sociology* 42 (6):815-826.
- Mark Goodale, "Introduction: Locating Rights, Envisioning Law between the Global and the Local" in Mark Goodale and Sally Engle Merry, eds., *Human Rights as Practice: Tracking Law between the Global and the Local* (Cambridge University Press, 2007).
- Fuyuki Kurasawa, "Introduction: Theorizing the Work of Global Justice" in *The Work of Global Justice: Human Rights as Practices* (Cambridge University Press, 2009).

WEEK 3 - Wednesday, February 08

Theme 2: Where (and How) Do We Begin? Narrating the History of Human Rights

Assignment due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Reading:

Read the *Universal Declaration of Human Rights* (available at <http://www.un.org/en/universal->

[declaration-human-rights/](#)), the International Covenant on Economic, Social and Cultural Rights 1966 available at (<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>), the International Covenant on Civil and Political Rights 1966 (available at <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>), and Wilde, Ralph (1998) "NGO Proposals for an Asia-Pacific Human Rights System," Yale Human Rights and Development Journal: Vol. 1: Iss. 1, Article 7. Available at: <http://digitalcommons.law.yale.edu/yhrdlj/vol1/iss1/7>.

Also read the following:

- Micheline Ishay, "Introduction," in *The History of Human Rights: From Ancient Times to the Globalization Era*. University of California Press, 2008.
- Samuel Moyn, "Human Rights in History," *The Nation* (August 11, 2010), available at <http://www.thenation.com/article/153993/human-rights-history>
- Peter W. Van Arsdale, *Global Human Rights: People, Processes, and Principles* (Waveland Press, 2017), pp. 1-20.
- Joe Hoover, "Rereading the Universal Declaration of Human Rights: Plurality and Contestation, not Consensus." Unpublished manuscript.
- Lynn Hunt, *Inventing Human Rights: A History* (W.W. Norton & Company, 2007).

WEEK 4 - Wednesday, February 15

Theme 3: Social Inequalities and Violence in International and Transnational Perspective

Assignment due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday**.

Reading:

- William, T. Armaline, Davita Silfen Glassberg, and Bandana Purkayastha, eds., *Human Rights in Our Own Backyard: Injustice and Resistance in the United States* (University of Pennsylvania Press, 2011).
- Dale, John G. and Tony Roshan Samara. "Legal Pluralism within a Transnational Network of Governance: The Extraordinary Case of Rendition." *Law, Social Justice, and Global Development*, Vol. 12, No.2 (Winter, 2008), Special Issue on "Legal Pluralism," Available at <http://www2.warwick.ac.uk/fac/soc/law/elj/ldg/>
- Peter Iadicola and Anson Shupe, "Chapter 1: The Domain of Violence," in *Violence, Inequality, and Human Freedom* (2nd Edition), Rowman & Littlefield, 2003.
- Costas Douzinas, "What are human rights? Probing questions of legality and morality can help us understand the paradox that not all humans have humanity," *The (UK) Guardian* (Wednesday, March 18, 2009), available at <http://www.guardian.co.uk/commentisfree/libertycentral/2009/mar/18/human-rights-asylum>
- Gershon Shafir and Alison Brysk. 2006. "The Globalization of Human Rights: From Citizenship to Human Rights," *Citizenship Studies* 10:3: 275-287.
- Upendra Baxi, "From Human Rights to the Right to be Human – Some Heresies," *India International*

Quarterly 13: 3: 4 (December, 1986), pp. 185-200.

- Giorgio Agamben, "Beyond Human Rights," in *Means without End: Notes on Politics*, University of Minnesota Press, 2000, pp. 15-25.

WEEK 5 - Wednesday, February 22

Theme 4: What is a Human Person? A Critical Realist Perspective of Human Dignity

Assignment due before today's lecture:

- * Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Reading:

- Christian Smith, *What is a Person?* (University of Chicago Press, 2010)

WEEK 6 - Wednesday, March 01

Theme 5: The Sacralization of the Person: A Historical Sociological Approach (or, Beyond the Sacralization of Reason and the Under-Socialized Individual of Political Liberalism)

Assignment due before today's lecture:

- * Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Reading:

- Harold J. Berman, "Introduction," in *Law and Revolution II: The Impact of the Protestant Reformations on the Western Legal Tradition* (The Belknap Press of Harvard University Press, 2003), pp. 1-28.
- Hans Joas, *The Sacredness of the Person: A New Genealogy of Human Rights* (Georgetown University Press, 2013)

WEEK 7 - Wednesday, March 08

Theme 6: Interdisciplinary Challenges and Debates for a Sociology of Thinking and its Implications for Conceptualizing What It Means to Be Human

