



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School New College of Interdisciplinary Arts and Sciences Department School of Social and Behavioral Sciences
Prefix JHR Number 305 Title Theory and Practice of Social Justice and Human Rights Units: 3

Is this a cross-listed course? No If yes, please identify course(s)
Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No
If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: Interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective. The course explores various theories of social justice and human rights and examines in-depth case studies of social injustice and human rights challenges.

Requested designation: Social-Behavioral Sciences-SB Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:


Name Julie Murphy Erfani E-mail julie.murphy.erfan@asu.edu Phone 602-543-6015

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Greg Wise Date: 9-28-2016

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus; Textbook Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> International Relations & Law Sociology Comparative Politics </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	International Relations & Law Sociology Comparative Politics	Syllabus; Textbook Table of Contents
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	International Relations & Law Sociology Comparative Politics				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus; Textbook Table of Contents		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus; Textbook Table of Contents		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
JHR	305	Theory and Practice of Social Justice and Human Rights	SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Knowledge of Human Interaction	This course examines the complexities and challenges of studying & advancing human rights and social justice within societies and across the world.	Weeks 1-13 examine various social sciences approaches to domestic & international human rights in theory and in practice. Week 14 examines the future of defending, extending, and achieving human rights in domestic, transnational, & global context.
2. Study of Social Behavior	This course looks at social behavior in human rights & social (in)justice via the lenses of Anthropology, Economics, Comparative Politics, International Relations & Law, and Sociology.	Week 3 looks at human rights in International Relations and International Law; Week 4 looks at human rights in Comparative Politics, Sociology, & Anthropology; Week 7 looks at human rights in Economics of Development & Globalization
3. Distinct Knowledge Base of SBS	This course emphasizes the distinct knowledge bases of social (in)justices & human rights via the distinct knowledge bases of Anthropology, Economics, Comparative Politics, International Relations & Law, and Sociology.	Week 3 looks at human rights in International Relations and International Law; Week 4 looks at social justice & human rights in Comparative Politics, Sociology, & Anthropology; Week 7 looks at social justice & human rights in Economics of Development & Economics of Globalization
4. Use of SBS Perspectives and Data	This course emphasizes the use of social sciences perspectives on social justice and human rights and related data collection and monitoring to advance social justice and protect human rights.	Week 1 looks at human rights as an object of social sciences inquiry and at the legal and political origins of human rights as codified in international law; Week 14 looks at the purpose of social sciences' measuring human rights, social sciences' challenges in measuring human rights and types of measures.

JHR 305: Theory and Practice of Social Justice & Human Rights

Course Description

This is an interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective. The course explores various theories of social justice and human rights and examines in-depth case studies of social injustice and human rights challenges. The course also explores the future of social justice and human rights in light of global climatic and environmental change. Social sciences theories and methods combine with humanistic philosophy to understand the foundations of social justice and human rights.

JHR 305: Theory and Practice of Social Justice & Human Rights

Instructor:
Office
Phone Number
E-mail

Course Description

This is an interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective. The course explores various theories of social justice and human rights and examines in-depth case studies of social injustice and human rights challenges. The course also explores the future of social justice and human rights in light of global climatic and environmental change. Social sciences theories and methods combine with humanistic philosophy to understand the foundations of social justice and human rights.

Course Overview and Objectives

1. Introduce students to primary theoretical approaches of social sciences and humanities to the study of social justice and human rights.
2. Highlight key findings that studies of social justice and human rights have produced.
3. Examine key topics and issues in practices of social justice and human rights through varied case studies in transnational and global perspective.
4. Consider the future importance of social justice and human rights theories and practices in addressing ongoing climatic and environmental challenges.
5. Convey social sciences and humanistic methodological skills for studying social justice and human rights.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify, evaluate, and employ various theories of social justice and human rights at work in the politics and practices of the contemporary world.
- Connect knowledge about topics, such as forced migration, human and sex trafficking, gender-based violence, genocide, torture, underdevelopment and extreme poverty, child abuse, and state repression to various struggles and practices of social justice and human rights in transnational and global perspective.
- Develop social sciences and humanities research skills to apply to the study and practice of social justice and human rights in local and transnational contexts.
- Employ theories and methods of social science and humanities to write and speak authoritatively about contemporary issues of social justice and human rights.

