

Seton Hall University

eRepository @ Seton Hall

Diplomacy Syllabi

School of Diplomacy and International
Relations

Spring 2011

DIPL 4106 International Human Rights

Elizabeth A. Wilson PhD
Seton Hall University

Follow this and additional works at: <https://scholarship.shu.edu/diplomacy-syllabi>

Recommended Citation

Wilson, Elizabeth A. PhD, "DIPL 4106 International Human Rights" (2011). *Diplomacy Syllabi*. 554.
<https://scholarship.shu.edu/diplomacy-syllabi/554>

Elizabeth A. Wilson
DIPL 4106

International Human Rights Syllabus

What do we mean when we say that something is a “human right”? Are human rights “given”? By whom or what? If they are inherent in the fact of being human, does this mean they are universal? If they are universal, do they invariably take precedence over conflicting social norms?

This course will examine the principle instruments (treaties, declarations, constitutions, national laws) and enforcement mechanisms of human rights. We will read the major treaties and conventions and look at how they are (or are not) being enforced. Students will learn the philosophies underlying contemporary human rights and their roots in the Western liberal tradition and the different theoretical and practical issues related to the study and advocacy of human rights. Students will also examine the major controversies about human rights discourse, including its supposed ethnocentrism. Students should leave the course with an understanding of the importance of human rights in the modern world and of the complexities and contradictions that surround the idea of human rights.

Office Hours: My office is 101B McQuaid Hall and my hours for Spring 2011 will be Wednesday 2-4 and by appointment.

Grading: Students will be graded on three exams (15% each) testing, mostly in objective fashion, assimilation of the basic information in the main course texts and a research project that will involve research and writing a 13-15 pp. paper and presenting the main argument in power-point form to the class. 10% of the grade will be based on class participation that will include regular attendance and evidence of having read the materials shown by successfully being randomly called on at least three times in the semester, participation in a pre-prepared debated on 1 week of the readings. Students will get two (2) free “passes” to miss class, but after that absences must be excused or they will draw down the grade. Students who consistently volunteer and make positive contributions to classroom discussion have the opportunity to improve their grade. At the beginning of the class, students will pick a country and follow it throughout the semester, relating it to the assigned readings in ongoing fashion. Part of the class participation grade can be drawn from contributions around the country topics. Paper topics will be worked on in consultation with the professor and with other students. Laptops are permitted in the classroom but may only be open for specific research assignments, unless they are necessary to accommodate students with disabilities and proper documentation is presented.

PLAGIARISM AND ALL FORMS OF INTELLECTUAL DISHONESTY WILL BE DEALT WITH SEVERELY, WITH A FAILING GRADE ON THE PARTICULAR EXERCISE OR IF WARRANTED A FAILING GRADE IN THE COURSE AND DISCIPLINARY ACTION.

STUDENTS WITH DISABILITIES Students who have a physical, medical, learning, or psychiatric disability, either temporary or permanent, may be eligible for reasonable accommodation. In order to receive such accommodation, students must identify themselves at the Office of Disability Support Services (DSS), provide appropriate documentation and collaborate with the development of an accommodation plan.

January 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
16	17	18	19 Goodhart, Chap 1 and Intro to Lynn Hunt, <i>Inventing Human Rights</i> .	20	21	22
23	24	25	26 Lynn Hunt, <i>Inventing Human Rights</i> . Goodhart, Chap 2, 26-44 (Int'l law); UDHR, ICCPR.	27	28	29
30	31					

February 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Goodhart Chaps. 3 & 4, 7	3	4	5

6	7	8	9 Goodhart, Chaps. 8, 9, pp. 129-146, NGO's, Global Civil Society, Film Screening: Taxi to the Dark Side (begin). EXAM #1	10	11	12
13	14	15	16 Taxi to the Dark Side (cont) TORTURE, Goodhart, Chap. 17, pp. 297-312; <i>Convention Against Torture</i> ; Amnesty Campaign re Torture in <i>Human Rights Stories</i> (BB) RENDITION (BB)	17	18	19
20	21	22	23 SEX TRAFFICKING, Goodhart, Chap. 12, 201-18. Kristoff/Wudunn, Intro to 88. Kristoff & WuDunn, pp. 70-88; Rana Husseini, <i>Murder in the Name of Honor</i> .	24	25	26
27	28					

March 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 Goodhart, Chap. 13, Children's Human Rights Advocacy, pp. 219-238; Convention on the Rights of the Child (Blackboard); 60 Minutes Interview, "The Case of Omar Khadr," Andy Worthington, "When is a Child Not a Child?" (BB); Child Abuse Accountability Act of 2008 (BB). Ismael Beah, <i>A Long Way Gone</i> .	3	4	5
6 Spring Break	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11 Spring Break	12 Spring Break

13	14	15	16	17	18	19
			Goodhart, Chap. 16, Genocide and Human Rights; Humanitarian Intervention, Chap. 19; Genocide Convention (BB); Film: Ghosts of Rwanda.			
20	21	22	23	24	25	26
			EXAM #2 Goodhart, 14 FORCED MIGRATION			
27	28	29	30	31		
			Goodhart 10, 11; pp. 164-200; Remainder of Kristoff & WuDunn, <i>Half the Sky</i> .			

April 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
			TRANSITIONAL JUSTICE Goodhart, Chap. 20. INDIGENOUS PEOPLE'S RIGHTS, Goodhart, Chap. 15.			
10	11	12	13	14	15	16
			PAPER PRESENTATIONS			

17	18	19	20 PAPER PRESENTATIONS	21	22	23
24	25	26	27 PAPER PRESENTATIONS	28	29	30

May 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Evaluations. PAPERS DUE. Exam #3	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

22	23	24	25	26	27	28
29	30	31				

The following table spells out the criteria for **class participation** and the corresponding grade level:

Criteria	Grade range
<ul style="list-style-type: none"> - participates actively and voluntarily every class by contributing to classroom discussion - demonstrates familiarity with readings - insightful - answers questions knowledgably - asks questions relevant to readings and displaying intellectual curiosity - brings relevant texts to class - responds to others' comments with respect and interest - exhibits leadership by taking responsibility for the success of the class on a daily basis 	<p>A</p> <p>(if all of these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates voluntarily and actively nearly every day and at least every week - shows some familiarity with readings - brings relevant texts to class 	<p>B</p> <p>(if all these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - participates occasionally 	<p>C</p>

<ul style="list-style-type: none"> - shows some familiarity with readings, but little specific knowledge - usually brings relevant texts to class 	<p>(if most of these criteria are met most of the time)</p>
<ul style="list-style-type: none"> - in general, responds only when called upon - does not ask or answer questions - does not always seem prepared - does not always have relevant texts in class - takes no discernible active role in class - comes late to class - brings food to class, checks cell phone, does work for other classes - shows lack of respect to classmates or teacher 	<p>D – F</p> <p>(the more of these criteria that are present, the lower the grade)</p>
<ul style="list-style-type: none"> - has more than the equivalent of 3 absences 	<p>F</p>

Volunteering to read in class is helpful and welcome, but it is no substitute for active class participation, and does not affect the class participation grade.