

Eckerd College
International Relations and Global Affairs
Fall 2018
PO 243S-001

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HUMAN RIGHTS & INTERNATIONAL LAW

MWF, 10:40-11:40, CMLS 099

Course Description

The course will undertake a study of the full complexity of current international human rights law, including civil, political, economic, social, and cultural rights. The following areas will be covered: the history of human rights in international relations; the role of international organizations (IO), and specifically the United Nations, in the development of international norms and rights; the role of nongovernmental organizations (NGOs), for example Amnesty International, in the formation and implementation of human rights standards; the dialectic between individual human rights and collective human rights; and issues of cultural relativism versus universality. We will examine the extent to which civil rights, cultural rights, economic rights, gay & lesbian rights, political rights, social rights, solidarity rights, and women's rights have impacted across borders on the behavior of state and non-state actors. In addition, we will explore problems of war prevention and the protection of human rights during warfare. Case studies of U.S. foreign policy and international law will also be examined.

Course Requirements

*"Think Papers"	25%
*Class Participation	25%
*Midterm Exam	25%
*Final Exam	25%

NOTE: One grade is automatically deducted from any student who has more than **TWO** unexcused absences.

Office Hours

Mon: 1:00—5:00pm

Wed: 3:00—5:00pm

Please stop by my office to discuss any questions or concerns about the class (or to chat).

Major Readings

Required texts available for purchase at the bookstore:

Danner, Mark, *Spiral: Trapped in the Forever War*, 2016.

Felice, William, *The Ethics of Interdependence: Global Human Rights and Duties*, 2016.

Lauren, Paul Gordon, *The Evolution of International Human Rights*, 3rd Edition, 2011.

Power, Samantha, *'A Problem from Hell': America and the Age of Genocide*, 2002.

Kathryn Sikkink, *Evidence for Hope: Making Human Rights Work in the 21st Century*, 2017.

“Think Papers”

In-class “think papers” are designed to help you focus on some of the key issues raised in the readings. I will pose questions that will allow you to demonstrate to me that you have not only done the reading, but also intellectually grappled with the issues the authors discusses. Class discussion will often focus on the responses to these “think papers.” You should come to each class prepared for the possibility that you will be asked to comment in writing on the reading.

I will keep a log assessing and keeping track of your responses. Your answers will be graded on a 0 - 2 point scale:

2 = thoughtful response that clearly incorporates the reading;

1 = grappled with the question, but didn't incorporate the reading;

0 = did not turn in an answer.

Honor Code

All students are expected to uphold the Eckerd College honor code:

“On my honor, as an Eckerd student, I pledge not to lie, cheat, or steal, nor to tolerate these behaviors in others.”

You are required to write “pledged” on every assignment to indicate your work is consistent with the Honor Code.

Classroom Technology Policy

All digital devices, including laptops, ipads, e-readers, and cell phones, should not be visible and should not be turned on during class. The classroom is a place where we gather to exchange ideas in person, and to give and receive respect for those ideas. For that reason cell phones and all electronic devices should be turned off and put away during class. They should not be visible to you or others.

Accessible Education Services

If you have a disability or believe that you qualify for accommodations under the Americans with Disabilities Act or other laws, please contact Accessible Education Services at extension 8248 or via email at aes@eckerd.edu as soon as possible. Appropriate accommodations can only be arranged through that office, and may not be made retroactively.

Eckerd College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting Accessible Education Services (located in Edmundson Hall) at extension 8248 or via email at aes@eckerd.edu.

Students with physical, cognitive, or psychological disabilities must contact Accessible Education Services, located in Edmundson Hall, at extension 8248 or via email at aes@eckerd.edu to discuss potential accommodations of other helpful services. All information will be kept confidential.

Title IX Reporting Policy

Eckerd College is committed to fostering a campus community based on respect and nonviolence. To this end, we recognize that all Eckerd community members are responsible for ensuring that our community is free from discrimination, gender bias, sexual harassment, and sexual assault. In accordance with Title IX, Eckerd is legally obligated to investigate incidents of sexual harassment and sexual assault that occur on our campus. Faculty who become aware of an incident of sexual violence, including harassment, rape, sexual assault, relationship violence, or stalking, are required by law to notify Eckerd's Title IX Coordinator. The purpose of this disclosure is to ensure that students are made aware of their reporting options and resources for support. For more information about your rights and reporting options at Eckerd, including confidential and anonymous reporting options, please visit <http://www.eckerd.edu/titleix/>.

Unauthorized Use of Course Materials

All course materials (including lectures, PowerPoint, and materials posted on Moodle or other course management sites or shared by email) may only be used for the purposes of an individual's or group's study while enrolled in this course, and may not be shared with a wider audience on or off campus nor posted on an external website without my explicit permission.

