POS 321 INTERNATIONAL HUMAN RIGHTS

Fall Quarter 2010 (3 credit hrs)
Department of Political Science
Georgetown College

Tue & Thu 12:45 – 2:00 pm
CMB 103
Dr. Ivan Dinev Ivanov
Phone: 502-863-7040
Email: Ivan_Ivanov@georgetowncollege.edu

Office Hours:
Mon & Wed 1-2:30 pm
Tue & Thu 3:30–5 pm
or by appointment
Location: CMB 106

* If you contact me via email, I should be able to get back to you within next 12-24 hrs.

COURSE DESCRIPTION:

This course examines human rights and humanitarian intervention in world politics. Throughout the semester we are going to survey historical, theoretical and philosophical aspects of international human rights and discuss the advancement of the three different generations of human rights, the role of states and non-governmental actors in the protection of international human rights. Special attention will be paid to the protection of groups and minorities and the enforcement mechanisms.

COURSE OBJECTIVES:

POS 321 is an upper level undergraduate class, the students are expected to demonstrate an in-depth knowledge of the history, theory and application of international human rights and develop different analytical skills. At the end of the course, students should be able to acquire a variety of skills that that will help them prepare for their future intellectual and professional career in academia, the legal profession, variety of jobs in government and various businesses. These include skills to identify the evolution of the concept of international human rights and the specific categories of rights, to analyze the effectiveness of various international and domestic mechanisms and evaluate the effectiveness of mechanisms to enforce the protection of these rights. Lastly, the students should be able to relate contemporary cases of human rights violations and policies to protect these rights to theoretical explanations and present persuasive arguments in favor or against these policies.

REQUIREMENTS AND GRADING:

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<tr>
<th>Course Requirements</th>
<th>% of final grade</th>
<th>Due Date</th>
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<tr>
<td>Two in-class midterm exams</td>
<td>40% (20% each)</td>
<td>9/30; 10/28</td>
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<tr>
<td>Take-home final exam</td>
<td>30%</td>
<td>Exam Week</td>
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<tr>
<td>Issue(s) for Debates</td>
<td>20%</td>
<td>9/9; 9/16; 9/23; 10/21;</td>
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<td>11/4; 11/11; 11/18;</td>
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1 This syllabus is subject to change. I reserve the right to add supplementary readings if necessary.
In-class participation and attendance 10% throughout the semester

Grading Scale:

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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
<td>73-78%</td>
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<tr>
<td>89-92%</td>
<td>A/B</td>
<td>68-72%</td>
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<tr>
<td>84-88%</td>
<td>B</td>
<td>62-67%</td>
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<tr>
<td>79-83%</td>
<td>B/C</td>
<td>0-61%</td>
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Please note that grades represent NON-NEGOTIABLE assessments of a student's comprehension of course material.

POLICIES AND CAVEATS:

If you have a disability that affects your performance in class, please notify the instructor at the beginning of the semester in order to find an accommodation that meets best student’s interests.

Students are expected to attend class, and attendance will be recorded at each class meeting. In the case of extraordinary circumstances (medical), I should be informed PRIOR to the test about the student’s impending absence (usually by email). Absences due to illness or injury will be excused retroactively when documentation is provided to the instructor. A student who misses a total of TEN (1/3) or more class meetings will receive a class participation grade of zero (0), and may also have his or her overall course grade reduced. A student who has a total of FOURTEEN (1/2) or more unexcused absences will receive a course grade of F. Even though I do not necessarily require a note from the doctor, I expect you to contact me in advance (preferably by email) and inform me if you are not feeling well.

I do NOT plan makeup examinations or quizzes. However, I understand that sometimes students are not able to attend exams or presentations. In these cases, make-up exams will be arranged only with the instructor’s permission, so please be sure to let me know as soon as possible if you will not be able to attend at the scheduled time.

Please note that the in-class issues for debate are important components of this course and they make up a total of 20% of the overall grade. The purpose of debates is to have the students familiarize themselves with contemporary cases of international human rights violations and discuss various response strategies. Each student will need to sign up for three debates. The debates are expected to last about 50-60 minutes in which the students will be divided into two opposing teams of two students each (a total of 4 students). The students will be evaluated based on their performance in the presentations, as well as the questions that they raise and comments that they make from the audience. For further details check Moodle.

Lastly, I need to remind you that all of the work you submit in this course is expected to be your own. Students should review the see Honor System in Student Handbook to familiarize themselves with the Academic Honesty Policy. Although I do encourage students to exchange ideas and/or work together on certain assignments, each student is responsible for completing and submitting his or her own homework. Please be
advised that Georgetown College is a community of trust and respect. According to the Technology Ethics Policy honor and integrity are valued in and out of the classroom, as is the diversity represented in the College family. This includes specifically:

- Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to work of all authors and publishers in all media. It encompasses respect for the right to acknowledgment, right to privacy, and right to determine the form, manner and terms of publication and distribution.

- Because electronic information is volatile and easily reproduced, respect for work and personal expression of others is especially critical in computer environments. Violations of authorized integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

For further information on appropriate citation, feel free to visit the University of Wisconsin-Madison website and check a detailed instructional brochure about references on my webpage:


Please do not forget that all cell phones, pagers, i-pods and other pieces of portable electric equipment should be turned off completely (not muted!!!) during class time and I will be very disappointed to hear ring tones during our class. Feel free to use your laptop computers or i-pads to take notes but make sure that the sound is completely turned off.

