

**University of Georgia**  
**INTL 4620: Human Rights**  
**Spring 2021**

**Room – MLC 147**

**Time – Monday, Wednesday, and Friday 12:40-1:30 PM**

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Office Hours: By Appointment (virtual)

**Course Description and Objectives:**

The primary objective of this course is to provide the student 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, this course will also explore many of the methods used to study and evaluate respect for human rights cross-nationally.

Throughout the semester, this course will aim to prepare students to address the following goals:

- 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 on governmental organizations.
- Be capable of understanding and participating in the public debate over the many issues discussed in this class.
- Have an improved ability to make logical, convincing oral and written arguments.

**Required Reading:**

There are two (2) required text for this course:

- Donnelly, Jack. 2013. *Universal Human Rights in Theory and Practice*. 3<sup>rd</sup> ed. Ithaca: Cornell University.
- Goodhart, Michael, ed. 2016. *Human Rights: Politics and Practice*. 3<sup>rd</sup> ed. New York: Oxford University.

Additional readings can be found via eLC, unless otherwise noted.

## **Course Evaluation and Grading**

Your final grade will be based on the sum of points earned from each of the following assignments:

Participation:	10%
Short Papers:	15%
Midterm Exam:	20%
Final Exam:	25%
Presentation:	10%
Paper:	20%

**Course Structure:** This course will use a hybrid-flexible (hyflex) approach to ensure that all students can participate within the course instruction. Students will be separated into two groups (Group 1 and Group 2). These groups will be assigned prior to the semester start and posted on eLC.

Where indicated (by the notation of ‘Online’ in the course schedule), the instructor will provide online instruction via a weekly lecture series hosted via eLC; this will take the place of the usual scheduled class. Every other class will meet face-to-face (indicated by the notation ‘In-Class’ in the course schedule), and simultaneously broadcasted via Zoom, as well as recorded and uploaded to eLC following the class meeting for posterity.

The student should consult the course schedule before arriving to face-to-face instruction to ensure that their assigned group is assigned that day. If the student’s group is not assigned that day, it is expected for the student to instead attend the scheduled class via Zoom.

*Note:* All Zoom meeting rooms will be password-protected. The meeting rooms will be scheduled, and passwords distributed prior to semester start.

**Attendance:** There is no formal attendance policy for this course. However, your regular attendance – either in-person or virtually – is necessary for success in this class because missing class disrupts your ability to participate and turn in assignments. It also detracts from other students’ opportunities to benefit from your insights during discussions.

**Participation:** Participation in class will account for 10 percent of your final grade. A successful student will voluntarily make substantive contributions to class discussion each class, volunteers comments and questions that demonstrate thorough completion of the assigned readings, and actively participates in assigned group work. Simply showing up to class does not constitute participation. Further, disruptive or disrespectful behavior such as using cell phones, sleeping, or surfing the web will cause a deduction in your participation grade, regardless of your fulfillments of the above expectations.

**Short Papers:** Select three (3) topics identified in the syllabus. The purpose of the (750-word) essays is to apply course concepts to contemporary human rights issues. These essays can also be used to motivate your thesis for your final paper. Essays will be due on eLC by 11:59PM of the Monday following the discussion of readings.

**Exams:** Both the midterm and final exams will draw upon both the assigned readings and class materials. Lectures and class discussions are intended to supplement, not replace, the readings.

You are responsible for all information in the assigned readings, even if we have not gone over it in lecture, unless otherwise noted by the instructor. The exams will be supplied via eLC and will be in essay format. More information will become available nearer to exam dates.

**Paper and Presentation:** Each student will submit an 8-10 page paper detailing the human rights situation in a country of the student's choice. Students will choose their desired country in class on **Friday, 22 January**. A draft of the paper will not be formally due in class; however, students are free to send drafts to the instructor for evaluation prior to the submission deadline. Each student will, also, give a brief 8-10 minute presentation over their topic starting on **Monday, 19 April**.

Final papers will be due by 11:59PM on Monday, 3 May. An Assignment folder will be on eLC for students to submit their papers. Late papers will be penalized 10 points per day from final paper grade. Additional details and a rubric for the paper will be discussed and given later in the semester.

