# INR 4075 - HUMAN RIGHTS POLICY

**Section:** 0001

*College of Sciences*

School of Politics, Security, and Intl Affairs

## Course Information

**Term:** Fall 2024
**Class Meeting Days:** MWF
**Class Meeting Time:** 14:30 - 15:20
**Class Meeting Location:** CB1 O318
**Modality:** P
**Credit Hours:** 3.00

## Instructor Information

Maren Mainx
**Office Location:** HPH 215
**Office Hours:**
W 12:00 to 1:30 PM*

*Please note that all meetings during office hours should be previously scheduled using the following link: https://calendly.com/mainx.
If you wish to meet outside my office hours, please send me an email to schedule an appointment.
**Email:** Maren.Mainx@ucf.edu

## Course Description

INR 4075 COS-POLS 3(3,0)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. Spring.

This course is designed to provide students with a look into the development and evolution of human rights. Part I of the course introduces 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.

**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.
- Improve students' collaborative work and presentation skills (course format will include discussions, active learning, and flipped classroom sessions).

## Student Learning Outcomes

After successful completion of this course, students will be able to:

- develop an accurate and in-depth understanding of issues and debates on human rights.
- think and write analytically and knowledgeably about political, economic, and social issues regarding human rights.

## Course Materials and Resources

**Universal Human Rights in Theory and Practice**
**Authors:** Jack Donnelly
**Publisher:** Cornell University Press
**Publication Date:** 2013
**Online Access:** https://ucf-flvc.alma.exlibrisgroup.com/leganto/public/01FALSC_UCF/citation/13584883580006596?auth=multiple
**Notes:** You can also access this FREE version via Leganto on WebCourses

## Course Assessment and Grading Procedure

The course is structured around the lectures. There will be interactive debates and discussions. Students are expected to participate in discussions.

**10% - Attendance/Participation.**

**10% - Group Discussions (2 online discussions).**

**10% - Video Assignments (2 online assignments).**

**40% - Exams (2 exams – midterm/final – 20% each).** Concepts, vocabulary, multiple choice questions on readings and lectures, closed book, open note. No electronic devices allowed during the exams. Print out your electronic notes if you wish to use them during the exams.

**25% - Human Rights Issue Paper.** Due November 8th. Papers should be submitted 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 September 27th. Proposals should be submitted online through WebCourses. A detailed overview of the proposal's requirements will be provided the second week of classes.

## Assignment Schedule

| Due Date | Assignment Name | Assignment Type | Points |
|---|---|---|---|
| | Attendance | Assignment | 100 |
| 8/23 | Financial Aid | Assignment | 1 |
| 8/30 | Video Assignment #1: Universal Human Rights | Assignment | 50 |
| 9/6 | Discussion #1: The First and Second Generation Rights | Discussion | 50 |
| 9/13 | Discussion #2: Are Human Rights Universal or Relativistic? | Discussion | 50 |
| 9/13 | Select Country and Human Rights Topic | Discussion | 1 |
| 9/20 | Video Assignment #2: Are International Organizations such as the UN Effective in Promoting Human Rights | Assignment | 50 |
| 9/27 | Paper Proposal | Assignment | 50 |
| 10/4 | Midterm Exam | Assignment | 200 |
| 11/8 | Human Rights Issue Paper | Assignment | 250 |
| 12/4 | Final Exam | Assignment | 200 |

## Grading Scale

| Letter Grade | Percentage |
|---|---|

| Letter Grade | Percentage |
|---|---|
| A | 93-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80-82.99% |
| C+ | 77-79.99% |
| C | 73-76.99% |
| C- | 70-72.99% |
| D+ | 67-69.99% |
| D | 63-66.99% |
| D- | 60-62.99% |
| F | 0-59.99% |

## Policies for Course Grade

### Makeup Work Policy

Per university policy, make-ups for exams will be given for documented circumstances of illness, official college activities, religious observances, and legal obligations (such as jury duty). Under such circumstances students are required to notify the instructor within 24 hours after missing the exam. In these instances, students are also excused from class without penalty. The Undergraduate Catalog states, “Reasons for acceptable absences may include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligations, severe weather conditions, and religious holidays”.

### Missed/Late Assignments

Assignments are to be turned in by the day/time they are due. They must be submitted through WebCourses. For every 24 hours that pass thereafter, 5% of credit is lost.

### Attendance

Attendance is expected and accounts for 10% of the course grade.

## Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

## Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's

slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

**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*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

## Title IX

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 Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI Initiatives)
- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

## Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty of staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

## 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.

## Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.
    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and thee threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

## Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

## Additional Syllabus Statements

**Culture of Inclusion**

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 be respectful in 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, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

**University Writing Center**

Trevor Colbourn Hall 109
Satellite Locations: Main Library, Rosen Library, Online
407-823-2197
http://uwc.cah.ucf.edu/

The University Writing Center (UWC) offers writing support to students from first-year to graduate in every discipline. Tutors 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 or edit papers, but to teach writing strategies that can be applied to any writing situation. Consultations are available for individuals and small groups. You may schedule a 45-minute appointment by clicking the *Success Resources* tab on Webcourses, calling the UWC at 407-823-2197, or through the UWC website.

The UWC seeks graduate and undergraduate tutors from all majors. To learn more about becoming a writing tutor, please contact us.

**Campus Resources**

You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

**Turnitin.com**

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit assignments through the Canvas Assignment Tool in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

## Important Dates

| | |
|---|---|
| Drop/Swap and Add Deadline on myUCF | Friday, August 23, 2024, 11:59 PM |
| Labor Day (no classes) | Monday, September 2, 2024 |
| **Select Topic for Final Paper** | **Friday, September 13, 2024, 11:59 PM** |
| **Paper Research Proposal** | **Friday, September 27, 2024, 11:59 PM** |
| **Midterm Exam** | **Friday, October 4, 2024, 2:30 - 3:20 PM** |
| Withdrawal Deadline | Friday, November 1, 2024, 11:59 PM |
| Veterans Day (no classes) | Monday, November 11, 2024 |
| **Final Paper** | **Friday, November 8, 2024, 11:59 PM** |
| Classes End | Tuesday, November 26, 2024 |
| Thanksgiving Wednesday (no classes - offices still open)<br>Thanksgiving (no classes) | Wednesday, November 27, 2024<br>Thursday, November 28, 2024 – Saturday, November 30, 2024 |
| **Final Exam** | **Wednesday, December 4, 2024,**<br>**1:00 PM – 3:50 PM** |

## Class Schedule

| Week | Topic |
|---|---|

| Week | Topic |
|---|---|
| 1 | **Introduction to the Course** |
| 2 | **What are Human Rights and Do They Matter?** |
| 3 | **History of Human Rights** |
| 4 | **Human Rights and Cultural Relativism** |
| 5 | **Internationalization of Human Rights and the United Nations** |
| 6 | **Human Rights, Foreign Policy, and Non-State Actors** |
| 7 | **Review for Midterm Exam** |
| 8 | **Ethnic Conflict, Genocide, Pluralism, and Human Rights** |
| 9 | **Human Rights, Democratization, and Development** |
| 10 | **Humanitarian Intervention** |
| 11 | **Women's Rights** |
| 12 | **Human Rights and Militarization**<br>**Human Rights Issue Paper Due** |
| 13 | **Refugees and Internally Displaced Populations** |
| 14 | **Torture, Censorship, and Human Rights** |
| 15 | **Review for Final Exam** |

## Detailed Class Schedule

Part I – The History and Evolution of Human Rights

## Week 1
## Introduction to the Course

August 19

Class Intro and Syllabus Overview

August 21

Class discussion/activity – Defining Human Rights

August 23

https://www.ohchr.org/en/statements/2018/06/global-backlash-against-human-rights

**Important: First Assignment**

Students must document academic activity in the WebCourses in the first week of classes. Complete the assignment created in the WebCourses by **Friday, August 23rd, at 5:00 PM.**

## Week 2
## What are Human Rights and Do They Matter?

August 26

Jack Donnelly, chapter 1

August 28

Jack Donnelly, chapter 2

https://www.un.org/en/about-us/universal-declaration-of-human-rights

August 30

Video Assignment #1 – online

## Week 3
## History of Human Rights

September 2 – Labor Day (no classes)

September 4
Jack Donnelly, chapter 5

September 6
Discussion #1 – online

**Week 4**
**Human Rights and Cultural Relativism**

September 9
Jack Donnelly, chapter 6

September 11
Jack Donnelly, chapter 7

September 13
**Select country and human rights topic by 11:59 PM**
Discussion #2 – online

