

# INTL 4620: HUMAN RIGHTS

Summer Short Session II, 2018

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<b>Instructor:</b> Shelby Hall	<b>Time:</b> M-F 1:00 – 3:15
<b>Email:</b> <a href="mailto:shelby.hall@uga.edu">shelby.hall@uga.edu</a>	<b>Place:</b> Caldwell Hall 203

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**Office Hours:** 11-12, Monday & Wednesday, or by appointment

**Prerequisites:** INTL 3200 or INTL 3300 or permission of department

**Course Description & Objectives:** The aim of this class is to provide you with a greater understanding of the concept of human rights, including their importance in international politics and the various means by which these rights might be either violated or protected. Further, we will also discuss many of the methods used to study and evaluate respect for human rights cross-nationally. As such, by the end of this course, you should:

- Have a strong grasp on the various definitions of human rights, including comparisons between universal and culturally contingent perspectives, as well as the ability to clearly express and justify your preferred definition of human rights and explain its implications.
- Have gained a general understanding of many of the sources of human rights violations, as well as the many ways in which human rights may be violated and the cross-national extent of the problem of human rights violations.
- Be able to list and discuss several types of efforts aimed at improving respect for human rights, including the efforts associated with international law, powerful states, and nongovernmental organizations.
- Have an improved ability to make logical, convincing oral and written arguments, while being capable of understanding the public debate over many issues discussed in this course.

## Recommended Books:

- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3rd ed. Ithaca: Cornell University Press.
- Goodhart, Michael, ed. 2013. *Human Rights: Politics & Practice*. 2nd ed. New York: Oxford University Press.
- Keck, M.E. and Sikkink, K., 2014. *Activists beyond borders: Advocacy networks in international politics*. Cornell University Press.

**Student's with Disabilities:** Students with disabilities that have been certified by the UGA Disabilities Services office will be accommodated according to university policy. For more information, contact Disabilities Services at 5428719. If you have difficulty reaching the classroom, please notify me as soon as possible.

## COURSE EXPECTATIONS:

### EXAMS:

#### Midterm (25%) & Final (25%)

There will be two major (multiple choice and short answer) tests given this semester. The midterm will cover material in the first half of the semester. The material on the final will be drawn from the entire term,

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with a strong emphasis on material from the second half of the term. The midterm exam is tentatively scheduled for **July 17th**. The final exam will be given on **July 31st**.

### **Reading Response & Discussion (25%)**

At the beginning of the semester, I will assign/you will select two days for which you are responsible for developing discussion questions and leading part of the class in constructive conversation. Your reading response is a 3-5 page paper that conveys your reaction to and critical evaluation of readings from one of the days you are discussion leader. You may focus on as many or as few readings from that topic as you like. This assignment is due by the end of the semester, and can be turned in on any day on or before **July 27th, at 11:59 PM**. Please submit the final draft of your essay to the appropriate folder on ELC.

Although this essay is quite short, there should be introduction and conclusion paragraphs, a clearly structured argument, and correct grammar. Although brief summaries of the readings may be worked into your argument, you should be certain to present a clear well-reasoned argument and critique. Each essay should be formatted with 1inch margins, double-spaced, and typed in 12point Times New Roman font.

Some questions to ponder while reading, forming discussion questions, and writing your responses:

- What is the research question the author is trying to answer?
- What is the main argument?
- Does it fit in with the rest of the readings? Why or why not?
- Is the argument logically consistent? Please explain.
- Are there issue areas or questions that are completely covered by the research? Likewise, are there issue areas or questions that are not addressed?

### **Attendance and Participation (15%)**

I have allocated 15% of your grade to participation and attendance. I will briefly take attendance each day. An upper-level course that relies on scholarly literature only works if we all have read the readings for each class period and are willing to discuss these readings. The best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity.

Each student is expected to arrive on time and to have completed the assigned readings beforehand. Students who are punctual, consistently attend class, demonstrate completion of the readings, contribute meaningfully to in-class discussion, and ask questions when things are unclear can expect to receive most, if not all, of the available points.

### **Reading Quizzes (10%)**

There will be a total of 5 reading quizzes throughout the semester. I will intermittently give brief quizzes in class in order to gauge the degree to which you are engaging with and understanding the material. As a result, it is important that you stay caught up on the readings at all times.

**Grading Breakdown:** Attendance and Participation (15%), Reading Quizzes (10%), Reading Response & Discussion (25%), Midterm (25%), Final (25%).

