Spring 2019

INR4075: Human Rights Policy

Instructor: D. Aurobinda (Arvind) Mahapatra
Class Meetings: Monday, 6 PM-8:50 PM, Room no. PSY 0106
Credit hours: 3
Office Hours: HPH Room no. 302 N (Monday 4:30 PM to 5:30 PM or by appointment)
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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
1. Students will have an understanding of human rights, its evolution, and its elements.
2. Students will explore contemporary dimensions of human rights, its ethical and moral implications, and its use and misuse.
3. Students will be able to position them in a debate on human rights.
4. Students will be able to link human rights concepts with debates on genocide, ethnoreligious conflicts and peacebuilding, gender and other contemporary debates.
5. Students will improve their writing, communication and research skills.
(The class discussions and debates will be purely academic. No particular political view will be promoted).

Course Design
This course is a combination of academic activities involving lectures, discussions, directed readings, papers, group projects, occasional audiovisuals, and informal discussion. Each activity serves a purpose, be it information transmission and retention, promoting rigorous analysis, or encouraging the development of new ideas. Failing to engage will adversely impact your grade. For this reason, pre-class preparation is essential for this course. Students are expected to have read the assigned material prior to the class, and be prepared to discuss the same in the class. All the material may not be addressed in the class and discussions and lectures may go beyond the readings. You are responsible to engage in both and in case of doubts raise questions.

Assignments:
<u>Class Attendance, Preparation, and Participation: 10%</u>
Your active participation in the class is necessary if this class is to be a successful learning experience. This means you must come in prepared - having read the assignments and then actively participate in the class discussions, making evident that you have read and thought about the issues at hand.

Students are encouraged to attend every class and participate in class discussion. Missing one class will result in missing almost 10 % of the course. Unless there is an emergency and the instructor is duly informed, the students are required to attend every class. The students must

inform in advance if they are going to miss a class. Missing more than three classes (it equals missing more than 20 % of the course) will result in a lower letter grade.

At the beginning of each class, after the first class, we will devote sometime on current events related to human rights. The time of the discussion will depend on the type of event. Students are encouraged to remain up-to-date and be aware of the developments at the local, national and international levels so that they can bring to class issues of significance from a human rights perspective. The alert students will be awarded extra points.

Quizzes: 10%
Each class after the first class. The quiz questions (approx. 10) will be based on the reading material and class discussion. For example, the quiz on the class of January 14 will be based on the reading material for that class and discussion in the class that day.

Short essays (200 words): 20%
There will be 10 quizzes and 10 short essays. You will have the option to skip two short essays, but not consecutively. You will post your essays on the discussion forum in the Canvas. You are also required to make at least one comment per week on another student's essay on this forum. The short essays are due after four days of each class. For example, you should post your essay on the class discussion of 14 January by 18 January, and your comment on another essay by 21 January. The essay must connect the reading material and class discussion with some contemporary event in a meaningful way. For the students who miss three exercises (out of 8) will receive a lower letter grade, unless there is an emergency and the student has properly conveyed this to the instructor. The students who miss more than five such exercises will receive a grade further below the lower letter grade. The quizzes and essay questions will be provided in the class and uploaded on the Canvas.
The accumulated knowledge from working on the quizzes and short essays will be helpful in writing the critical thinking paper and the mid-term and final tests.

Mid-Term Examination: 25 %, March 4
The mid-term examination will consist of 25 multiple-choice questions and four short essay type questions (100 words each). All these questions will be based on previous quizzes, reading material and class discussions. The examination will be for two hours. Students will not be allowed to refer to their notes (Index Cards, 3in. x 5in.) for the multiple-choice questions. The students will have their Scantron answer sheet for the multiple-choice questions. For essay type questions, students will be allowed to consult their notes. What I am interested to see in the essay is the analytical skills of the students, how they offer their own perspectives on a particular situation – not quotations from books or articles.

Critical Thinking Paper: 20%, April 15
The class will be divided into groups. Each group will examine one case study. You will have to write a paper (10 pages double-spaced, Times New Roman 12 font). You will engage in group discussion and exchange drafts of your paper within the group. While examining the case and applying the theories as discussed in the class, you must bring your perspective in analyzing the case.

While citing a source for the critical thinking paper, the students will use Chicago Manual of Style, 16th edition, author-date system. The details are available at https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html
Details will be discussed in the class.

You have to submit the critical thinking paper by class time on April 15. They should be in hard copy. I do not accept electronic versions of assignments. For every 24 hours that pass thereafter, 5% of the credit is lost.

