

GLOBALIZATION AND HUMAN RIGHTS

INS 532 EX Fall 2008

University of Miami INS Dept.
 Professor: Dr. Ruth Reitan
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Class: Mondays, 12:20-2:50 pm
Room: Merrick Building rm. 307
Office Hours:
 Mondays & Wednesdays: 3 – 5 pm
 Fridays (by aptmt):10-11am;1-3 pm

Course Overview:

Students will critically examine the following questions (via assigned readings, discussions, oral presentations, written exams and a final essay):

To what extent is the dignity of the human being, the integrity of their communities, and the sustainability of their natural environments protected and promoted under existing notions of international human rights?

How have the main contending economic systems of the last two centuries—namely liberalism along with its recent neoliberal variant, the mixed public-private system of social democracy, and communism—conceptualized human rights in diverse ways, and to what real effects?

What similarities and differences do we find when comparing the practices and critiques of late 19th century imperialism with those of the late 20th century's globalization and human rights?

Which economic system has the best historical track record and/or holds the greatest future promise in promoting which types of rights?

Are truly universal human rights possible under either global capitalism or global communism?

If so, what needs to be done at the level of international as well as domestic politics, economy, law, society, and culture in order to promote these rights?

If not, what sorts of changes need to be made to the economic system and international institutions for human rights to be safeguarded?

Are certain rights more important than others?

Are certain rights contradictory?

Should some rights be sacrificed to obtain others?

Does it make sense to prioritize 'human rights' in the current global context, or should we be speaking about and attempting to institutionalize and advance some other principle, for example human security, self-determination, sovereignty, autonomy, diversity, or species and nature's rights?

Is the whole 'rights' discourse problematic? If so, what makes it so?

Active reading and reflection on the part of all participants is absolutely necessary. Students should come to class having thoroughly read the assigned readings, and prepared some questions to be raised with the group or points of interest or controversy that they wish to discuss. While the professor will guide, clarify, raise issues, summarize, and facilitate the discussion, its quality relies on good preparation and active engagement by the students.

Required Books—All are available at the UM bookstore and on course reserve:

- 1) Paul Gordon Lauren, *The Evolution of International Human Rights: Visions Seen* 2003 (2nd edn only) University of Pennsylvania Press.
- 2) Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism* 2008, Picador.
- 3) Joseph Stiglitz, *Making Globalization Work*, 2007, W.W. Norton.
- 4) John Cavanagh and Jerry Mander, *Alternatives to Economic Globalization: A Better World is Possible* 2004, 2nd edition only (NOT 2002), Berrett-Koehler Publishers.

Required electronic books & articles--to access on-line:

- 1) Friedric A. von Hayek, *Road to Serfdom*
abridged version is available at:
<http://www.ica.org.uk/files/upld-publication43pdf?.pdf>
or
<http://www.barefootsworld.net/serfdom.html>
- 2) J.A. Hobson, *Imperialism: A Study*
<http://www.econlib.org/LIBRARY/YPDBooks/Hobson/hbsnImptoc.html>
- 3) V.I. Lenin, *Imperialism, The Highest Stage of Capitalism*
<http://www.marxists.org/archive/lenin/works/1916/imp-hsc/>
- 4) Karl Marx and Friedrich Engels, *The Manifesto of the Communist Party*, 1848
<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>
- 5) Francis Fukuyama, 'End of History?,' 1989 article
available at:
<http://www.wesjones.com/eoh.htm#source>
- 6) Milton and Rose Friedman, 'The Case for Free Trade,' 1980 article
available at:
<http://www.hoover.org/publications/digest/3550727.html>
- 7) Milton Friedman, 'The Real Free Lunch: Markets and Private Property,' 1993 art.
available at:
<http://www.cato.org/speeches/sp-mf050693.html>

Requirements & Criteria for Assessing Student Performance:

1) *Preparedness for class, attendance & participation:* = 15% of grade

Each week students are expected to thoroughly read approx. 150 pages and participate in classroom discussions, application and critique of readings.

