INR 4075
HUMAN RIGHTS POLICY

University of Central Florida
Department of Political Science
Spring 2017

Professor: Christopher M. Faulkner
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Class Time: TR 3 pm – 4:15 pm
Class Location: Classroom Building I room 318
Office Hours: TR 9 am – 11 am or by appointment

UCF Catalogue Description

Human Rights Policy: PR: ENC 1102 or POS 2041 or C.I. Meaning of human rights, political and international implications of human rights policies, relationship to global peace, racism, gender inequality, economic development and democratization.

Course Goals

- Familiarize students with fundamentals of human rights, the evolution of human rights policies, and contemporary human rights issues.
- Improve critical and analytical thinking regarding human rights topics.
- Expose students to historical and contemporary research on human rights.
- Improve students' writing, communication, and research skills.

Course Description

This course is designed to provide students with a look into the development and evolution of human rights. Part I of the course will introduce students to the history of human rights and human rights policy while tackling questions pertaining to the progress of human rights in international relations. Part II of the course introduces students to contemporary human rights issues such as ethnic conflict and genocide, women and children's rights, and humanitarian intervention.

Recommended Text

Jack Donnelly (2013). *Universal Human Rights in Theory and Practice***.** Cornell University Press
*The majority of additional readings are recent journal articles, human rights reports, or press releases on human rights related issues. Students should use library resources to locate published journal articles—the instructor will also work to provide students with an online folder for readings that are difficult to access. Selections from books, etc. that are not otherwise available will be posted in the files section on webcourses.

Assignments

The course is structured around the lectures and class discussions. There will be interactive debates and discussions throughout the semester on a variety of human rights topics. Students are encouraged and expected to participate in discussions. Furthermore, being critically engaged

improves students' experience in the classroom and aids in the retention of information. In addition, there will be a series of pop quizzes relating to current human rights issues that will be discussed in class. It is important that students show up to class on the day of these quizzes to avoid deductions to their attendance grade.

10% - Attendance and In-Class Participation

10% - Group discussions (4 group discussions in class).

10% - 2 Current Events Presentation(s) – A sign-up sheet will be provided the first week of class. Detailed instructions for the presentations will be provided the second week of classes. Students will form 2-person groups (in some cases 3 person groups) to present a current issue pertaining to human rights/security. Presentations will take two forms. First will be an in class presentations which will be 5 to 7 minutes and students should prepare questions for discussion. The second presentation will be a narrated PowerPoint/video lasting 7 to 12 minutes. All topics must be approved by the instructor no later than one week before the assigned presentation date.

40% - Exams (2 exams – midterm/final – 20% each). Concepts, vocabulary, short-answer essay questions on readings and lectures, closed book and closed note.

25% - Human Rights Issue Paper. Due the last week of classes. Papers should be submitted in class in hard copy form and online through webcourses. A detailed overview of the paper requirements will be provided the second week of classes.

5% - Human Rights Issue Paper Proposal
Due [TBD]

Letter/Grade Equivalencies:

93% - 100%	A
90% - 92.99%	A -
87% - 89.99%	B +
83% - 86.99%	B
80% - 82.99%	B -
77% - 79.99%	C +
73% - 76.99%	C
70% - 72.99%	C -
60% - 69.99%	D
Below 60%	F

Miscellaneous Policies

Class Participation/Attendance:
Don't just show up…. show up and contribute.
Students learn better when that learning is active. Regular attendance is required for this course and attendance will be taken each class period. Students are permitted to miss 2 classes for any

reason deemed necessary (sickness, family emergency, etc.). However, after two absences have occurred, the student will begin losing points for attendance/participation.

Late Papers
Assignments are to be turned in by the day/time they are due. They should be in hardcopy unless the instructor requests they be submitted electronically. For every 24 hours that pass thereafter, 5% of credit is lost, to a maximum of 40% lost.

Academic Integrity
As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade on an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University's Rules of Conduct (see http://www.osc.sdes.ucf.edu/).

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Academic Conduct Statement
UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism.

Communication with Instructor Policy
In this course our official mode of communication is through email located inside Webcourses. All communication between student and instructor and between student and student should be respectful and professional. It is the student's responsibility to check the "coursemail" tool frequently. You may also wish to create a Knight's Email account at www.knightsemail.ucf.edu for separate official communication from the university.

Accessibility
The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu

University Writing Center

University Writing Center
Colbourn 105
Satellite Locations: Main Library, Rosen Library & Online
407-823-2197
http://uwc.ucf.edu/

The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC, visit far enough before your due date to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Religious Observances
Students are expected to notify their instructor in advance if they intend to miss a class, the midterm exam, or the paper due date to observe a holy day of their religious faith. For a list of

the major religious holidays in a number of faiths contact the Office of Diversity Initiatives at 407-823-6479.