Course Requirements

Attendance. All students are expected to attend and participate in class. This means arriving to class on time, not leaving early, and participating in the discussion of the readings. Please see attendance policy for guidance on excused absences. **Points 10**

Brief Reaction Paper. Points 25. All students will write a 3-page reaction paper to a particular week's set of readings. These papers will focus on critical commentary on the theories, analyses, and/or methodologies presented in the readings.

In-class, Small Group Presentation on a week of readings. Points 25. The instructor will assign students to small presentation groups required to present critical commentary on a particular set of readings to the entire class for one week of the course.

In-class Group Exercise. 10 Points All students will engage in an in-class exercise wherein they will be arranged in small groups and be asked to play the role of a particular type of survivor of human rights abuse or a social justice advocate for a particular issue or cause.

Final Research Paper. Points 30.

Students will complete an 8-page research paper on a topic derived from a list of general topics provided by the instructor.

Grade Policy

Grading Scale: The grades will be distributed in the following way:

100-97 points	A+	82-80 points	B-
96-93 points	A	79-77 points	C+
92-90 points	A-	76-70 points	C
89-87 points	B+	69-60 points	D
86-83 points	B	59-00 points	E

Absence Policies: Students are expected to attend class. Only absences that can be proven will be accredited. In case of missing class due to illness students must provide a doctor's note in order to document the absence. Excused absence for religious observances/practices are in accord with ACD 304-04 "Accommodation for Religious Practices"; and for absences related to university events/activities and military service that are in accord with ACD 304-02 "Missed Classes Due to University Sanctioned Activities."

Course Policies Classroom behavior:

Electronic devices (cell phones, computers, tablets) can only be used for classroom related activities. Classroom time should not be used to engage in social media. Please silence electronic devices while in class.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Guidelines for Dealing with Disruptive Students

Disruptive student guideline can be found at, <http://usenate.asu.edu/problems/disruptive>

Student Code of Conduct and Student Disciplinary Procedures

<http://www.asu.edu/aad/manuals/usi/usi104-01.html> is the web address for the full text of the Student Code of Conduct and Student Disciplinary Procedures.

Student Academic Integrity Policy

<http://provost.asu.edu/academicintegrity> is the web address for the full text of the Student Academic Integrity Policy

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Reasonable Accommodations for Students with Disabilities

The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending New College. Individualized program strategies and recommendations are available for each student, as well as current information regarding community

resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion. Please refer to the web site at <http://www.west.asu.edu/sa/drc/> or contact the DRC at (602) 543-8145.

Academic Integrity: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units.”

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epouupdate/>

NOTE: It is possible that some students might consider some of the material in this course to be sensitive.



Course Itinerary

PART I. APPROACHES TO SOCIAL JUSTICE & HUMAN RIGHTS

Normative and Theoretical Foundations of Social Justice & Human Rights

Week 1

Michael Goodhart, “Human Rights in Politics and Practice” in Michael Goodhart, Ed. Human Rights: Politics and Practice. Oxford: Oxford University Press, 2013.

Anthony Langolis, “Normative and Theoretical Foundations of Human Rights” in Michael Goodhart, Ed. Human Rights: Politics and Practice. Oxford: Oxford University Press, 2013.

Feminist and Activist Approaches to Social Justice & Human Rights

Week 2

Brooke Ackery, “Feminist and Activist Approaches to Human Rights” in Michael Goodhart, Ed. Human Rights

Human Rights in International Relations and International Law

Week 3

Time Dunne and Marianne Hanson, “Human Rights in International Relations” in Michael Goodhart, Ed. Human Rights

Rhona Smith, “Human Rights in International Law” in Michael Goodhart, Ed. Human Rights

Human Rights in Comparative Politics, Sociology, Anthropology

Week 4

Sonia Cardenas, “Human Rights in Comparative Politics” in Michael Goodhart, Ed. Human Rights

Damien Short, “Sociological and Anthropological Approaches” in Michael Goodhart, Ed. Human Rights

Contemporary Critiques of Human Rights

Week 5

David Chandler, “Contemporary Critiques of Human Rights” in Michael Goodhart, Ed. Human Rights

PART II. SOCIAL JUSTICE & HUMAN RIGHTS IN PRACTICE

Democracy, State Repression, Global Civil Society and Human Rights

Week 6

Christian Davenport, "Political Democracy and State Repression" in Michael Goodhart, Ed. [Human Rights](#)