2) *Oral presentation:* = 15% of grade

Each student will be responsible during one period for preparing and delivering a presentation and helping to generate discussion. Presentations are to be prepared as follows:

I. Summary/outline of main points and arguments (no more than 3 pages, 12 pt., single sp.)

II. List of five (5) discussion questions or debates, that strive to interlink the issues of economic globalization/ expansion and human rights; These questions or topics for debate should be woven into the presentation, not placed at the end; students' presentations will be partly graded on their ability to generate real discussion and debate.

III. Within a day after the presentation, students must upload their notes, as well as any further clarifications to those notes that came out in the class discussion, to 'student discussion board' on Blackboard. These notes will form the basis of the quizzes, and will serve as the main resources for students' final essay.

3) *Quizzes (Oct. 13 & Dec. 1):* = 30% of grade

Two in-class, multiple choice, short answer, & short essay quizzes (approx. 45 minutes each) will be given covering the required readings, student summary notes and discussions. Students should therefore do all of the readings for each class, and go back and review their own notes and the student summary notes posted on Blackboard in order to prepare.

4) *Final Essay (due Wed., Dec. 10, by 3 pm):* = 40% (30% for grad students) of grade
 Please print out a paper copy and leave it in Prof. Reitan's box in the faculty room, 1st floor of Ferre Building. Late papers will result in an automatic grade reduction of 1/2 letter grade for every day late.

In this essay, students will write an informed, persuasive essay addressing one or a couple of the questions posed in the 'Course Overview' above, or another, related question or set of questions that directly relates to this course's content and its two main themes of the inter-relationship between economic globalization and human rights.

5) *Graduate Students (only) Book Review Essay (due Friday, December 12 by 3 pm)* = 10% of grade
 Grad students will select one book dated 2008 or 2007 on which to write a review essay, to submit for possible publication. Search Amazon.com or elsewhere for recent book titles, and then choose a journal and follow its book review submission guidelines, for ex.: *International Journal of Human Rights*, *Journal of Human Rights*, *Human Rights Review*, *Studies in Social Justice*, *Globalizations*, *International Organization*, *Yearbook of International Humanitarian Law*, *Global Governance*, or another.

Paper grading criteria: The paper will be judged based on the following five criteria:

I. Thesis: An excellent thesis (that is, an ‘A’ thesis) is clear, original, persuasive, and argued logically and consistently throughout the entire paper. The author never loses sight of her/his argument, and nothing is included in the paper that does not assist in making the argument. A poor thesis (that is, a D to F) is muddled, painfully obvious, unoriginal and/or borrowed from someone else, and not sustained (or sustainable) throughout the paper. The author loses sight of, forgets, or never bothers to make the argument, drifts through the paper descriptively, and loses the reader. Bs - Ds range between excellence and poor.

II. Organization: An excellently organized paper begins with a strong introduction of 1-2 paragraphs, in which the author communicates:
 sentence 1) what is the problem, question or phenomenon to be analyzed or investigated;
 sentence 2) what is the posited answer to the problem or question (that is, the thesis statement/ argument)
 sentence 3) why we should care about this phenomenon—why it is important, and to whom?
 sentence 4) (which perhaps begins a new paragraph, if your sentences are running long) overview the logical progression of your paper, saying something like: “This paper will, first... Second, it will... Third, I argue... And fourth, I... (etc.) [ps – It is fine to use the first person “I” in this paper, or even the decentered, postmodern ‘i’, but just in this class (!)]

An excellent paper then uses these first, second, third and/or fourth points as a tight framework around which to construct their paper and argument: these 3-4 points can become subheadings (shortened and written in bold type throughout) to separate the paper into different sections. Excellent papers are therefore not “padded”, and the active reader always knows what is going on and why, and is not bored or lost. This requires good signaling on the part of the author, through the use of connecting sentences at the beginning and end of paragraphs (when necessary) that refer back and forth to what happened and what’s coming, and why, following a logical progression.

An excellent paper finishes with a concluding paragraph (or two), in which the author summarizes what s/he did over the course of the paper and explains how these three or four sections helped make the thesis argument of ... (and then restates the thesis).