Deployed Active Duty Military Students
If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

UCF Cares
During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit UCFCares.com if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

Laptops/tablets/phones/etc.
Students are welcome and encouraged to use computers or other devices for note taking during class. However, surfing the internet during class; "Facebooking" tweeting, or any other non-class related computer/phone activity is disruptive to the classroom environment. Failure to comply with this basic rule will result in a suspension of computer privileges in class.
Phones should be off or on silent.

Changes to the Syllabus
In the event that there is a need for there to be any changes to the syllabus, an e-mail will be sent to all students' webcourses mail accounts and will be mentioned in class meetings. Changes become effective immediately after their mention in class, or the sending of the e-mail.
In the event that the instructor needs to cancel class, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar) prior to class time.
**The instructor will notify students of any additional readings no later than a week prior to the day they will be covered in class.

Course Outline

Part I – The History and Evolution of Human Rights

Introduction to the Course – January 10th – 12th

- Class Intro and Syllabus Overview
- Class discussion/activity – Defining Human Rights
- Group Assignments
- Read: https://www.theguardian.com/news/2014/dec/04/-sp-case-against-human-rights

What are Human Rights and Do They Matter?
January 17th – 19th

- *Readings*:
  - Jack Donnelly, chapters 1 and 2
  - http://www.un.org/en/sections/universal-declaration/history-document/

History of Human Rights
January 24th – 26th

- *Readings*:
  - Jack Donnelly, chapter 5
- Group Discussion 1

Human Rights and Cultural Relativism
January 31st – February 2nd

- *Readings:*
  - Jack Donnelly, chapters 6 and 7

Internationalization of Human Rights and the United Nations
February 7th – 9th

- *Readings*:
  - Jack Donnelly, chapters 8 and 11

Human Rights and Foreign Policy
February 14th – 16th

- *Readings*:
  - Jack Donnelly, chapter 12
- Paper Proposal Due, Current Events Presentation (in class)

Non-state Actors and Human Rights
February 21st – February 23rd

- *Readings:*
  - Chapter 9 in *Making Human Rights a Reality*
  - http://www.humanrights.com/voices-for-human-rights/human-rights-organizations/non-governmental.html
  - Hoffman, P. (2004). Human rights and terrorism. *Human Rights Quarterly*, *26*(4), 932-955.
- Exam 1
- Current Events Presentation (online)

Part II – Contemporary Issues in Human Rights

Ethnic Conflict, Genocide, Pluralism, and Human Rights
February 28th – March 2nd

- *Readings:*
  - Jack Donnelly, chapters 15 and 16
- Current Events Presentation (in class)

Humanitarian Intervention
March 7th – 9th

- *Readings:*
  - Jon Western and Joshua Goldstein. 2011. "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya," *Foreign Affairs*, vol. 90, no. 6, pp. 48-59.

  - Benajmin Valentino. 2011. "The True Costs of Humanitarian Intervention," *Foreign Affairs*, vol. 90, no. 6, pp. 60-73.

Spring Break March 13th- March 18th

Human Rights, Democratization, and Development
Women's Rights
March 21st, 23rd, 28th, & 30th

- *Readings:*
  - Jack Donnelly, chapters 13 and 14
  - Cohen, D. K. (2013). Explaining rape during civil war: Cross-national evidence (1980–2009). *American Political Science Review*, *107*(03), 461-477.
  - *http://www.un.org/en/preventgenocide/rwanda/about/bgsexualviolence.shtml*
  -
  - *http://www.economist.com/news/middle-east-and-africa/21695328-courts-guilty-verdict-against-jean-pierre-bemba-marks-milestone*
  - Isobel Coleman. 2004. "The Payoff from Women's Rights." *Foreign Affairs*, vol. 83, issue 3, p. 80.
- Group Discussion 3
- Current Events Presentation (corrected on November 6th)

Children's Rights and Child Soldiering
April 4th – 6th

- *Readings:*
  - *http://www.child-soldiers.org*
  - *https://www.hrw.org/topic/childrens-rights/child-soldiers*
  - Lasley, T., & Thyne, C. (2015). Secession, legitimacy and the use of child soldiers. *Conflict Management and Peace Science*, 32(3), 289-308.
- Current Events Presentations (online)
- Group Discussion 4

Refugees and Internally Displaced Populations
April 11th – 13th

- *Readings:*
  - Achvarina, V., & Reich, S. F. (2006). No place to hide: Refugees, displaced persons, and the recruitment of child soldiers. *International Security*, 31(1), 127-164.
  - *http://www.unhcr.org/en-us/internally-displaced-people.html*

- *https://www.icrc.org/en/war-and-law/protected-persons/refugees-displaced-persons*

Torture, Censorship, and Human Rights
April 18th – 20th

- *Readings*:
  - *https://www.hrw.org/topic/torture*
  - *http://www.ohchr.org/EN/ProfessionalInterest/Pages/CAT.aspx*

Classes End April 24th
Human Rights Issue Paper Due

Exam Review - April 25th

Final Exam
Thursday, April 27, 2017
1:00 PM – 3:50 PM