



Sungkyunkwan University (SKKU) International Summer Semester (ISS) 2017
"New Experience, New Engagement"

Human Rights Across Borders

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SHORT COURSE DESCRIPTION

This course analyzes global human rights—their philosophical basis, their emergence and proliferation, their measurement, their incorporation into national societies, their advocates, how to educate them, and how to improve them—from a social science perspective. We will begin with a discussion of the universal declaration model advocated by Jack Donnelly and the related debates on how to conceptualize human rights, followed by a discussion of legal and organizational manifestations of global human rights, including treaties and the U.N. system of human rights protection. We will then examine how human rights ideals and institutions have infiltrated into national societies by examining public opinion, mass media, and various human rights institutions, including national human rights commissions. We will also explore to what degrees the global expansion of human rights has made meaningful changes in rights-practices and the ways in which human rights are respected and promoted. Next we will examine how human rights ideals can be employed for the field of international development, focusing on rights-based approach to international development as well as corporate human rights responsibility. We will finish the course by analyzing how human rights have interacted with mass education and by reflecting on the possibility to use education as a way of improving human rights. A unique set of lecture slides compiled from extensive empirical works, documents, surveys, and media coverage will be used for the course, distinguishing the course from other standard human rights courses.

READING MATERIALS

Course packet will be available for purchase. Place and Price for purchase will be notified later.

COURSE REQUIREMENTS AND GRADING

Attendance: 10%

Class participation: 20%

Final Exam: 40%

3 memos: 30% (3×10%)

Preferred Style for Memo

Beginning with 2 pages summary, proceeding with 1 page review, and ending with two thought-providing questions (11 font, Times-New Roman, and default margins in MS Word). Plagiarism-free writing requirement.

Please note that SKKU regulations require students to attend at least 80% of all classes.

COURSE SCHEDULE

– WEEK I : Understanding Human Rights –

Tuesday (27 June): What Are Human Rights and Why Do We Study Them?

Read: Jack Donnelly. 2003. "The Concept of Human Rights." in Universal Human Rights: in Theory and Practice (Cornell University Press) pp.7-21

Supplement: Judith Blau and Alberton Moncada . 2010. "Human Rights." In Human Rights Beyond the Liberal Vision (Rowman & Littlefield Publishers) pp. 23-30.

Wednesday (28 June): The Universal Declaration Model

Read: Jack Donnelly. 2003. "The Universal Declaration Model," "Equal Concern and Respect." in Universal Human Rights: in Theory and Practice (Cornell University Press). Pp.22-37

Supplement: Jack Donnelly. 2003. "Markets, States, and the West," "Non-Western Conceptions of Human Rights." in Universal Human Rights: in Theory and Practice (Cornell University Press). Pp.57-88.

Thursday (29 June): The International Human Rights Regime

Read: Landman, Todd. 2006. "The Scope of Human Rights." in *Studying Human Rights*. (Routledge). Pp. 8-18; Landman, Todd. 2006. "The Terrain of Human Rights." in *Studying Human Rights*. (Routledge). Pp. 19-35.

Supplement: Moravcsik Andrew. 2000. "The Origins of Human Rights Regimes: Democratic Delegation in Postwar Europe." *International Organization* 54: 217-252.

Friday (30 June): Measuring Global Human Rights

Read: Wood, Reed M. and Mark Gibney. 2010. "The Political Terror Scale (PTS): A Reintroduction and A Comparison to CIRI." *Human Rights Quarterly* 32: 367-400.

Supplement: Welling, Judith V. 2008. "International Indicators and Economic, Social, and Cultural Rights." *Human Rights Quarterly* 30: 933-958

– WEEK II: Human Rights, Public Opinion, Media, and Truth Seeking –

Monday (3 July): Measuring National Human Rights: Korean Experiences

Read: Koo, Jeong-Woo, Suk-Ki Kong, and Chinsung Chung. 2012. "Measuring National Human Rights: A Reflection on Korean Experiences" *Human Rights Quarterly* 34: 986-1020

Supplement: Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26: 906-931.

Tuesday (4 July): Public Opinion and Human Rights

Read: McFarland, Sam and Melissa Mathews, 2005. "Do Americans Care About Human Rights?", *Journal of Human Rights* 4: 305-319

Supplement: Koo, Jeong-Woo, Byeong-Eun Cheong, and Francisco O. Ramirez. 2015. "Who Thinks and Behaves According to Human Rights?: Evidence from the Korean National Human Rights Survey. *Korea Observer* 46: 53-87.

