

**University of Georgia**  
**INTL 4620: Human Rights**  
**Summer 2017, MTWRF 10:30am–12:45pm**  
**Caldwell 105**

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Instructor: K. Anne Watson

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Office Hours: Thursdays, 1-3pm, or by appointment

Prerequisites: INTL 3200 or INTL 3300 or permission of department

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**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.
- Be capable of understanding and participating in the public debate over the many issues discussed in this class.

**RECOMMENDED BOOKS**

1. Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3<sup>rd</sup> ed. Ithaca: Cornell University Press.
2. Goodhart, Michael, ed. 2013. *Human Rights: Politics & Practice*. 2<sup>nd</sup> ed. New York: Oxford University Press.

## STUDENTS 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 542–8719. If you have difficulty reaching the classroom, please notify me as soon as possible.

## COURSE REQUIREMENTS & EVALUATION

### **Midterm (30 points) and Final Exam (30 points)**

There will be two major (multiple choice) tests given this semester. The midterm will cover material in the first half of the semester, while the material on the final will be drawn from the entire term. The midterm exam is tentatively scheduled for **June 15**. The final exam will be given on **June 30**.

### **Reading Quizzes (2 points each for 10 points)**

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.

### **Reading Responses (5 points each for 10 points)**

Response papers are 3–4 page papers that convey your reaction to and/or critical evaluation of a single topic's readings. You may focus on as many or as few readings from that topic as you like. Two response essays are due by the end of the semester—the first can be turned in any day on or before **June 13** at 11:59pm, and the second can be turned in any day on or before **June 27** at 11:59pm. Please submit the final drafts of your essays to the appropriate folders on eLC.

Although these essays are quite short, you should take them seriously. 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, papers that do no more than summarize the works we read will not receive full credit—you must present a clear, well-reasoned argument. Each essay should be formatted with 1-inch margins, double-spaced, and typed in 12-point Times New Roman font. For the sake of clarity, the page counts listed above are hard limits: Anything shorter than three full pages will have points deducted, and I will stop reading (and grading) after 4 full pages.

Some questions you might consider while preparing for class and writing your response essays:

- What research question is the author trying to answer?
- What is the author's argument?
- How does the argument fit with the other readings?
- Is the argument logically consistent?

- Does the evidence support the author’s theoretical claims?
- Does the argument have implications that are unexamined?
- Does the study tell us something new and interesting?
- Is there some issue area or question that the material perfectly covers?
- Is there some issue area or question that is completely unaddressed by the material?

### **Attendance & Participation (20 points)**

Attendance and participation are a necessary condition for satisfactory achievement in this class. 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.

I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid attendance and participation little attention. As such, it is in your best interest to attend class and participate in discussion where appropriate.

### **Grading Scale**

Grades are constructed to reflect the university standards posted at [http://bulletin.uga.edu/Bulletin\\_Files/acad/Grades.html](http://bulletin.uga.edu/Bulletin_Files/acad/Grades.html) and are summarized below. Grades will be based on how many points you earn according to the following distribution:

“Excellent”	A=93–100 pts.	A–=90–92 pts.	
“Good”	B+=87–89 pts.	B=83–86 pts.	B–=80–82 pts.
“Satisfactory”	C+=77–79 pts.	C=73–76 pts.	C–=70–72 pts.
“Passing”	D=60–69 pts.		
“Failure”	F=fewer than 60 pts.		

## **COURSE POLICIES**

### **1. Attendance**

As I explained above, attendance and participation make up a sizable portion of your grade for the class. However, I am aware that, at times, events beyond our control conspire to keep us from meeting our normal, everyday obligations. In these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event (sports/conference/trip), a documented medical excuse, or proof of a deceased direct relative. 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.

## **2. Cell Phones and Other Noise-Making Devices**

All cell phones and other devices that make noise must be turned off or put on silent upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's grade. Laptops should be used for class-related activities only.

## **3. Academic Honesty**

Academic integrity is a core value of institutions of higher learning. All students, upon enrolling, must pledge: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." It is your responsibility to avoid plagiarism, cheating, and dishonesty. The university policy on academic integrity is posted at: <http://www.uga.edu/honesty/>. To qualify the application of the policy in this course: exams should be entirely your own work with no assistance from anyone else; papers should also be your own work (though you may ask others for suggestions). Any material drawn from other sources should be properly cited. 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.

## **3. Class Discussion & 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.

## **4. Communicating with the Instructor**

My primary method of communicating with you outside of class time/office hours will be through e-mail. 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 to this account over the course of the term. Please check it daily.

I have posted office hours **Thursdays from 1pm–3pm**. During this time period, you should feel free to come by my "office" at **Walker's** (a coffee shop downtown) and discuss any questions you may have about the class. If these times do not work for you, I will be more than happy to set up an appointment.

## **5. 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* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)), or NPR ([www.npr.org](http://www.npr.org)). Also, academic blogs are great places to encounter discussions of current events through the lens of things we talk about in class. A few political science blogs that may be useful for this course are The Monkey Cage ([themonkeycage.org/](http://themonkeycage.org/)), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), The Duck of Minerva (<http://duckofminerva.blogspot.com/>), and Why Nations Fail (<http://whynationsfail.com/>), among others.

## 6. Changes to the Syllabus

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) check your e-mail regularly.