**Overall Grades:** Letter 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)], which are summarized below. Letter grades will be based on how many points you earn according to the following distribution:

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

## **Course Policies**

### **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.

### **Disability Statement**

Students with disabilities that have been certified by the UGA Disabilities Services offices will be accommodated according to university policy. Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment. For more information, contact UGA Disabilities Services at 706-542-8719.

### **Student Resources**

You can increase your chance of success in this course by using UGA's academic services. The Division of Academic Enhancement offers tutoring in Collaborative Academic and Retention Effort (CARE) that can help with overall course performance and in writing that can help with critical thinking exercises. You can set an appointment at [<http://dae.uga.edu/>], and the phone

number is 706-542-7575. You also may check out opportunities at the Miller Learning Center [<http://mlc.uga.edu/>] and the Writing Center [<http://writingcenter.english.uga.edu/>].

### **Mental Health and Wellness Resources**

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit [<https://sco.uga.edu/>]. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services [<https://www.uhs.uga.edu/bewelluga/bewelluga/>] or crisis support [<https://www.uhs.uga.edu/info/emergencies/>]. If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA [<https://www.uhs.uga.edu/bewelluga/bewelluga/>] for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

### **Coronavirus Information**

#### *Face Coverings:*

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Face shields are NOT a substitute for face masks. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

#### *DawgCheck:*

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

#### *What do I do if I have symptoms:*

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

#### *What do I do if I am notified that I have been exposed:*

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

*How do I get a test:*

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

*What do I do if I test positive:*

Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

### **Course Schedule**

*The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.*

- **Week 1 (13/15 JAN - Course Introduction)**
  - 13 JAN - Online (Zoom)
  - 15 JAN - Online (eLC Lecture)
  - Reading:
    - Donnelly, Chapter 1
    - Goodhart, Chapter 3 & 5
- **Week 2 (18/20/22 JAN - Human Rights and International Law)**
  - Add/Drop Ends on 20 JAN
  - 18 JAN - No Class (Martin Luther King Jr. Day)
  - 20 JAN - In-Class (Group 1)
  - 22 JAN - In-Class (Group 2)
  - Reading:
    - Donnelly, Chapters 2 & 4
    - Universal Declaration of Human Rights
      - <https://www.un.org/en/universal-declaration-human-rights/>
    - International Covenant on Civil and Political Rights
      - <https://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>
    - Optional Protocol to the ICCPR
      - <https://www.ohchr.org/en/professionalinterest/pages/opccpr1.aspx>
    - Second Optional Protocol to the ICCPR
      - <https://www.ohchr.org/en/professionalinterest/pages/2ndopccpr.aspx>
    - International Covenant on Economic, Social, and Cultural Rights
      - <https://www.ohchr.org/en/professionalinterest/pages/cescr.aspx>
    - Optional Protocol to the ICESCR
      - <https://www.ohchr.org/EN/ProfessionalInterest/Pages/OPCESCR.aspx>

- **Week 3 (25/27/29 JAN - Universalism and Relativism)**
  - 25 JAN - Online (eLC Lecture)
  - 27 JAN - In-Class (Group 1)
  - 29 JAN - In-Class (Group 2)
  - Reading:
    - Donnelly, Chapters 6-7
    - Donnelly, Jack. 2007. "The Relative Universality of Human Rights." *Human Rights Quarterly* 29. 281-306.
    - Donnelly, Jack. 2008. "Human Rights: Both Universal and Relative (A Reply to Michael Goodhart)." *Human Rights Quarterly* 30. 194-204.
    - Goodhart, Michael. 2008. "Neither Relative nor Universal: A Response to Donnelly." *Human Rights Quarterly* 30. 183-193.
    - Kaley, Henriette. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51 (5/6). 339-348.
  - Essay 1:
    - Compare and contrast universalism and relativism in relation to international human rights agreements. Why would one subscribe to either of these options? Which should be the priority? Why?
- **Week 4 (1/3/5 FEB - Physical Integrity Rights Part 1)**
  - 1 FEB - Online (eLC Lecture)
  - 3 FEB - In-Class (Group 1)
  - 5 FEB - In-Class (Group 2)
  - Reading:
    - Englehart, Neil. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2). 163-180.
    - Poe, Steven. 2002. "The Decision to Repress: An Integrative Approach to the Research on Human Rights and Repression." *The Systematic Study of Human Rights Violations at ECPR*: Turin, Italy.
    - Poe, Steven, 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.
    - Boler, Jean. 1985. "The Mothers committee of El Salvador: National Human Rights Activists." *Human Rights Quarterly* 7 (4). 541-556.