Assignment due before today's lecture:

- * Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Theme 6.1: Science, Technology, and Science (STS): Posthumanities and Cyborg Rights

Reading:

- Jennifer L. Croissant, "Science, Knowledge, and Technology," in David L. Brunsma, Keri E. Iyall Smith, and Brian K. Gran, eds. *Handbook of Sociology and Human Rights* (Paradigm Publishers, 2013), pp. 197-203.
- Familiarize yourself with the Cyborg Foundation (see <http://eyeborg.wix.com/cyborg>), and listen to NPR's Scott Simon interview Neil Harbisson, founder of the Cyborg Foundation (<http://www.wbur.org/npr/261608718/wearable-sensor-turns-color-blind-man-into-cyborg>).
- Upendra Baxi, *Human Rights in a Posthuman World*, (Oxford University Press, 2009), Ch. 6 ("The Posthuman and Human Rights"), pp. 197-239.

- Rosi Bradotti, *The Posthuman (Polity, 2013)*.
- S.M. Solaimon. 2016. "Legal Personality of Robots, Corporations, Idols, and Chimpanzees: A Quest for Legitimacy," *Artificial Intelligence and Law*. doi:10.1007/s10506-016-9192-3.
- Mustafa Embirbayer. 1997. "Manifesto for a Relational Sociology," *American Journal of Sociology* 103: 2: 281-317.]

Non-Assigned Further Reading, If Interested:

Theme 6.2: Cognitive Science and the Moral Imagination

- Mark Johnson, *Moral Imagination: Implications of Cognitive Science for Ethics* (University of Chicago Press, 1993).

[Highly recommended for those interested in building on the tradition of American Pragmatism (e.g., William James and John Dewey), and understanding new linkages between neuro-linguistics and social psychology for exploring how we locate the "imagination" – which has implications for the way we think about the "sociological imagination," or what we might mean by "re-imagining human rights".]

WEEK 8 - Wednesday, March 15 – **SPRING BREAK – NO CLASS**

WEEK 9 - Wednesday, March 22

Theme 7: Social Suffering and Humanitarianism

Assignment due before today's lecture:

- * Analytic Memo due on Blackboard by **8 p.m. Tuesday**.

Reading:

- Arthur Kleinman, Veena Das, and Margaret Lock, "Introduction," in Arthur Kleinman, Veena Das, and Margaret Lock, eds., *Social Suffering* (University of California Press, 1997), ix -xxvii.
- David B. Morris, "About Suffering: Voice, Genre, and Moral Community," in Arthur Kleinman, Veena Das, and Margaret Lock, eds., *Social Suffering* (University of California Press, 1997), pp. 25-45.
- Monika Krause, *The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason* (University of Chicago, 2014).
- Dale, John and David Kyle. 2016. "Smart Humanitarianism: Re-imagining Human Rights in the Age of Enterprise." *Critical Sociology* 42 (6): 783-797.

Non-Assigned Further Reading, If Interested:

- Luc Boltanski, *Distant Suffering: Morality, Media and Politics* (Cambridge University Press, 1999).
- John Levi Martin. 2003. "What is Field Theory? *American Journal of Sociology* 109: 1 (July): 1-49.

WEEK 10 - Wednesday, March 29

Theme 8: A Closer Look at the Social Agents (and Their Practices) of Human Rights

Assignment due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Theme 8.1: How the Structure of NGOs (Including Their Structural Inequalities) Transforms Human Rights (for Better and/or Worse)

Reading:

- Wendy Wong, *Internal Affairs: How the Structure of NGOs Transforms Human Rights* (Cornell University Press, 2012)

Theme 8.2: The Structural Inequality of Human Rights NGOs' Transnational Networks

Reading:

- Clifford Bob, 2002. "Merchants of Morality." *Foreign Policy* 129 (March/April): 36-45.

Theme 8.3: Human Rights, Social Movements and Counter-Hegemonic Globalization

Reading:

- Neil Stammers (1999) "Social Movements and the Social Construction of Human Rights," *Human Rights Quarterly* 24: 4: 980-1008.
- Karl Polanyi. *The Great Transformation: The Political and Economic Origins of Our Time* (Beacon Press, 2001[1944]), pp. xxii-xxxviii from introduction by Fred Block, pp. 146-7, 154-7.
- Evans, Peter. 2000. "Fighting Marginalization with Transnational Networks: Counter-Hegemonic Globalization." *Contemporary Sociology* 29: 1: 230-241.
- Greta R. Kripner. 2001. "The Elusive Market: Embeddedness and the Paradigm of Economic Sociology," *Theory & Society* 30: 6 (December): 775-810.
- Fred Block and Margaret Somers. 2005. Ideas, Markets, and Institutions over 200 Years of Welfare Debate. *American Sociological Review* 70(2):260-287.
- Also highly recommended (not required): Paul Schiff Berman, "Global Legal Pluralism." Also appears in *Southern California Law Review*, Vol. 80, p.1155, 2007. (See <http://ssrn.com/abstract=985340>)