Marlies Glasius, "Global Civil Society and Human Rights" in Michael Goodhart, Ed. [Human Rights](#)

Human Rights, Economic Globalization and Politics of Development

Week 7

Sakiko Fukudo-Parr, "Human Rights and the Politics of Development" in Michael Goodhart, Ed. [Human Rights](#)

David Richards and Ronald Gelleny, "Economic Globalization and Human Rights" in Michael Goodhart, Ed. [Human Rights](#)

Children's Human Rights Advocacy

Week 8

Vanessa Pupavac, "Children's Human Rights Advocacy" in Michael Goodhart, Ed. [Human Rights](#)

Forced Transnational Migration and Human Rights

Week 9

Gil Loescher, "Human Rights and Forced Migration" in Michael Goodhart, Ed. [Human Rights](#)

Worldwide Indigenous Peoples Human Rights

Week 10

Paul Havemann, "Indigenous Peoples Human Rights" in Michael Goodhart, Ed. [Human Rights](#)

Transnational Trafficking for Sexual Exploitation

Week 11

Andrea Bertone, “Trafficking for Sexual Exploitation” in Michael Goodhart, Ed. [Human Rights](#)

Genocide, Global Humanitarian Intervention, and Human Rights

Week 12

Scott Straus, “Genocide and Human Rights” in Michael Goodhart, Ed. [Human Rights](#)

Alan Kuperman, “Humanitarian Intervention” in Michael Goodhart, Ed. [Human Rights](#)

Torture and Transitional Justice

Week 13

William Schultz, “Torture” in Michael Goodhart, Ed. [Human Rights](#)

Joanna Quinn “Transitional Justice” in Michael Goodhart, Ed. [Human Rights](#)

PART III. THE FUTURE OF SOCIAL JUSTICE & HUMAN RIGHTS

The Future of Social Justice & Human Rights: Measuring & Monitoring

Week 14

Michael Goodhart, “The Future of Human Rights” in Michael Goodhart, Ed. [Human Rights](#)

Todd Landman, “Measuring and Monitoring Human Rights” in Michael Goodhart, Ed. [Human Rights](#)

The Environment, Global Climate Change, and Human Rights

Week 15

John Barry and Kerri Woods, “The Environment” in Michael Goodhart, Ed. [Human Rights](#)

Detailed Contents

Notes on Contributors	xvii
Guided Tour of the Textbook Features	xxii
Guided Tour of the Online Resource Centre	xxiv

Introduction: Human Rights in Politics and Practice	1
<i>Michael Goodhart</i>	
Why Human Rights?	2
The Politics of Human Rights	5
The Practice of Human Rights	5
Human Rights as an Object of Enquiry	6
About this Book	7

PART I Human Rights and Politics

1 Normative and Theoretical Foundations of Human Rights	11
<i>Anthony J. Langlois</i>	
Introduction	12
The Emergence of Rights Language	12
Modern Human Rights	15
Types of Human Rights: Liberty and Welfare Rights	18
Group Rights	20
Human Rights as a Political Project	23
Conclusion	24
2 Feminist and Activist Approaches to Human Rights	27
<i>Brooke Ackerly</i>	
Introduction	27
Cultural Relativism and Universal Human Rights	28
Feminist and Activist Approaches to Human Rights	32
Conclusion	39

3	Human Rights in International Relations <i>Tim Dunne and Marianne Hanson</i>	42
	Introduction	43
	Theoretical Issues and Context	43
	Key Controversies	46
	Findings: Human Rights and State Practice	50
	Conclusion	54
4	Human Rights in International Law <i>Rhona K. M. Smith</i>	58
	Introduction	59
	Historical Evolution of International Human Rights Law	59
	Sources of International Human Rights Law	62
	Monitoring and Enforcing International Human Rights Law	67
	Conclusion	73
5	Human Rights in Comparative Politics <i>Sonia Cardenas</i>	75
	Introduction	76
	The Logic of Comparison	76
	The Sources of Human Rights Violations	77
	Internalizing Human Rights	82
	Domestic-International Linkages	86
	Conclusion	88
6	Sociological and Anthropological Approaches <i>Damien Short</i>	91
	Introduction	92
	Sociology of Human Rights	92
	Anthropology of Human Rights	97
	A Common Thread: The Social Construction of Rights	101
	Conclusion	104
7	Contemporary Critiques of Human Rights <i>David Chandler</i>	107
	Introduction	108
	Human Rights and the Legal Subject	109
	The Rise of Human Rights	111
	Human Rights and International Intervention	113