Class Schedule and Reading Assignments

Sept 3 **Overview**

I. Conceptualizing Human Rights

Sept 5 Early Contributions to Human Rights
 Lauren, Chs 1

Sept 7 Entering the 20th Century
 Lauren, Ch 2

Sept 10 Between the Wars and WWII
 Lauren Chs 3 & 4

Sept 12 Institutionalizing Human Rights
 Lauren, Ch 5 & 6

Sept 14 Globalization and Human Rights
 Lauren, Chs 7 & 8

Sept 17 Challenges to Human Rights in the 21st Century
 Lauren, Chs 9 & 10

II. The Legitimacy of Human Rights: Diverse Struggles

Sept 19 The Diverse Political Origins of Human Rights
 Sikkink, Ch 3

Sept 21 The Struggle for Human Rights during the Cold War
 Sikkink, Ch 4

Sept 24 The Legitimacy of Human Rights

III. The Ethics of Interdependence

Sept 26 Global Human Rights and Duties
 Felice, Intro and Ch 1

Sept 27 **CPS Event: Eckerd College Diplomat in Residence, Neal Walker, will speak on “Chaotic World, U.N. Response,” at 7pm in Fox Hall. REQUIRED. Replaces class on Friday, 9/28.**

- Oct 1 Mass Incarceration in the U.S.
 Felice, Ch 2
- Oct 3 Homophobia in Africa
 Felice, Ch 3
- Oct 5 Saudi Arabia and the Rights of Women
 Felice, Ch 4
- Oct 8 Environmental Rights in China
 Felice, Ch 5



OCTOBER 9th FINAL DAY TO REGISTER TO VOTE

- Oct 10 Global Governance
 Felice, Ch 6
- Oct 12 Midterm In-Class Essay

Oct 15 & 16 Fall Recess

IV. Human Rights, Genocide and US Foreign Policy

- Oct 17 **CPS Event: “An Evening with Langston Hughes and Zora Neal Hurston,” performed by Phyllis McEwen and Bob Devin Jones, 7pm, Fox Hall. Required; replaces 10/17 morning class**
- Oct 19 The Armenian Genocide
 Power, Chs 1-2
- Oct 22 Lemkin’s Law
 Power, Chs 3-4
- Oct 24 The Nuremberg Precedent
 Power, Ch 5
- Oct 26 Cambodia
 Power, Ch 6
- Oct 29 Iraq
 Power, Chs 7 & 8

Oct 31 Bosnia
 Power, Ch 9

Nov 2 Rwanda
 Power, Ch 10

Nov 5 Srebrenica
 Power, Ch 11



NOVEMBER 6th ELECTION DAY

Nov 7 Kosovo
 Power, Chs 12

Nov 9 Lemkin's Courtroom Legacy
 Power, Chs 13-14

V. War and Human Rights: Trapped in the Forever War

Nov 12 The State of Exception
 Danner, Introduction

Nov 14 Bush: Imposing the Exception
 Danner, Part One

Nov 16 Film: Standard Operating Procedure

Nov 19 Obama: Normalizing the Exception
 Danner, Part Two and Afterword

Thanksgiving Break – Nov 21-23

VI. Evidence For Hope

Nov 26 Anger and Hope
Sikkink, Ch 1

Nov 28 Legitimacy and Effectiveness
Sikkink, Ch 2

Nov 30 How to Measure Effectiveness?
Sikkink, Ch 5

Dec 3 What Does and Doesn't Work
Sikkink, Ch 6

Dec 5 Hope Without Complacency
Sikkink, Ch 7

Dec 7 Review

Dec 10 Final Exam: 11:30am – 2:30pm (Monday)

Hurricane Instructions

If for any reason, Eckerd College is evacuated, students who leave campus for stays overnight or longer should bring their texts, notes and syllabus so that they are ready to continue their course work. In such an event, check your Eckerd e-mail from your off-campus location and continue with the course work according to the syllabus and as delivered Moodle on your “myeckerd.edu” webpage.

Specific hurricane instructions for our class:

- 1) **Emergency Contact Information:** On the first day of class, each student must submit to me the following emergency contact information: address, phone number, cell phone, alternate email address. In addition, all students should fill out the emergency contact information form posted on the Eckerd College Intranet (<http://myeckerd.edu>).
- 2) **Books:** For all evacuations (no matter how short or long in duration), you must take your textbooks and continue your course work outlined in the syllabus.
- 3) **Moodle Questions:** I will post Moodle questions on all the reading assignments. Working with the texts, you should get as far as you can in answering the questions and posting your responses. I will be reading and responding to your postings. During all evacuations, the Eckerd College website will continue to provide access to email, Moodle, and your “myeckerd” webpage. I expect you to keep up with the reading and post careful responses to the Moodle questions.
During evacuations, please read the chapters carefully and thoughtfully, taking notes and underlining key concepts. I will provide comments on your work and grades as the term goes along. Moodle allows us to engage in a “virtual classroom” discussion of the key issues we will be studying this semester.
- 4) **Communication with me:** The primary method to communicate with me during a hurricane evacuation is via email at felicewf@eckerd.edu.
- 5) **Significant break in the semester (2-4 months):** If we have a significant break in the semester, I will convert this course to a form of an independent study. I will contact you via your emergency contact information. You will be asked to follow the course syllabus and the individual homework/Moodle discussion question assignments. But, in addition, I will be assigning you either a final analytic/research paper or an open book final exam essay. Depending on the circumstances, you will either return your work to me via email or the postal service.