Final Examination: 25%, 29 April
The final examination will consist of 25 multiple-choice questions and four short essay type questions (100 words each). The examination will be for two hours. All these questions will be based on previous quizzes, reading material and class discussions. The examination will be for two hours. Students will not be allowed to refer to their notes (Index Cards, 3in. x 5in.) for the multiple-choice questions. The students will have their Scantron answer sheet for the multiple-choice questions. For essay type questions, students will be allowed to consult their notes. What I am interested to see in the essay is the analytical skills of the students, how they offer their own perspectives on a particular situation – not quotations from books or articles.

Grades
The grade scale I use is below. All material is graded on its own terms, rather than through comparison with other students' work. Scores having .5 or higher will be rounded up.

100>g≥94: A	89>g≥88: B+	79>g≥78: C+	69>g≥68: D+	59>g≥0: F
93>g≥ 90: A-	87>g≥ 84: B	77>g≥ 74: C	67>g≥64: D	
	83>g≥ 80: B-	73>g≥ 70: C-	63>g≥60: D-	

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.

2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.

3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.

4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity <http://academicintegrity.org>.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

Responses to Academic Dishonesty, Plagiarism, or Cheating
Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <http://sas.sdes.ucf.edu/> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement
Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at <http://emergency.ucf.edu/emergency_guide.html>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/AEDlocations-UCF> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<https://youtu.be/NIKYajEx4pk>).

Make-Up Assignments for Authorized University Events or Co-curricular Activities
Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

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 https://letsbeclear.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
Colbourn 105
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 must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>.

Deployed Active Duty Military Students
Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Changes to the Syllabus:
In the event that there is a need for any changes to the syllabus, an e-mail will be sent to all students' knights-mail accounts (as maintained by the registrar), and will be mentioned in the class meetings. Changes become effective immediately after their mention in the class, or the sending of the e-mail, whichever comes last.

Cancellation of Class: 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.

Readings
You should purchase Michael Goodhart's edited book *Human Rights: Politics and Practice* (Oxford University Press 2016) and Julie A. Mertus and Jeffrey W. Helsing's edited book *Human Rights and Conflict: Exploring the Links between Right, Law, and Peacebuilding* (USIP Press 2006). They are available in the bookstore and from a variety of online vendors. You should also consult online resources that I have listed at the end of the syllabus.

Course Schedule

January 7
Introduction

January 14

Human Rights, the concept and its evolution
Goodhart, *Human Rights*, Introduction, Chapters 1, 5 and 6.
Mertus and Helsing, *Human Rights and Conflict*, Introduction.

January 21
Martin Luther King Jr. Day, No class

January 28
Human Rights and International Relations
Goodhart, *Human Rights*, Chapters 3 and 4.

February 4
Democracy and Human Rights
Goodhart, *Human Rights*, Chapter 14.
Mertus and Helsing, *Human Rights and Conflict*, Chapters 15 and 16.

February 11
Human Rights and Economic Development
Goodhart, *Human Rights*, Chapters 12 and 13.

February 18
Human Rights and Social Inclusion
Goodhart, *Human Rights*, Chapters 9, 11, 19 and 22.

February 25
Human Rights and Conflicts, and Conflict Transformation
Mertus and Helsing, *Human Rights and Conflict*, Chapters 1, 2 and 3.

March 4
Mid-term examination

March 11
No class
Spring Break

March 18
Human Rights and Cultural Relativism
Goodhart, *Human Rights*, Chapter 10.
Mertus and Helsing, *Human Rights and Conflict*, Chapter 4.

March 25
Humanitarian Intervention
Mertus and Helsing, *Human Rights and Conflict*, Chapter 7.
Goodhart, *Human Rights*, Chapter 21.

April 1

Gandhi, King, jr., and Mandela: Perspectives on Human Rights
TBA

April 8
Human Rights and International Organizations
Goodhart, *Human Rights*, Chapter 9.
Mertus and Helsing, *Human Rights and Conflict*, Chapters 6.

April 15 *Critical Thinking Paper due*
Human Rights and Global Issues – Trafficking, terrorism, climate change, refugees, etc.
Goodhart, *Human Rights*, Chapters 15-20.
Mertus and Helsing, *Human Rights and Conflict*, Chapters 9 and 14.

April 22
Human Rights: A Critique
Goodhart, *Human Rights*, Chapter 7.
Mertus and Helsing, *Human Rights and Conflict*, Conclusion.

April 29
Final Examination

Online Resources
http://www.un.org/en/sections/issues-depth/human-rights/
http://www.un.org/en/sections/what-we-do/protect-human-rights/
https://www.ohchr.org/EN/pages/home.aspx
https://www.hrw.org/
https://www.amnesty.org/en/
http://www.globalrights.org/
https://www.fidh.org/en/
https://www.humanrightsfirst.org/
https://freedomhouse.org/
https://www.icc-cpi.int/