PART II

	Human R	
	Conclusi	
8	Political <i>Christian</i>	
	Introduc	
	Understa	
	Case Stu	
	Story	
	The Path	
	Conclusi	
9	Global C <i>Marlies C</i>	
	Introduc	
	What is	
	Case Stu	
	Case Stu	
	Case Stu	
	Conclusi	
10	Human <i>Sakiko Fu</i>	
	Introduc	
	Develop	
	The Righ	
	Human R	
	Case Stu	
	Conclusi	
11	Econom <i>David L.</i>	
	Introduc	
	Economi	
	Globaliza	
	Case Stu	
	Data and	

Human Rights and the Search for Meaning	118
Conclusion	120

PART II Human Rights in Practice

8 Political Democracy and State Repression	125
<i>Christian Davenport</i>	
Introduction	125
Understanding the Democracy–Repression Nexus	126
Case Study: Democracy and Repression in the United States: A Peculiar Story of African American Persecution and Freedom	129
The Path to Peace: Directions for Future Research	139
Conclusion	141
9 Global Civil Society and Human Rights	144
<i>Marlies Glasius</i>	
Introduction	145
What is GCS?	145
Case Study: GCS as Paradigm-Shifters: Economic and Social Rights	147
Case Study: GCS as Lawmakers: Establishment of the International Criminal Court	151
Case Study: GCS as Human Rights Monitors: The East Timor Solidarity Movement	154
Conclusion	157
10 Human Rights and Politics in Development	161
<i>Sakiko Fukuda-Parr</i>	
Introduction	162
Development and the Struggles for Human Rights	162
The Right to Development (RTD)	164
Human Rights-Based Approach to Development (HRBA)	166
Case Study: The Millennium Development Goals (MDGs) and Human Rights	172
Conclusion	176
11 Economic Globalization and Human Rights	179
<i>David L. Richards and Ronald D. Gelleny</i>	
Introduction	180
Economic Globalization and Government Respect for Human Rights: Two Opposing Views	180
Globalization and Human Rights: Examining the Empirical Results	183
Case Study: Do MNCs Invest in Human Rights?	185
Data and Research Design	188

Findings	190
Conclusion	193
12 Children's Human Rights Advocacy	197
<i>Vanessa Pupavac</i>	
Introduction	198
International Children's Rights	198
Special Challenges of Children's Rights	200
Constructing and Reconstructing Childhood	203
From Universal Development to Relative Development Models	206
Case Study: Punishing Childhoods	209
Conclusion	214
13 Human Rights and Forced Migration	217
<i>Gil Loescher</i>	
Introduction	218
Assessing the Problem	218
The Problem of Defining Refugees	220
The UNHCR, Human Rights, and the International Refugee Regime	226
Case Study: Forced Displacement in Myanmar	231
The Way Forward: The Need for New Alliances and New Actors	233
Conclusion	234
14 Indigenous Peoples Human Rights	237
<i>Paul Havemann</i>	
Introduction	237
Who are Indigenous Peoples According to International Law?	238
Centuries of Ambivalence about the Recognition of Indigenous Peoples	239
The United Nations and Indigenous Group Rights	242
Case Study: Indigenous Peoples and Climate Change	247
Reconciling Indigenous Self-Determination with State Sovereignty?	250
Conclusion	251
15 Trafficking for Sexual Exploitation	255
<i>Andrea M. Bertone</i>	
Introduction	256
Definitions of Human Trafficking	257
The Anti-White Slavery Movement and the Rise in International Consciousness about the Traffic in Women	259
Origins of the Contemporary Anti-Trafficking Movement	261
The Ascendancy of Trafficking as a Global Issue in the 1990s	264

Case	
Con	
16 Gen	
<i>Scott</i>	
Intro	
The	
Theo	
Case	
Rwar	
Darf	
Con	
17 Hum	
<i>Alan</i>	
Intro	
Evol	
Milit	
Obst	
Unin	
Case	
Con	
18 Tort	
<i>Willi</i>	
Intro	
Tort	
How	
Case	
Putt	
Con	
19 Tran	
<i>Joan</i>	
Intro	
Retr	
Rest	
Repa	
Putt	
Case	
Con	