**Week 5**
**Internationalization of Human Rights and the United Nations**

September 16
Jack Donnelly, chapter 8

September 18
Jack Donnelly, chapter 11.1 – 11.3

September 20
Jack Donnelly, chapter 11.4 – 11.6
Video assignment #2 – online

**Week 6**
**Human Rights, Foreign Policy, and Non-State Actors**

September 23
Jack Donnelly, chapter 12

September 25
Jack Donnelly, chapter 9

September 27
**Submit paper proposals by 11:59 PM**

**Week 7**
**Midterm Exam**

September 30
Study Day – no class

October 2
Review Day

October 4
**Midterm Exam from 2:30 PM -3:20 PM**

Part II – Contemporary Issues in Human Rights

**Week 8**
**Ethnic Conflict, Genocide, Pluralism, and Human Rights**

October 7
Jack Donnelly, chapter 15

October 9
Jack Donnelly, chapter 16

October 11
https://www.thenation.com/article/archive/new-humanitarian-order/

## Week 9
## Human Rights, Democratization, and Development

October 14

Jack Donnelly, chapter 13

October 16

Jack Donnelly, chapter 14

October 18

https://www.un.org/en/global-issues/democracy

Short introduction: how to read academic article.

## Week 10
## Humanitarian Intervention

October 21

Western, J. & Goldstein, J. S. (2011). Humanitarian Intervention Comes of Age: Lessons From Somalia to Libya. In *Foreign Affairs* (Vol. 90, Issue 6, pp. 48–59). Council on Foreign Relations.

October 23

https://georgetownsecuritystudiesreview.org/2023/05/03/climate-change-and-boots-on-the-ground-a-new-frontier-for-humanitarian-intervention/

October 25

1. https://politicalviolenceataglance.org/2023/02/28/would-an-armed-humanitarian-intervention-in-haiti-be-legal-and-could-it-succeed/
2. https://www.geopoliticalmonitor.com/the-case-for-international-humanitarian-intervention-in-ukraine/

## Week 11
## Women's Rights

October 28

www.un.org/en/preventgenocide/rwanda/assets/pdf/Backgrounder%20Sexual%20Violence%202014.pdf

Cohen, D. K. (2013). Explaining rape during civil war: Cross-national evidence (1980–2009). *American Political Science Review*, *107*(03), 461-477.

October 30

Altunjan, T. (2021). The International Criminal Court and Sexual Violence: Between Aspirations and Reality. *German Law Journal, 22*(5), 878-893. doi:10.1017/glj.2021.45

November 1

https://womensmediacenter.com/women-under-siege/when-rape-became-a-war-crime-hint-its-not-when-you-think1

**Week 12**

**Human Rights and Militarization**

**Human Rights Issue Paper Due**

November 4

https://international-review.icrc.org/articles/militarization-and-privatization-of-security-923

November 6

1. https://www.hrw.org/news/2022/11/17/us-reject-texas-border-militarization
2. https://www.amnesty.org/en/latest/news/2022/09/mexico-militarizing-public-security-human-rights-violations-impunity/

November 8

**Human Rights Issue Paper Due by 11:59 PM**

**Week 13**

**Refugees and Internally Displaced Populations**

November 11 – Veterans Day (no classes)

November 13

Human Mobility and Human Rights in the COVID-19 Pandemic: Principles of Protection for Migrants, Refugees, and Other Displaced Persons. (2020). *International Journal of Refugee Law, 32*(3), 549–558. https://doi.org/10.1093/ijrl/eeaa028

November 15

1. https://www.internal-displacement.org/spotlights/Palestine-Conflict-in-Gaza-leaves-83-per-cent-of-the-population-internally-displaced-in-less-than-three-months/
2. https://www.unhcr.org/us/about-unhcr/who-we-protect/internally-displaced-people
3. https://www.icrc.org/en/document/internally-displaced-people

**Week 14**

**Torture, Censorship, and Human Rights**

November 18

1. https://www.hrw.org/topic/torture
2. https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-against-torture-and-other-cruel-inhuman-or-degrading

November 20

https://press.un.org/en/2023/gashc4382.doc.htm

November 22

Exam Review

**Week 15**

November 25

Study Day (Last day of Class)

November 27 – Thanksgiving Wednesday (no classes – offices still open)

November 29 – Thanksgiving (no classes)

**FINAL EXAM**

**Wednesday, December 4, 2024, 1:00 PM – 3:50 PM**

***This syllabus is subject to change at instructor's discretion if necessary. Changes to the syllabus will be announced in class and the updated syllabus will be posted on WebCourses***