

University of Georgia
INTL 4620: Human Rights
Fall 2022
Room – Sanford Hall 0309
Time – Monday, Wednesday, and Friday 10:20-11:10 AM

Instructor: Thomas Deen
Email: thomas.deen25@uga.edu
Office Hours: By Appointment (zoom)

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*. 3rd ed. Ithaca: Cornell University.
- Goodhart, Michael, ed. 2016. *Human Rights: Politics and Practice*. 3rd 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%

Attendance: There is no formal attendance policy for this course. However, your regular attendance 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 consist of multiple choice, true and false questions, short answer, and a short essay. More information will become available nearer to exam dates.

Paper and Presentation: Each student will submit an 8 page paper, double spaced, detailing the human rights situation in a country of the student's choice. Students will choose their desired country in class by **Friday, 2ed September** . If a topic is not selected then one will be assigned. A signup sheet for presentations will be posted on ELC.

A draft of the paper will be 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, November 14th**.

Final papers will be due by 11:59PM on **Thursday, December 8th**. 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 provided at the end of the syllabus.

Extra Credit Opportunities:

These will be discussed during class.

Overall Grades: Letter grades are constructed to reflect the university standards posted at [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. 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.

Cellphones

All cell phones and other devices that make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's grade.

Course Schedule

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

1. What are human rights? Where do they come from?

- Class Introduction
- Reading (Due by Wednesday, August 17)
 - Donnelly, Chapter 1: The Concept of Human Rights
- Reading (Due by Friday, August 19)
 - Goodheart, Chapter 3: Human Rights in International Relations
 - Goodheart, Chapter 5: Human Rights in Comparative Politics

2. International Law & Human Rights

- Reading (Due by Monday, August 22)
 - Donnelly, Chapter 2: The Universal Declaration Model
 - Donnelly, Chapter 4: Equal Concern and Respect
 - Goodheart, Chapter 4: Human Rights in International Law, p. 61-69 only
- Reading (Due by Wednesday, August 24)
 - Simmons, Beth A. 2009. Mobilizing for Human Rights : International Law in Domestic Politics
 - Chapter 2: Why International Law
- Reading (Due by Friday, August 26)
 - Simmons, Beth A. 2009. Mobilizing for Human Rights : International Law in Domestic Politics
 - Chapter 4: Theories of Compliance

- Essay #1
 - Describe the various developments in international law and how they affect human rights. What concepts have developed? What has changed? What are some of the issues of compliance facing international law?

3. Universalism & Relativism

- Reading (Due by Monday, August 29)
 - Donnelly, Chapters 6: The Relative Universality of Human Rights
 - Donnelly, Chapters 7: Universality in a World of Particularities
- Reading (Due by Wednesday, August 31)
 - Donnelly, Jack. 2007. "The Relative Universality of Human Rights." *Human Rights Quarterly* 29. 281-306.
 - Goodhart, Michael. 2008. "Neither Relative nor Universal: A Response to Donnelly." *Human Rights Quarterly* 30. 183-193.
- Reading (Due by Friday, September 2)
 - Donnelly, Jack. 2008. "Human Rights: Both Universal and Relative (A Reply to Michael Goodhart)." *Human Rights Quarterly* 30. 194-204.
 - Kalev, Henriette. 2004. "Cultural Rights or Human Rights: The Case of Female Genital Mutilation." *Sex Roles* 51 (5/6). 339-348.
- Essay #2:
 - 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?

4. Repression & Human Rights Part I

- Monday, September 5 – Labor Day No Class
- Reading (Due by Wednesday, September 7)
 - Hill 2016, "Democracy and the Concept of Personal Integrity Rights"
 - Englehart, Neil. 2009. "State Capacity, State Failure, and Human Rights." *Journal of Peace Research* 46 (2). 163-180.
- Reading (Due by Friday, September 9)
 - Christian Davenport & Molly Inman (2012) *The State of State Repression Research Since the 1990s, Terrorism and Political Violence*, 24:4, 619-634
 - 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.

5. Repression & Human Rights Part II

- Reading (Due by Monday, September 12)
 - Goodhart, Chapter 20: Genocide and Human Rights
- Reading (Due by Wednesday, September 14)

- 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.
- Reading (Due by Friday, September 16)
 - Goodheart, Chapter 15: Torture
- Essay #3:
 - 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?
 - Why do states repress and torture their own citizens? What insights has the academic literature taught us about these practices? How do these practices differ across different regimes?