Wednesday (5 July): Psychology of Human Rights

Read: Diaz-Veizades, Jeannette, Keith F. Widaman, Todd D. Little, Katherine W. Gibbs. 1995. "The Measurement and Structure of Human Rights Attitudes." *The Journal of Social Psychology* 135(3): 313-328.

Supplement: Cohrs, J. C., Maes, J., Moschner, B., & Kielmann, S. 2007. "Determinants of Human Rights Attitudes and Behavior: A Comparison and Integration of Psychological Perspectives. *Political Psychology*, 28(4): 441-469.

Thursday (6 July): Media Coverage of Human Rights

Read: Caliendo, Stephen M., Gibney, Mark P., and Payne, Angela. 1999. "All the News That's Fit to Print" New York Times Coverage of Human Rights Violations. *Harvard International Journal of Press/Politics* 4:48-69.

Supplement: Cole M. Wade. 2010. "No News Is Good News: Human Rights Coverage in the American Print Media, 1980-2000." *Journal of Human Rights* 9: 303-325.

Friday (7 July): Contentious Diffusion of Human Rights

Read: Koo, Jeong-Woo and Sookyung Kim. Under Review. Contentious Diffusion of Human Rights: Evidence from South Korean Print Media, 1990-2010.

Supplement: Gordon Neve and Nitza Berkovich. 2007. "Human Rights Discourse in Domestic Settings: How Does it Emerge?" *Political Studies* 55: 243-266

– WEEK III: Human Rights Institutions and Development –

Monday (10 July): Refugees and Asylum Seekers

Read: Yoo, Eunhye, and Jeong-Woo Koo. 2014. "Love Thy Neighbor: Explaining Asylum Seeking and Hosting, 1982-2--8." *International Journal of Comparative Sociology* 55:45-72.

Supplement: Kjaerum, Morten. 2002. "Refugee Protection Between State Interests and Human Rights: Where Is Europe Heading?" *Human Rights Quarterly* 24: 513-536.

**Tuesday (11 July): Seeking Truth and National Reconciliation:
Worldwide Expansion of Truth Commissions**

Read: Hayner, Priscilla B. 1994. "Fifteen Truth Commissions, 1974 to 1994: A Comparative Study." *Human Rights Quarterly* 16: 597-655.

Supplement: Sikkink, Kathryn, and Hun Joon Kim. 2013. "The Justice Cascade: The Origins and Effectiveness of Prosecutions of Human Rights Violations." *Annual Review of Law and Social Science* 9: 269-285.

Wednesday (12 July): Worldwide Expansion of National Human Rights Institutions

Read: Koo, Jeong-Woo and Francisco O. Ramirez. 2009. "National Incorporation of Global Human Rights: Worldwide Adoptions of National Human Rights Institutions, 1966-2004." *Social Forces* 87: 1321-1354.

Supplement: Cole, Wade M., and Francisco O. Ramirez. 2013. "Conditional Decoupling Assessing the Impact of National Human Rights Institutions, 1981 to 2004." *American Sociological Review* 80: 359-390.

Thursday (13 July): Rights-Based Approach to Development (RBA)

Read: Hamm, Brigitte I. "A Human Rights Approach to Development." *Human Rights Quarterly* 23: 1005-1031.

Supplement: Neumayer, E. 2004 "Is Respect for Human Rights Rewarded? An Analysis of Total Bilateral and Multilateral Aid Flows." *Human Rights Quarterly* 25: 510-527.

Friday (14 July): Individual Study Session

– WEEK IV –

Monday (17 July): Final Exam

Potential Presentation Topics

International Human Rights Regime

What roles has the Human Rights Council played? Has it been an effective instrument in protecting human rights worldwide? What are the ways in which the Human Rights Council cooperates with human rights NGOs? Does this coalition work in addressing human rights? What are the strengths and weakness of human rights NGOs? What are the conditions under which human rights NGOs play an instrumental role in protecting human rights? How about regional instruments of human rights protection? What region shows better human rights profile and why? Do the regional instruments matter in determining the differences on the human rights profiles? Choose exemplary cases of human rights NGOs and address their accomplishments and/or limitations. Choose some of most recently drafted human rights treaties (like CRMW, CRPD) and explain why these instruments have not received enough attention. What can be potentially done in assuring that more number of countries becomes parties of these instruments?