Grades will be based on how many points you earn according to the following distribution and university standards:

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A = 93-100  
A- = 90-92  
B+ = 87-89  
B = 83-86  
B- = 80-82  
C+ = 77-79  
C = 73-76  
C- = 70-72  
D = 60-69  
F = 0-59

**Important Dates:**

Midterm ..... Tuesday, July 17th  
Response Paper ..... Friday, July 27th  
Final Exam ..... Tuesday, July 31st

**COURSE POLICIES:**

**Attendance**

As explained above, attendance and participation make up a sizable portion of your grade for the class. However, I realize that you are adults with lives outside of the classroom, and that sometimes events occur beyond the boundaries of our control. In these cases, I grant excused absences. An excused absence is one where you have an officially documented, legitimate reason for being unable to attend class. You will also receive a single unexcused absence that will not affect your grade. Unexcused absences beyond the one allowed will result in a zero for attendance and participation for that day.

In the event that an excused absence keeps you from attending class on the day a test is given, the test will be made up at the nearest possible time to the test date. Excused absences are the only avenue for taking a make-up exam. Unexcused absences on test days will result in the receipt of a zero for the test.

**Academic Honesty:**

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, A Culture of Honesty, and the Student Honor Code. All academic work must meet the standards described in A Culture of Honesty found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**Class Discussion and Debate:**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated, and may result in a deduction from your participation grade.

**Communicating with the Instructor:**

My primary method of communicating with you outside of class time/office hours will be through email. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, and other valuable information may be sent

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to this account over the course of the semester. Please check it regularly.

I have posted office hours from 11 AM until 12 AM on Mondays and Wednesdays. During these times, you should feel free to come by my glamorous office known as Walker's Coffee Shop and discuss any questions you may have about the class. If these times do not work for you, please shoot me an email, and I'd be more than happy to set up an appointment.

### **Staying Informed:**

In this course, we will often discuss current political events and issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as The New York Times, The Washington Post, CNN, or NPR. Also, academic blogs are often great places to encounter discussions of current events through the lens of the things we are talking about in class. A few political science blogs that may be useful for this course are The Monkey Cage, The Quantitative Peace, Political Violence @ a Glance, and The Duck of Minerva, among others.

## **PRELIMINARY COURSE SCHEDULE**

### **WEEK 1**

#### **July 3rd: What are human rights?**

##### *Required Reading*

- <https://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>
- <http://www.un.org/en/sections/issues-depth/human-rights/>

##### *Recommended Reading*

- Donnelly, Chapters 1 and 2

#### **July 4th: Holiday!**

#### **July 5th: Universalism and Relativism**

##### *Required Reading*

- Donnelly, Jack. 2003. Cultural Relativism and International Human Rights.
- Universal Declaration of Human Rights (UDHR): <http://www.un.org/en/documents/udhr/>

#### **July 6th: Female Genital Mutilation, brief documentary**

##### *Required Reading (and listening)*

- <https://www.bbc.co.uk/programmes/w3csvsyj>, 24 minute podcast
- Kalev, Henriette Dahan. 2004. Cultural Rights or Human Rights: The Case of Female Genital Mutilation. *Sex Roles* 51(5/6): 339-348.

### **WEEK 2**

#### **July 9th: Human Rights in International Law**

##### *Required Reading*

- International Covenant on Civil & Political Rights (ICCPR):  
<https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>
- Smith, Rhona. 2013. Human Rights in International Law, in *Human Rights: Politics and Practice*, ed. Michael E. Goodhart. Oxford: Oxford University Press. (Chapter 4)

##### *Recommended Reading*

- Waltz, Susan. 2002. Reclaiming and Rebuilding the History of the Universal Declaration of Human Rights. *Third World Quarterly* 23(3): 437-448.

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## **July 10th: Measuring & Studying Human Rights**

### *Required Reading*

- Landman, Todd. 2004. Measuring Human Rights: Principle, Practice, and Policy. *Human Rights Quarterly* 26: 906-31.
- The CIRI Human Rights Data Project website (particularly the information in the CIRI Documentation section under the Data & Documentation tab): <http://www.humanrightsdata.com>

### *Recommended Reading*

- Cingranelli, David L., and David L. Richards. 2010. The Cingranelli-Richards (Ciri) Human Rights Data Project. *Human Rights Quarterly* 32: 401-24.

## **July 11th: Working with Human Rights Data**

### *Required Reading*

- SNARP Coding Guidelines and Information (on ELC)

## **July 12th: Physical Integrity Rights**

### *Required Reading*

- Englehart, Neil A. 2009. State Capacity, State Failure, and Human Rights. *Journal of Peace Research* 46: 16380.
- Poe, Steven C., C. Neal Tate, and Linda Camp Keith. 1999. Repression of the Human Right to Personal Integrity Revisited: A Global Cross-National Study Covering the Years 1976-1993. *International Studies Quarterly* 43: 291-313.