WEEK 11 - Wednesday, April 05

Theme 9: The Rise of Corporate Rights: From Legal Personhood to Human Rights

Video in class: *The Corporation* (selected clips in class)

Assignment due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Reading:

- Familiarize yourself with the UN Global Compact (see <http://business.un.org/en/documents/csr> and <http://www.unglobalcompact.org/>).
- Check out this Internet Guide to Power Structure Research: Corporations <http://darkwing.uoregon.edu/~vburriss/whorules/corporations.htm>
- Anna Grear. 2007. "Challenging Corporate 'Humanity': Legal Disembodiment, Embodiment and

Human Rights.” *Human Rights Law Review* Vol. 7 No. 3, pp. 511-543.

- David Millon, “The Ambiguous Significance of Corporate Personhood,” *Agora* 2: 1: 39-58.
[If Interested, check out the critical replies of other contributors to this issue, including Terry O’Neill’s “Gender and Corporate Personhood: A Feminist Response.”]

- Andreas Rasche, Sandra Waddock, and Malcolm McIntosh. 2012. “The United Nations Global Compact: Retrospect and Prospect,” *Business & Society* 52 (1): 6-30.

- John G. Dale, *Free Burma: Transnational Legal Action and Corporate Accountability* (University of Minnesota Press, 2011), Introduction, and Chs 3, 4, and 5.

Also read the following articles:

- Kaplan, Jeffrey. “Corporations given human rights, humans denied them.” *Common Dreams* (February 8, 2008). See <http://www.commondreams.org/archive/2008/02/08/6935/>
- “Intel’s Human Rights,” (Editorial Page, August 17, 2009), *New York Times*, available at <http://www.nytimes.com/2009/08/17/opinion/17mon2.html>
- Edwards, Jan. “Corporate Personhood Timeline.” See <http://www.greens.org/s-r/35/35-19.html>

Additional resources on U.S. Supreme Court rulings in favor of corporate personhood and U.S. Constitutional rights:

[Nike v Kasky \(2002\)](#)

Nike claims California cannot require factual accuracy of the corporation in its PR campaigns. California’s Supreme Court disagreed. The U.S. Supreme Court took up the case on appeal, then issued a non-ruling in 2003. See comprehensive [archive](#) on this case.

[Randall v Sorrell \(2006\)](#) While this case dealt with the legality of Vermont’s contribution limits, not corporations directly, it carried important implications for corporate political influence, as Daniel Greenwood detailed in [our amicus brief](#) to the U.S. Supreme Court.

[Citizens United v Federal Election Commission](#) (2010). In a 5-4 ruling, the U.S. Supreme Court overrules *Austin* and a century of federal legislative precedent to proclaim broad electioneering rights for corporations.

[Kiobel v Royal Dutch Petroleum Co](#) (2013) The suit was brought on behalf of the late Dr. Barinem Kiobel – an outspoken Ogoni leader and eleven other Nigerians from the Ogoni area of the Niger Delta. The putative class action sought damages and other relief for crimes against humanity, including torture and extrajudicial executions, and other international law violations committed with defendants’ assistance and complicity between 1992 and 1995 against the Ogoni people.

The Supreme Court found that there is a presumption against extraterritorial application of the ATS, and that presumption can be overcome when the matter “touches and concerns” the United States with “sufficient force.” There were three concurring opinions, which emphasized that the majority decision leaves many questions open for future development.

WEEK 12 - Wednesday, April 12

Theme 10: Institutionalizing Human Rights “from Above” and “from Below”

Video in class (excerpts): *The Reckoning--The Epic Story of the Battle for the International Criminal Court*

This documentary follows dynamic ICC Prosecutor Luis Moreno Ocampo and his team for 3 years across 4 continents as he issues arrest warrants for Lord’s Resistance Army leaders in Uganda, puts Congolese warlords on trial, shakes up the Colombian justice system, and charges Sudan’s President Omar al-Bashir with genocide in Darfur, challenging the UN Security Council to arrest him.