Measuring Global and National Human Rights

Use global indicators of human rights and compare the human rights records of countries of international students who are taking this class (like the US., France, Germany, Norway, Mexico, China, Guatemala etc). How has the record changed over time? What is responsible for explaining

such temporal changes in each country? Which country shows better records and why? To what extent is the measurement useful in explaining human rights variation? What are the limitations of such measuring efforts? Do you think we can also measure human rights observance in other settings like schools, universities, companies, government agencies, etc.? Any ideas or suggestions to extend the measurement effort to such settings of sorts? What if you measure the extent to which Sungkyunkwan University respects human rights? What concrete indicators do you think can be used? What principles do you want to use to collect or construct the indicators? How do you want to standardize each indicator and subsequently create a composite index?

Public Opinion and Human Rights

You MUST conduct a human rights survey for Sungkyunkwan students, compile the dataset, and analyze the data obtained using some standard statistical package (like SPSS, STATA, or SAS). For this, administer first the questionnaire with several crucial human rights related questions as well as background or control items/variables. Second, with the constructed questionnaire, get the feedback from or do a pretest for IHR students in advance. Third, circulate the questionnaire to at least 100 Sungkyunkwan students to get response (keep in mind the significance of a random sample). Forth, analyze the data and reports the findings to class. Compare and contrast the results you obtain from the survey with those reported by other studies that examine perceptions and attitudes of college students in other countries.

Psychology of Human Rights

Suppose that you've got a mission from the Sungkyunkwan University Office of President to measure sensitivity of human rights of incoming Class of 2015. Design a human rights questionnaire to measure how sensitive incoming freshmen are with regard to human rights. Your goal is to give a certain score for each individual in terms of their human rights sensitivity. What items need to be included in the questionnaire? What principles need to be considered when constructing this? Be ready to test IHR students with this instrument and report the results to class. Do you think your questionnaire can be used for all the freshmen in other colleges? Do you think your instrument works in ways to bring out positive changes in college life and further social life? Any limitations or challenges?

Media Coverage of Human Rights and Contentious Diffusion of Human Rights

Choose exemplary press media (both conservative and liberal media for more than 2 countries) in the countries of IHR international students. Using standard search engines (like LexisNexis) search for articles referencing human rights over time. Describe the patterns of the volumes of coverage over time and explain why the temporal changes occurred. Compare and contrast liberal and conservative news outlets. What topics emerge from the newspaper coverage? Do you note any changes of topics over time? Any plausible explanations for the changes noted? Any controversial issue in the coverage of the media? What is the nature of the debate? Does the debate become contentious? Why? Do you think the media plays a crucial role in disseminating human rights values and transforming the audience into citizens with higher human rights sensitivity?

Refugees and Asylum Seekers

Prepare a role playing where members take the roles of refugees, INGO helpers, host countries' government officials, UNHCR staffers etc. If the number of members is limited, focus on the roles of refugees who publicize their experiences as refugees (what happened in their country, what forms of human rights abuses occurred, how their families suffered, their current status in refugee camps or the relocated country, their hopes and dreams in the future, and suggestions for the international society etc.). Check with video clips that contain testimonies by North Korean defector, and consider replicating the testimonies.

Seeking Truth and National Reconciliation

Prepare a role playing where members take the role of perpetrators and that of victims. The role playing needs to be proceeded in ways that the dialogue brings back historical memories, restores what happened (like how many died and how they died), makes perpetrators confess their wrongdoings and encourages victims to forgive them. Consider the healing process, which was used by the South African Truth Commissions. Then, reflect on the implications of this role playing and the extent to which such a method can be used for countries that suffered from past atrocities, but needs to move forward.

Worldwide Expansion of National Human Rights Institutions

Choose exemplary national human rights commissions from the countries where IHR International students come from. Then, construct measures that can be used for appraising the performance of each commission. Select one who will be presenting the results of this cross-national comparison. Also select others who will represent each commission and defend the position of each commission. Make sure the comparison is as objective as possible so that state representatives might be persuaded by the assessment. But state representatives must provide serious efforts to find out the pitfalls of this assessment and needs to be able to defend their countries.

Rights-based Approach to Development

Choose a few donor countries where IHR international students come from. Some of them need to be the ones that deliver foreign aid in ways to respect and promote human rights, whereas some of them might be the ones that are far remote from considering human rights when providing foreign aid. Compare and contrast these group of countries in terms of their goals of foreign aid, concrete programs or projects of ODA, and the major beneficiaries of the aid delivery. Suggest new, innovate ways (projects, programs, consulting etc.) to consider human rights principles when providing foreign aid. Should the countries under investigation need to take into account the suggested new approaches? Why?