- **Week 5 (8/10/12 FEB - Physical Integrity Rights Part 2)**
  - 8 FEB - Online (eLC Lecture)
  - 10 FEB - In-Class (Group 1)
  - 12 FEB - In-Class (Group 2)
  - Reading:
    - Goodhart, Chapter 20
    - Harff, Barbara. 2003. “No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955.” *American Political Science Review* 97 (1). 57-73.
    - Review “Lessons from Rwanda” website
      - <https://www.un.org/en/preventgenocide/rwanda/>
    - Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
      - <https://www.ohchr.org/en/professionalinterest/pages/cat.aspx>
    - Selections from:
      - Schultz, William. 2007. *The Phenomenon of Torture: Readings and Commentary*. Philadelphia: University of Pennsylvania.
  - Essay 2:
    - Explain at least three different theories of genocide. Give historical examples which correspond to each of your chosen theories. Which theory do you believe is the most realistic explanation for genocide?
- **Week 6 (15/17/19 FEB - Economic Rights)**
  - 15 FEB - Online (eLC Lecture)
  - 17 FEB - No Class (Instructional Break)
  - 19 FEB - In-Class (Group 1)
  - Reading:
    - Office of United Nations High Commissioner for Human Rights. 2005. “Economic, Social, and Cultural Rights: Handbook for National Human Rights Institutions.”
    - Richards, David. 2012. “What’s in a Name? Human Rights, Human Development, and Human Dignity.” *United Nations University – Wider*.
      - Available at:
        - <https://www.wider.unu.edu/publication/what%E2%80%99s-in-a-name>
    - Mosley, Layna, and Saika Uno. 2007. “Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights.” *Comparative Political Studies* 40 (8). 923-948.

- **Week 7 (22/24/26 FEB - Discrimination and Membership)**
  - 22 FEB - Online (eLC Lecture)
  - 24 FEB - In-Class (Group 2)
  - 26 FEB - In-Class (Group 1)
  - Reading:
    - Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
      - <https://www.ohchr.org/en/professionalinterest/pages/cedaw.aspx>
    - Convention on the Rights of the Child
      - <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
    - Declaration on the Rights of Indigenous Peoples
      - <https://www.ohchr.org/EN/Issues/IPeoples/Pages/Declaration.aspx>
    - Declaration on the Rights of Minorities
      - <https://www.ohchr.org/en/professionalinterest/pages/minorities.aspx>
    - Facio, Alda, and Martha Morgan. 2008. "Equity or Equality for Women? Understanding CEDAW's Equality Principles." *Alabama Law Review* 60 (5). 1133-1170.
      - Focus on pages 1133-1159
    - Brysk, Alison. 2009. "Beyond Framing and Shaming: Human Trafficking, Human Security, and Human Rights." *Journal of Human Security* 5 (3). 8-21.
    - Stackpole, Thomas. 2015. "The New Abolitionists." *Foreign Policy* 213. 84-93.
    - Kessler, Glenn. 2015. "Why You Should be Wary of Statistics on 'Modern Slavery' and 'Trafficking'." *Washington Post*.
      - Available at:
        - <https://www.washingtonpost.com/news/fact-checker/wp/2015/04/24/why-you-should-be-wary-of-statistics-on-modern-slavery-and-trafficking/?arc404=true>
  - Essay 3:
    - Compare and contrast equality versus equity in human rights. Why would one subscribe to either of these options? Which should be the priority? Why?
- **Week 8 (1/3/5 MAR - Review / Midterm)**
  - 1 MAR - In-Class (Group 2)
  - 3 MAR - Online (Midterm)
  - 5 MAR - Online (Midterm)
- **Week 9 (8/10/12 MAR - Paper Week)**
  - 8 MAR - In-Class (Group 1)
  - 10 MAR - In-Class (Group 2)
  - 12 MAR - No Class (Instructional Break)