### *Recommended Reading*

- Review CIRI data and website.

## **July 13th: Physical Integrity Rights Cont'd.,**

### *Required Reading*

- Poe, Steven C. 2004. The Decision to Repress: An Integrative Theoretical Approach to the Research on Human Rights and Repression. In *Understanding Human Rights Violations*, eds. Sabine C. Carey and Steven C. Poe. Burlington, VT: Ashgate, 1642.
- Straus, Scott. 2013. Genocide and Human Rights, in *Human Rights: Politics and Practice*, ed. Michael E. Goodhart. Oxford: Oxford University Press.

### *Recommended Reading*

- Harff, Barbara. 2003. No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955. *The American Political Science Review* 97: 5773.

## **WEEK 3**

## **July 16th: Repression and Dissent (and Midterm Review)**

### *Required Reading*

- Selections from T. David Mason, *Caught in the Crossfire*.

## **July 17th: MIDTERM EXAM**

## **July 18th: Human Rights in Civil War, Documentary**

### *Required Reading*

- Boler, Jean. 1985. The Mothers Committee of El Salvador: National Human Rights Activists. *Human Rights Quarterly* 7(4): 541-556.
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment: <http://www2.ohchr.org/english/law/cat.htm>

### *Recommended Reading*

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- Schultz, William F., ed. 2007. *The Phenomenon of Torture. Readings and Commentary*. Philadelphia: University of Pennsylvania Press. (Selections)

### **July 19th: Economic Rights**

#### *Required Reading*

- International Covenant on Economic, Social, & Cultural Rights (ICESCR):  
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>
- Mosley & Uno 2007, *Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights*.

### **July 20th: Women's Rights**

#### *Required Reading*

- Convention on the Elimination of All Forms of Discrimination against Women:  
<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>
- Bunch, Charlotte. 1990. *Womens Rights as Human Rights: Toward a Revision of Human Rights*. *Human Rights Quarterly* 12 (4): 486-498.

## **WEEK 4**

### **July 23rd: Children and LGBTQ Rights**

#### *Required Reading*

- Convention on the Rights of the Child (CRC):  
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- Declaration on the Rights of Minorities:  
<http://www.undocuments.net/a47r135.htm>
- Reiss, Fraidy. 2017. *Why can 12-year-olds still get married in the United States?* *Washington Post*. February 10. [https://www.washingtonpost.com/posteverything/wp/2017/02/10/why-does-the-united/?utm\\_term=.62f8e4506bf0](https://www.washingtonpost.com/posteverything/wp/2017/02/10/why-does-the-united/?utm_term=.62f8e4506bf0).

### **July 24th: Human Trafficking**

#### *Required Reading*

- Brysk, Alison. 2009. *Beyond Framing and Shaming: Human Trafficking, Human Security and Human Rights*. *Journal of Human Security* 5(3): 821.
- Kessler 2015, *Why You Should Be Wary of Statistics on Modern Slavery and Trafficking*:  
[https://www.washingtonpost.com/news/fact-checker/wp/2015/04/24/why-you-shouldbe-wary-of-st/?utm\\_term=.cf56262ca989](https://www.washingtonpost.com/news/fact-checker/wp/2015/04/24/why-you-shouldbe-wary-of-st/?utm_term=.cf56262ca989)

#### *Recommended Reading*

- Stackpole, Thomas. 2015. *The New Abolitionists*. *Foreign Policy* 213: 84-93.

### **July 25th: Economic Globalization & Human Rights**

#### *Required Reading*

- Richards, Gelleny, and Sacko (2001), *Money With A Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries*.
- Richards, David L., and Ronald Gelleny. 2007. *Womens Status and Economic Globalization*. *International Studies Quarterly* 51: 855-76.

### **July 26th: Advocacy Efforts**

#### *Required Reading*

- Bell, Sam, K.Chad Clay, Tavishi Bhasin, and Amanda Murdie. 2014. *Taking the Fight to Them: Neighborhood Human Rights Organizations and Domestic Protest*. *British Journal of Political Science*. 853-875.

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- Peksen, Dursun. 2009. Better or Worse? The Effect of Economic Sanctions on Human Rights. *Journal of Peace Research* 46: 59-77.

**July 27th: Naming and Shaming**

*Required Reading*

- Murdie, Amanda M., and David R. Davis. 2012. Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs. *International Studies Quarterly* 56: 1-16.
- Hafner-Burton, Emilie M. "Sticks and stones: Naming and shaming the human rights enforcement problem." *International Organization* 62.4 (2008): 689-716.

**July 30th: TBD, Final Exam Review**

**July 31st: FINAL EXAM**