Case Study: Human Trafficking in the United States	266
Conclusion	270
16 Genocide and Human Rights	273
<i>Scott Straus</i>	
Introduction	274
The Origins of the Concept of 'Genocide'	274
Theories of Genocide	279
Case Studies: Rwanda and Darfur	281
Rwanda	281
Darfur	285
Conclusion	287
17 Humanitarian Intervention	290
<i>Alan J. Kuperman</i>	
Introduction	291
Evolving Concepts	291
Military Intervention	293
Obstacles to Effectiveness	297
Unintended Consequences	298
Case Study: Bosnia	300
Conclusion	307
18 Torture	310
<i>William F. Schulz</i>	
Introduction	310
Torture in Western History	312
How to Make a Torturer	316
Case Study: Ticking Bomb Torture	319
Putting an End to Torture: New Developments and High Promise	322
Conclusion	324
19 Transitional Justice	328
<i>Joanna R. Quinn</i>	
Introduction	329
Retributive Justice	330
Restorative Justice	333
Reparative Justice	336
Putting Transitional Justice into Practice	337
Case Study: Uganda	338
Conclusion	341

PART III The Future of Human Rights

20	The Future of Human Rights	347
	<i>Michael Goodhart</i>	
	Introduction	347
	Defending Human Rights	348
	Extending Human Rights	351
	Achieving Human Rights	356
	Conclusion	359
21	Measuring and Monitoring Human Rights	363
	<i>Todd Landman</i>	
	Introduction	364
	The Purpose of Measuring Human Rights	365
	Challenges to Measuring Human Rights	366
	Types of Human Rights Measures	369
	Conclusion	376
22	The Environment	380
	<i>John Barry and Kerri Woods</i>	
	Introduction	381
	An Environmental Human Right?	381
	Problems of Compatibility	384
	Implementing Environmental Human Rights?	386
	Problems with Environmental Human Rights?	388
	Case Studies: Climate Change, Development Projects, and Environmental Refugees	390
	Human Rights and Environmental Sustainability	393
	Conclusion	393
	Appendix 1 Universal Declaration of Human Rights	397
	Appendix 2 International Covenant on Civil and Political Rights	403
	Appendix 3 International Covenant on Economic, Social and Cultural Rights	417
	Glossary	425
	References	441
	Index	478

Notes

Brooke Ackerly is a professor of Political Science at the University of California, San Diego. She integrates normative theory with empirical research in her book *Human Rights in a Post-9/11 World* (2006) and *Human Rights Revolutions* (2008).

John Barry is a professor of Political Science at the University of Belfast. He has published extensively on human rights and policy for sustainable development, including *Human Rights and the Environment: How Has the Environment Changed, Carbon-Capitalism, and the Environment* (2006), *Carbon-Capitalism: Progress (1999, London)*, and *Environmental Science—and Ethics* (2006). He is also the author of *The Nation-State and the Environment* (2006) and *The International Encyclopedia of Human Rights* (2006).

Andrea M. Bertoni is a professor of International Affairs, and the director of the Center for Global Policy and Practice at the University of California, San Diego. Her research and teaching focus on the intersections of policy and practice in the areas of girls' education, gender equality, and human rights. She has also directed the Center for Global Policy and Practice.

Sonia Cardenas is a professor of International Affairs at the University of California, San Diego. She is currently working at the intersection of human rights and environmental justice between international law and human rights. Her book chapter *Human Rights and Environmental Justice: Compliance, State Responsibility, and the Role of the Courts* (2006) and *Human Rights and Environmental Justice: Compliance, State Responsibility, and the Role of the Courts* (2006) (with David Chandler), all from the book *Human Rights and Environmental Justice: A Study of Human Rights and Environmental Justice* (2006) and *Human Rights Policy and Practice* (2006).

David Chandler is a professor of International Affairs at the University of California, San Diego. He is currently working at the intersection of human rights and environmental justice between international law and human rights. His book *Human Rights and Environmental Justice: Compliance, State Responsibility, and the Role of the Courts* (2006) and *Human Rights and Environmental Justice: Compliance, State Responsibility, and the Role of the Courts* (2006) (with Sonia Cardenas), all from the book *Human Rights and Environmental Justice: A Study of Human Rights and Environmental Justice* (2006) and *Human Rights Policy and Practice* (2006).

OXFORD

MICHAEL GOODHART

Human Rights

Politics and Practice



online
resource
centre

Second Edition