Assignment due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Theme 10.1: A Transnational Regulatory System of Justice? International Tribunals and the International Criminal Court (ICC)

Reading:

- Familiarize yourself with the following UN instruments:
 - Statute of the International Tribunal for the Former Yugoslavia
 - Statute of the International Tribunal for Rwanda
 - Rome Statute of the International Criminal Court
- Jon Kyl, Douglas J. Feith, and John Fonte, "The War of Law: How New International Law Undermines Democratic Sovereignty." *Foreign Affairs* 92:4 (July/August 2013): 115-125.
- P.W. Singer - "Humanitarian Principles, Private Military Agents."
- Sikkink, Kathryn. "From State Responsibility to Individual Criminal Accountability: A New Regulatory Model for Core Human Rights Violations." In Mattli, Walter and Ngaire Woods, eds. *The Politics of Global Regulation*. Princeton University Press, 2009), pp. 121-150.
- John G. Dale, "Democratizing the Production of Human Rights in Burma." *Global Studies Review*, Vol. 6, No. 3 (Fall. 2010). Available at <http://www.globality-gmu.net/archives/2303>

Theme 10.2: "Localizing" Practices of Human Rights

Reading:

In these three different readings, try to identify what each author means by "localizing" (i.e., to make the meaning of human rights practice local or domestic).

- Thomas Risse and Kathryn Sikkink. (1999). "The Socialization of International Human Rights Norms into Domestic Practices: Introduction" in Thomas Risse, S. Ropp and K. Sikkink (eds.), *The Power of Human Rights* (Cambridge University Press, 1999), pp.1-38.
- [Review from Week 3]: Chivy Sok and Kenneth J. Neubeck, "Building U.S. Human Rights Culture from the Ground Up: International Human Rights Implementation at the Local Level," in William T. Armaline, Davita Silfen Glasberg, and Bandana Purkayastha, eds., *Human Rights in Our Own Backyard: Injustice and Resistance in the United States* (University of Pennsylvania Press, 2011), pp. 231-243.
- Sally Engle Merry, "Chapter 6: Localizing Human Rights and Rights Consciousness," in *Human Rights & Gender Violence: Translating International Law into Local Justice* (Chicago University Press, 2006).

WEEK 13 - Wednesday, April 19

Theme 11: Working across Boundaries of Difference and Inequality

due before today's lecture:

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Theme 11.1: Values in Translation

Reading:

- Galit A. Safarty, *Values in Translation: Human Rights and the Culture of the World Bank* (Stanford UP, 2012).

Theme 11.2: The Democratization of Science, beyond Rational Persuasion and Consensus: Diatopical Hermeneutics and The Ecology of Knowledges

Reading:

- Chantal Mouffe, “Deliberative Democracy or Agonistic Pluralism?,” *Social Research* 66:3: Proposal for Democracy (Fall, 1999), pp. 745-758.
- Fuyuki Kurasawa, *The Work of Global Justice: Human Rights as Practices* (Cambridge University Press, 2009). [Selected pages TBA].
- Boaventura De Sousa Santos, “Preface,” and “Human Rights as an Emancipatory Script? Cultural and Political Conditions,” in Boaventura De Sousa Santos, ed., *Another Knowledge is Possible: Beyond Northern Epistemologies* [Volume 3 of *Reinventing Social Emancipation: Toward New Manifestos*], pp. 3-40.
- Boaventura De Sousa Santos, *If God Were a Human Rights Activist* (Stanford UP), Chs. 1, 2, and 6.
- Arjun Appadurai. “Grassroots Globalization and the Research Imagination.” *Public Culture* 12: 1 (2000): 1-19.

WEEK 14 - Wednesday, April 26

Theme 12: Judging Values and the Ethics of Possibility

* Analytic Memo due on Blackboard by **8 p.m. Tuesday.**

Reading:

- Boaventura de Sousa Santos, *Epistemologies of the South: Justice Against Epistemicide* (Routledge, 2016).

Non-Assigned Further Reading, If Interested:

- Bruno Latour, *An Inquiry into Modes of Existence: An Anthropology of the Moderns* (Harvard University Press, 2013).

WEEK 15 - Wednesday, May 03 - Last Class meeting

Theme 13: Research as a Human Right

Assignment due before today's lecture:

Final paper due in class.

Reading:

- Michael Burawoy, “A Public Sociology for Human Rights,” in Judith Blau and Keri Iyall Smith, eds,

Introduction to Public Sociologies Reader (Rowman & Littlefield, 2006), pp. 1-18.

- Arjun Appadurai, “Research as a Human Right,” in *The Future as Cultural Fact: Essays on the Global Condition* (Verso, 2013).

- Bunker Roy, “Learning from a Barefoot Movement.” (Ted Talk, see http://www.ted.com/talks/bunker_roy.html)

- Joe Hoover, *Reconstructing Human Rights* (Dissertation, 2011; subsequently published as a book, Oxford University Press, 2016). [Note: This book is \$90, so I have elected to have you read the original dissertation (free).]

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