6. Measuring Human Rights

- Reading (Due by Monday, September 19)
 - Landman 2004, “Measuring Human Rights: Principle, Practice, & Policy”
 - Clay, et al., 2020. “Using practitioner surveys to measure human rights: The Human Rights Measurement Initiative’s civil and political rights metrics”
- Reading (Due by Wednesday, September 21)
 - Cingranelli, David L., and David L. Richards. “The Cingranelli and Richards (CIRI) Human Rights Data Project.” *Human Rights Quarterly* 32, no. 2 (2010): 401–24.
 - Fukuda-Parr, Lawson-Remer, & Randolph 2009, “An Index of Economic and Social Rights Fulfillment: Concept & Methodology.”
- Reading (Due by Friday, September 23)
 - Goodhart, Chapter 8
 - Fariss, Christopher J., and Keith E. Schnakenberg. “Measuring Mutual Dependence between State Repressive Actions.” *The Journal of Conflict Resolution* 58, no. 6 (2014): 1003–32.
- Essay #4:
 - How do academics measure human rights and human rights violations? How has measuring human rights changed and evolved over time? Can we improve measures of human rights violations?

7. Economic & Social Rights

- Reading (Due by Monday, September 26)
 - Office of United Nations High Commissioner for Human Rights. 2005. “Economic, Social, and Cultural Rights: Handbook for National Human Rights Institutions.”
 - The nature of economic, social, and cultural rights, p.1-2
 - Normative framework, p.3-7

- The role of national human rights institutions in protecting and promoting economic, social, and cultural p.43-54
 - Dealing with violations of economic, social, and cultural rights, p.45-54
 - Monitoring economic, social, and cultural rights, p. 57-60
 - Promoting economic, social, and cultural rights p.74-89
- Reading (Due by Wednesday, September 28)
 - 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.
- Reading (Due by Friday, September 30)
 - Richards 2012, "What's in a Name? Human Rights, Human Development, and Human Dignity."
 - <https://www.wider.unu.edu/publication/what%E2%80%99s-name>
 - Barry, Colin M., David L. Cingranelli, and K. Chad Clay. 2022. "Labor Rights in Comparative Perspective: The WorkR Dataset." *INTERNATIONAL INTERACTIONS*, March.
- Essay #5:
 - Describe the evolution of economic and social rights. What complications have they faced? Are these rights contextualized to each developing country? Has the pandemic challenged the progression of these rights in developing countries?

8. Discrimination, Membership, and Sex Trafficking

- Reading (Due by Monday, October, 3)
 - Goodheart Chapter 17: Children's Human Rights Advocacy
- Reading (Due by October, October, 5)
 - Goodheart Chapter 18: Human Rights and Forced Migration
- Reading (Due by October, October, 7)
 - Goodheart Chapter 19: Indigenous People's Human Rights
 - Brysk, Alison. 2009. "Beyond Framing and Shaming: Human Trafficking, Human Security, and Human Rights." *Journal of Human Security* 5 (3). 8-21.

9. Review/ MIDTERM

- October 10-14th

10. Economic Globalization of Human Rights

- Reading (Due by Monday, October, 17)
 - 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.

- Reading (Due by Wednesday, October 19)
 - 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.

- Reading (Due by Friday, October, 21)
 - 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.

- Essay #6
 - Has international economic growth helped or harmed human rights? Do countries disregard human rights standards in order to promote economic growth?

11. Human Rights and International Action

- Reading (Due by Monday, October 24)
 - Donnelly Chapter 11: International Human Rights Regimes

- Reading (Due by Wednesday, October 26)
 - Donnelly Chapter 12: Human Rights and Foreign Policy

- Friday, October 28- No Class

12. Human Rights and Conflict

- Reading (Due by Monday, October 31)
 - Donnelly Chapter 15: Humanitarian Intervention against Genocide

- Reading (Due by Wednesday, November 2)
 - Goodhart, Chapter 21: Humanitarian Intervention

- Reading (Due by Friday, November 4)
 - DeMeritt, Jacqueline. "Delegating Death: Military Intervention and Government Killing." 2015. *Journal of Conflict Resolution* 59 (3). 428-454.
 - Krain, Matthew. "International Intervention and the Severity of Genocides and Politicides." *International Studies Quarterly*, vol. 49, no. 3, 2005, pp. 363-87. *JSTOR*

- Essay #7:
 - Explain international intervention against mass killings and genocide. Why do states perpetrate genocide? How can international intervention prevent genocide or accelerate it? Draw from historical examples.

- 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?

13. Human Rights Protection, Prosecution, Enforcement

- Reading (Due by Monday, November 7th)
 - Goodheart, Chapter 4: Human Rights in International Law, p.69-75
 - Peksen, Dursun. 2009. "Better or Worse? The Effect of Economic Sanctions on Human Rights." *Journal of Peace Research* 46 (1). 59-77.
- Reading (Due by Wednesday, November 9th)
 - 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.
- Reading (Due by Friday, November 11th)
 - 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.
- Essay #8:
 - Describe naming and shaming. Has the model helped progress human rights standards across the world? What complications does the model face? Do economic sanctions promote stronger human rights standards? What complications do economic sanctions cause?