- **Week 10 (22/24/26 MAR - Measuring and Studying Human Rights)**
  - Withdrawal Deadline on 23 MAR
  - 22 MAR - Online (eLC Lecture)
  - 24 MAR - In-Class (Group 1)
  - 26 MAR - In-Class (Group 2)
  - Reading:
    - Goodhart, Chapter 8
    - Cingranelli, David, and David Richards. 2010. *Human Rights Quarterly* 32. 401-424.
    - The CIRI Human Rights Data Project website
      - <http://www.humanrightsdata.com/>
      - Particularly the “CIRI Documentation” under “Data & Documentation”
    - The Human Rights Measurement Initiative (HRMI) website
      - <https://humanrightsmmeasurement.org/>
      - Particularly the “Methodology” section
    - The Subnational Analysis of Repression Project (SNARP) website
      - <http://snarpdata.org/>
    - Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. 2009. “An Index of Economic and Social Rights Fulfillment: Concept and Methodology.” *Journal of Human Rights* 8. 195-221.
    - Clay, K. Chad, David Richards, K. Anne Watson, Charlie Carlee, and Stephen Bagwell. “Measuring Economic, Social, and Cultural Rights: Effective Efforts versus Conditions.”
  - Essay 4:
    - Given the difficulty of measuring human rights quantitatively, is the objective fruitful for further study? Why or why not? How could the current iterations be improved?
- **Week 11 (29/31 MAR & 2 APR - Human Rights and Civil Conflict)**
  - 29 MAR - Online (eLC Lecture)
  - 31 MAR - In-Class (Group 1)
  - 2 APR - In-Class (Group 2)
  - Reading:
    - Mason, T. David. 2004. *Caught in the Crossfire*. Oxford: Rowman and Littlefield.
      - Chapter 5, 6, & 8
  - Essay 5:
    - What is the link, if any, between human rights, state repression, and civil conflict? Why do states use varying forms and escalations of repression? How could populations respond to state repression? Why?

- **Week 12 (5/7/9 APR - Economic Globalization of Human Rights)**
  - 5 APR - Online (eLC Lecture)
  - 7 APR - In-Class (Group 1)
  - 9 APR - No Class
  - Reading:
    - Goodhart, Chapter 13
    - Richards, David, Ronald Gellany, and David Sacko. 2001. "Money with a Mean Streak? Foreign Economic Penetration and Government Respect for Human Rights in Developing Countries." *International Studies Quarterly* 45. 219-239.
    - Blanton, Shannon, and Robert Blanton. 2007. "What Attracts Foreign Investors? An Examination of Human Rights and Foreign Direct Investment." *Journal of Politics* 69 (1). 143-155.
    - Richards, David, and Ronald Gellany. 2007. "Women's Status and Economic Globalization." *International Studies Quarterly* 51. 855-876.
    - Greenhill, Brian, Layna Mosley, and Aseem Prakash. 2009. "Trade-based Diffusion of Labor Rights: A Panel Study, 1986-2002." *American Political Science Review* 103 (4). 669-690.
- **Week 13 (12/14/16 APR - International Efforts to Protect Human Rights)**
  - 12 APR - Online (eLC Lecture)
  - 14 APR - In-Class (Group 2)
  - 16 APR - In-Class (Group 1)
  - Reading:
    - Goodhart, Chapter 21
    - DeMeritt, Jacqueline. "Delegating Death: Military Intervention and Government Killing." *Journal of Conflict Resolution* 59 (3). 428-454.
    - Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1). 59-77.
    - Murdie, Amanda, and David Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56. 1-16.
    - Barry, Collin, K. Chad Clay, and Michael Flynn. 2013. "Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment." *International Studies Quarterly* 57. 532-544.
    - Bell, Sam, K. Chad Clay, and Amanda Murdie. 2012. "Neighborhood Watch: Spatial Effects of Human Rights INGOs." *Journal of Politics* 74 (2). 354-368.
  - Essay 6:
    - What are the obstacles to effective intervention in human rights crises? Why is it important to understand these obstacles exist within current intervention strategies? What new strategies could realistically be adopted to overcome these obstacles?

- **Week 14 (19/21/23 APR - Presentations)**
  - 19 APR - In-Class (Group 2)
  - 21 APR - In-Class (Group 1)
  - 23 APR - In-Class (Group 2)
- **Week 15 (26/28/30 APR - Presentations, con't)**
  - 26 APR - In-Class (Group 1)
  - 28 APR - In-Class (Group 2)
  - 30 APR - In-Class (Group 1)
- **Week 16 (3 MAY - Conclusion)**
  - 3 MAY
- **Final Exams due by 3PM on Monday, 10 MAY via eLC.**