** The paper should be between 10-14 pages (for undergraduates) or 16-20 pages (for graduate students) in length, double-spaced, 12 pt. font, 1 inch margins, and should be paginated, have a title page with an original paper title (page 0, but the number should not appear) student’s name, course title, and date.

III. Argument: An excellent paper argues persuasively, in a sustained manner supporting your main arguments with evidence from your course readings and any other materials you wish to draw on, and lucidly (that is, the reader can understand your points). But a well-argued paper is also balanced and honest in the sense that it weighs positive evidence to support your argument against possible objections or evidence that counters it, and ideally, resolves that tension in favor of your argument in a convincing way (this is often done by narrowing or specifying further the scope in which your argument may be correct).

IV. Sources: An excellent paper first identifies proper sources and then employs them effectively by weaving them into your original argument and referencing them in appropriate, logical places in your paper. It should have footnotes or in-text notes, and a Bibliography, References or Works Cited at the end listing at least 4 of the assigned readings (for undergrads) and at least 6 (for graduate students), as well as any additional sources you may wish to bring in. The more effectively and directly you engage with the assigned readings throughout the paper in making your arguments, the stronger is your paper.

** See also “HOW TO CONDUCT RESEARCH & WRITE PAPERS” at the end of this syllabus.

V. Prose style: An excellent paper is interesting, impressive, and relatively easy to read. The author is clearly in command of the words and sentences s/he has chosen, and is thus communicating lucidly with the audience in a unique voice (don't overdo the uniqueness, however!). There are no (and 'no' means 'no') problems or errors of style, syntax, or spelling in an 'A' paper. This requires writing multiple drafts, printing them and proofreading carefully, and repeating this process. There is no such thing as an error-free paper on a computer screen; spell- and grammar-check don't catch everything. It must be printed and proofread very slowly, and often not (just) by the writer. If English is not your native language or if you have trouble with spelling or grammar, plan ahead and locate a meticulous friend, visit the campus Writing Center (multiple trips are necessary, as they will only proofread one page per session), or hire a professional to correct multiple drafts. This may seem like a lot of work at the end when you are supposed to be 'finished'. It is. 'A' students go the extra mile to have a polished, error-free product.

Course schedule:

Class 1 (9/08) : Introduction to the course

Students choose which week to present

Class 2 (9/15) : Liberalism

Hayek *Road to Serfdom* abridged version is available at:

<http://www.iea.org.uk/files/upld-publication43pdf?.pdf>

or <http://www.barefootsworld.net/serfdom.html>

Lauren, *The Evolution of International Human Rights:*

Introduction, & Universal Declaration of Human Rights

Class 3 (9/22) : Social Democracy

Hobson, *Imperialism: A Study* available at:

<http://www.econlib.org/LIBRARY/YPDBooks/Hobson/hbsnImptoc.html>

Lauren, Ch. 1

Class 4 (9/29) : Marxism

Lenin, *Imperialism, The Highest Stage of Capitalism* available at:

<http://www.marxists.org/archive/lenin/works/1916/imp-hsc/>

Marx & Engels, *Communist Manifesto* available at:

<http://www.anu.edu.au/polsci/marx/classics/manifesto.html>

Lauren, Ch. 2

Class 5 (10/06) : Neoliberalism

Fukuyama, 'End of History?', 1989 article available at:

<http://www.wesjones.com/coh.htm#source>

Milton and Rose Friedman, 'The Case for Free Trade,' 1980 article

available at: <http://www.hoover.org/publications/digest/3550727.html>

Milton Friedman, 'The Real Free Lunch: Markets and Private Property,' 1993 article

available at: <http://www.cato.org/speeches/sp-mf050693.html>

Lauren, Ch. 3

Class 6 (10/13) : IN-CLASS QUIZ NO. 1; The Critique

Klein, *Shock Doctrine*, Parts 1-3 (Intro – Ch. 8)

Lauren, Ch. 4

Class 7 (10/20) : Critique, cont.

Klein, *Shock Doctrine*, cont., Parts 4-5 (Chs. 9-15)

Lauren, Ch. 5

Class 8 (10/27) : Critique, cont.