14. Presentations

- November 14-18

15. Presentations

- November 21 & 28th

16. Conclusion/ Final Exam Prep

- November 30th Wednesday
- December 2^{ed} Friday
- December 5th Monday – last class

Final Paper Instructions & Guidelines

Most of you have written a seminar or lecture paper before. The one you will write for this class is similar. Each student will submit an 8 page paper, double spaced, detailing the human rights situation in a country of the student's choice. The font of the paper will include times new roman with page numbers at the bottom of the page. Make sure that the paper includes your name, this class title 'INTL 4620: Human Rights', my name (Instructor Deen), and the title of your paper. I am always happy to take a look at drafts and give you feedback on the structure and content if your paper.

You will choose a country of your choice and analyze the human rights situation in that country. I recommend choosing a country from either Amnesty International, Human Rights Watch, or The State Department's Country Reports. The links to these entities are below.

1. <https://www.amnesty.org/en/>
2. <https://www.hrw.org/>
3. <https://www.state.gov/reports-bureau-of-democracy-human-rights-and-labor/country-reports-on-human-rights-practices/>

After choosing a country, you will need to do some research on it. These websites will provide a lot of information but you might need to incorporate additional research via the UGA Library or searching google. Make sure to cite the sources that you use for this paper in a reference page. ***Also, your reference pages are not included in the 8 page requirement for this paper. Do not count your references pages as part of the minimum you have to write.***

For this assignment you have lots of leeway to shape this final paper how you want. I recommend incorporating what you learn in class from the readings into your final paper. After selecting your country, provide some historical background on the country. Cover the political parties and government, major historical events, and some general background information. You are free to incorporate this information how you want.

The main focus of this final paper is to review the human rights situation in the country that you selected. The reports provided at the above websites detail the violations in the specific countries. What violations are happening? Are certain violations happening more frequently than others? Who is doing the violations? Why are these violations happening? Are there NGOs or foreign nations trying to help improve this situation? What type of government is committing the violations (communist, weak democracy, dictatorship)? When are these violations occurring? Did the situation get better then deteriorate over time? Can you make inferences about how what might happen in the future? Is there an ongoing civil war or insurgency in this country? Is the government in transition?

There are lots of questions you can answer and address in your paper. Again, you have the freedom to structure it how you want and present the findings of your research.

Final Paper Rubric

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Introduction & Thesis Statement & Conclusion	<p>Introduction helps the reader understand the importance of the topic.</p> <p>Clear thesis statement. Arguments previewed in same order as body of the essay.</p> <p>Conclusion summarizes the main points without direct repetition of the main argument.</p>	<p>Thesis statement is a relevant position, but is somewhat vague or unclear.</p> <p>Main points of the argument are not clearly defined. Nothing other than thesis and preview of argument.</p>	<p>Main points are presented without a coherent thesis statement.</p> <p>Conclusion summarizes main topics but is repetitive.</p>	<p>No clear thesis statement, argument preview, or presentation of main points.</p>
Main Points & Body Paragraphs	<p>Three or more main points are well developed with supporting details.</p> <p>Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.</p>	<p>Three or more main points are present but may lack detail and development in 1 or 2.</p> <p>Content indicates original thinking and develops ideas with sufficient and firm evidence.</p>	<p>Main points are stated, but not developed.</p> <p>Content indicates thinking and reasoning applied with original thought on a few ideas.</p>	<p>Less than three main points with poor development of ideas.</p> <p>Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.</p>

Argumentation & Refutation	Refutation paragraph(s) acknowledges the opposing view and summarizes their main points	Refutation is given for all main points but is slightly underdeveloped in places.	Refutation is given for 1 or 2 main points but is underdeveloped.	Refutation missing or vague.
Organization	Logical, compelling progression of ideas; clear structure that enhances the central argument and moves the reader through the text. Organization flows so smoothly the reader hardly thinks about it.	Overall, the paper is logically developed with a progression of ideas. Most transitions are clear and organized.	Progression of ideas is awkward, but moves the reader through without too much confusion. Transitions appear sporadically, but not equally through the text.	Arrangement of essay is unclear and/or illogical. Writing lacks a clear sense of direction.
Grammar & Mechanics	<p>Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.</p> <p>AND:</p> <p>Essay includes properly formatted in-text citations as well as a bibliography.</p>	<p>Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.</p> <p>AND/OR:</p> <p>Citations and/or bibliography are incorrectly formatted.</p>	<p>Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.</p> <p>AND/OR:</p> <p>Citations and/or bibliography are incorrectly formatted.</p>	<p>Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident.</p> <p>Errors are frequent.</p> <p>AND/OR:</p> <p>Citations and/or bibliography are missing.</p>

<p>Style</p>	<p>Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination</p>	<p>Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.</p>	<p>Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.</p>	<p>Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.</p>
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