### PRELIMINARY COURSE SCHEDULE

#### WEEK 1

##### **June 5: What are human rights?**

###### Reading:

What are human rights? :

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

###### Recommended Reading:

Donnelly (2013), Chapters 1 and 2

##### **June 6: Universalism & Relativism**

###### Reading:

Donnelly, Jack. 1984. "Cultural Relativism and Universal Human Rights." *Human Rights Quarterly* 6(4): 400-419.

Universal Declaration of Human Rights (UDHR): <http://www.un.org/en/documents/udhr/>

###### Recommended Reading:

Boylan, Michael. 2011. "Are There Natural Human Rights?" *The New York Times*. May 29. <https://opinionator.blogs.nytimes.com/2011/05/29/are-there-natural-human-rights/>.

##### **June 7: Female Genital Mutilation (Documentary)**

###### Reading:

Kalev, Henriette Dahan. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51(5/6): 339-348.

##### **June 8: Human Rights & International Law**

###### Reading:

International Covenant on Civil & Political Rights (ICCPR):

<http://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.

**June 9: Measuring & Studying Human Rights**

Reading:

Landman, Todd. 2004. "Measuring Human Rights: Principle, Practice, and Policy." *Human Rights Quarterly* 26: 906-31.

Recommended Reading:

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

**WEEK 2**

**June 12: Physical Integrity Rights**

Reading:

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment:  
<http://www2.ohchr.org/english/law/cat.htm>

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, 16-42.

Englehart, Neil A. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46: 163-80.

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.

**June 13: Genocide**

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: 57-73.

Straus, Scott. 2013. "Genocide and Human Rights," in *Human Rights: Politics and Practice*, ed. Michael E. Goodhart. Oxford: Oxford University Press.

DUE: FIRST RESPONSE ESSAY

**June 14: Torture and Midterm Review**

Reading:

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

Recommended Reading:

Landman, Todd. 2005. "The Political Science of Human Rights." *British Journal of Political Science* 35: 549–572.

**June 15: MIDTERM**

**June 16: Human Rights in Civil War (Documentary)**

Reading:

Boler, Jean. 1985. "The Mothers Committee of El Salvador: National Human Rights Activists." *Human Rights Quarterly* 7(4): 541–556.

**WEEK 3**

**June 19: Economic Rights**

Reading:

International Covenant on Economic, Social, & Cultural Rights (ICESCR): <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Hertel, Shareen and Lanse Minkler. 2007. "Economic Rights: The Terrain. Working Paper.

Richards (2012), "Whats in a Name? Human Rights, Human Development, and Human Dignity": <https://www.wider.unu.edu/publication/what%E2%80%99s-name>

**June 20: Women's Rights**

Reading:

Convention on the Elimination of All Forms of Discrimination against Women: <http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

Facio, Alda, and Martha I. Morgan. 2009. "Equity or Equality for Women? Understanding Cedaw's Equality Principles." *Alabama Law Review* 60: 1133–1170.

Bunch, Charlotte. 1990. "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights." *Human Rights Quarterly* 12 (4): 486–498.

**June 21: Children's Rights**

Reading:

Convention on the Rights of the Child (CRC). <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

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-states-still-let-12-year-old-girls-get-married/?utm\\_term=.62f8e4506bf0](https://www.washingtonpost.com/posteverything/wp/2017/02/10/why-does-the-united-states-still-let-12-year-old-girls-get-married/?utm_term=.62f8e4506bf0). (June 4, 2017).

Hilowitz, Janet, Joost Kooijmans, Peter Matz, Peter Dorman, Michaelle de Kock, and Muriel Alectus. 2004. "Child labor. A textbook for university students." Turin: International Labor Organization. (Selections)

**June 22: LGBTQ Rights**

Reading: TBD

**June 23: TBD**

Reading: TBD

**WEEK 4**

**June 26: Human Trafficking**

Reading:

- Brysk, Alison. 2009. "Beyond Framing and Shaming: Human Trafficking, Human Security and Human Rights." *Journal of Human Security* 5(3): 8-21.
- Brysk, Allison. 2012. "From Rhetoric to Response: Global Response to Human Trafficking. Working Paper.
- Stackpole, Thomas. 2015. "The New Abolitionists." *Foreign Policy* 213: 84-93.
- 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-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/?utm\\_term=.cf56262ca989](https://www.washingtonpost.com/news/fact-checker/wp/2015/04/24/why-you-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/?utm_term=.cf56262ca989)

**June 27: Economic Globalization & Human Rights**

Reading:

- Richards, Gelleny, and Sacko (2001), "Money With A Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries"
- Blanton, Shannon Lindsey, and Robert G. Blanton. 2007. "What Attracts Foreign Investors? An Examination of Human Rights and Foreign Direct Investment." *Journal of Politics* 69: 143-55.
- Richards, David L., and Ronald Gelleny. 2007. "Women's Status and Economic Globalization." *International Studies Quarterly* 51: 855-76.

DUE: SECOND RESPONSE ESSAY

**June 28: Advocacy Efforts**

Reading:

- DeMeritt, Jacqueline H. R. 2015. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59: 428-54.
- Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46: 59-77.

**June 29: Naming and Shaming and Final Exam Review**

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.



Barry, Colin, K. Chad Clay, and Michael E. Flynn. 2013. "Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment." *International Studies Quarterly* 57: 532-44.

Bell, Sam R., K. Chad Clay, and Amanda Murdie. 2012. "Neighborhood Watch: Spatial Effects of Human Rights INGOs." *The Journal of Politics* 74: 354-68.

**June 30: FINAL EXAM**