Klein, *Shock Doctrine*, cont., Parts 6-7 (Chs. 16-Conclusion)

Lauren, Ch. 6

Class 9 (11/03) : Alternatives (reformed neoliberalism)

Stiglitz, *Making Globalization Work*, Chs. 1-5

Class 10 (11/10) : Alternatives (reformed neoliberalism, cont.)

Stiglitz, cont., Chs. 6-10

Lauren, Ch. 7

Class 11 (11/17): Alternatives (radical social democracy)

Cavanagh and Mander, *Alternatives to Economic Globalization: A Better World is Possible*, Preface-Part 1 (through Ch. 3)

Lauren, Ch. 8

Class 12 (11/24) : Alternatives (radical social democracy, cont.)

Cavanagh and Mander, cont., Part 2 (Chs. 4-8)

Lauren, Ch. 9

Class 13 (12/01) IN-CLASS QUIZ NO. 2: Alternatives (radical social dem., cont.)

Cavanagh and Mander, cont., Part 3 (Chs. 9>About IFG[end])

Lauren, Ch. 10

Final essays due: Wednesday, Dec. 10, by 3 pm.

Please print out a paper copy and leave it in Prof. Reitan's box in the faculty room, 1st floor of Ferre Building. Late papers may result in automatic grade reduction.

Grad book review essay due: Friday, Dec. 12, by 3 pm (emailed to r.reitan@miami.edu)

HOW TO CONDUCT RESEARCH & WRITE PAPERS

Prepared by Ruth Reitan, University of Miami INS Dept., r.reitan@miami.edu

RESEARCH TOOLS: Make a list of key words that describe various facets of your topic of interest.

1. To find books on the topic, go to: <http://www.library.miami.edu/> Press
'Databases & Indexes' located on the left, orange column bar Scroll down and press
on 'W' Scroll down, press, and log on to [you
will need your UM ID # and Library Pin to do so]: **WorldCat Online Catalog**, which is the "world's largest
'library' catalog. WorldCat is the OCLC Online Union Catalog, containing more than 40 million bibliographic
items representing the merged library records of Richter Library & hundreds of other member libraries
worldwide." (Another good way of reading about the most up-to-date books on your topic is by searching on
Amazon.com.)

2. To find scholarly articles, go to: <http://www.library.miami.edu/> Press 'Databases &
Indexes' located on the left, orange column bar Scroll down and press on
'A' Scroll down, press, and log on to:
ArticleFirst (1990 to present), which is "a daily updated multidisciplinary index and abstracting service
covering articles in academic periodicals."
Press 'Find it at UM' button to access the article electronically; if library doesn't have it, locate it in the library
stacks, or request it to be emailed to you via interlibrary loan.

3. To find newspaper articles, go to: <http://www.library.miami.edu/> Press 'Databases &
Indexes' located on the left, orange column bar Scroll down and press on
'L' Scroll down, press, and log on to:
LexisNexis Academic (Dates vary) which is "a continuously updated full-text database of nearly 6000
sources that are useful for researching company and business topics, legal information, and current news and
events."
Choose between 'Quick News Search' or 'Guided News Search', type in topic words or phrases, and set the
date parameters of your search.

4. To prepare bibliographies and references: Learn about "RefWorks", which is a web-based bibliographic
management tool that facilitates creating bibliographies or citing resources--and thus, is a good habit to get
into early in your university career. Sign up for a RefWorks workshop in the Richter library. See: <http://www.library.miami.edu/research/instruction/workshops.html#refworks> for dates.

**** If you have any questions** about locating materials, including interlibrary loan requests or requesting that
the library purchase a book, call or visit the Information and Research Assistance Desks on the 1st floor of
the Otto G. Richter library, 305-284-4722

STYLE & GRAMMAR GUIDELINES:

For citation of books, articles, web docs, interviews, & bibliographies, and for improving writing:

1. *MLA Handbook for Writers of Research Papers*, Joseph Gibaldi (Modern Language Assoc., 2003)
2. *The Elements of Style*, William Strunk and E.B. White (Longman, 2000 or later)