**READINGS:**

1) The following two books are required:


2) Also, there is one recommended book (selected chapters will be posted on Moodle):


3) There are readings in addition to the required textbook. Most readings are academic articles published in the leading human rights journals and will be available on Moodle. When electronic versions of readings are not available, paper copies will be made available to the students in the library and/or bookstore.
**Course Outline**

**PART 1: INTRODUCTION**

Introduction of participants, course requirements, discussion on the topics of human rights and international relations.

Forsythe, Chapter 1, pp. 1-28.
Skim thru selected Country Reports on Human Rights Practices: http://www.state.gov/g/drl/hr/c1470.htm

Documents:
The UN Charter
The Universal Declaration of Human Rights

**Issue(s) for debate:** Human Trafficking and Slavery CQ researcher, chapter 6

**PART 2: HISTORY AND PHILOSOPHY OF HUMAN RIGHTS**

The development of the modern system; Western and non-Western conceptions of human rights
Forsythe, Chapter 2, pp. 29-56.
Donnelly, Chapters 5 and 7, pp. 71-88 and 107-26.

Documents:
Declaration on Granting Independence to Colonial Countries and Peoples, 1960
Slavery Convention (1926) and 1953
Convention relating to the Status of Refugees
Convention on the Reduction of Statelessness

**PART 3: THEORETICAL ASPECTS OF INTERNATIONAL HUMAN RIGHTS**

Schools of thought, group and individual rights; indivisibility of human rights

Donnelly, Chapter 6, pp. 89-107

**Issue(s) for debate:** Torture Debate (CQ researcher, chapter 8)
PART 4: UNIVERSAL AND REGIONAL SYSTEMS FOR PROTECTION OF HUMAN RIGHTS

UN and UN System:
Forsythe, Chapter 3, pp. 57-88.

Issue(s) for debate: Aiding Refugees (CQ Researcher chapter 4)

Civil and Political/Economic Social and Cultural Rights:

Donnelly, Chapter 11, pp. 185-204

Documents:
International Covenant on Civil and Political Rights
International Covenant on Economic, Social and Cultural Rights
International Convention on the Elimination of All Forms of Racial Discrimination
Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief

PART FIVE: REGIONAL SYSTEMS – EUROPE, THE AMERICAS, AFRICA

Forsythe, Chapter 5, pp. 121-51

Documents:
The European Social Charter
The Final Act of the Conference on Security and Cooperation in Europe
OAS Declaration of the Rights and Duties of Man
American Convention on Human Rights
Inter-American Convention to Prevent and Punish Torture
African Charter on Human and Peoples’ Rights

Issue(s) for debate: The Troubled Horn of Africa (CQ researcher, Chapter 12)

PART SIX: DOMESTIC SYSTEMS FOR PROTECTION OF INTERNATIONAL HUMAN RIGHTS

Forsythe, Chapter 6, pp. 152-87

Issue(s) for debate: Human Rights in China and Crisis in Darfur (CQ researcher -- chapters 10 and 11)

PART SEVEN: NON-GOVERNMENTAL ACTORS AND HUMAN RIGHTS

Forsythe, Chapter 7, pp. 188-217

PART EIGHT: SPECIAL RIGHTS – THE PROTECTION OF GROUPS AND MINORITIES

Donnelly, Chapter 12, pp. 204-20

Documents:
Convention on the Political Rights of Women, 1955
Convention on the Elimination of All Forms of Discrimination against Women

Issue(s) for debate: Women’s Rights (CQ researcher, chapter 3)

PART NINE: THE ENFORCEMENT OF INTERNATIONAL HUMAN RIGHTS

Forsythe, Chapter 4, pp. 89-120
Donnelly, Chapter 14, pp. 242-260

Documents:
The Rome Statue of the International Criminal Court
Read about the International Tribunal for the Former Yugoslavia, http://www.icty.org/sections/AbouttheICTY and
**Issue(s) for debate:** World Peacekeeping (CQ researcher, chapter 2) and Closing Guantanamo (CQ researcher, chapter 7)

**SELECTED BIBLIOGRAPHY:**


POS 321  
International Human Rights  
Fall 2010  
Dr. Ivan Dinev Ivanov

### Tentative Schedule

| Week One  
8/24–8/26 | Tuesday | Thursday |
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<tr>
<td>8/24 Introduction to the class and topic</td>
<td>8/26 Introduction to the topic (cont’d)</td>
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| Week Two  
8/31 – 9/2 | Tuesday | Thursday |
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<tr>
<td>8/31 History of Human Rights</td>
<td>9/2 Philosophical Foundations of Human Rights</td>
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| Week Three  
9/7 – 9/9 | Tuesday | Thursday |
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<tr>
<td>9/7 Theories explaining human rights</td>
<td>9/9 <strong>Issue(s) for debate:</strong> Human Trafficking and Slavery</td>
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| Week Four  
9/14 – 9/16 | Tuesday | Thursday |
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<tr>
<td>9/14 Introduction to systems and generations of human rights. Universal human rights</td>
<td>9/16 <strong>Issue(s) for debate:</strong> Torture Debate (CQ researcher, chapter 8)</td>
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| Week Five  
9/21 – 9/23 | Tuesday | Thursday |
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<tr>
<td>9/21 The UN System – civil and political rights</td>
<td>9/23 <strong>Issue(s) for debate:</strong> Aiding Refugees (CQ Researcher chapter 4)</td>
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| Week Six  
9/28 – 9/30 | Tuesday | Thursday |
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<tr>
<td>9/28 The UN System – Economic Social and Cultural Rights</td>
<td>9/30 <strong>Midterm Exam I</strong></td>
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| Week Seven  
10/5 – 10/7 | Tuesday | Thursday |
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<td>10/5 Regional Systems – Europe (Part 1)</td>
<td>10/7 Fall Break (no classes)</td>
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| Week Eight  
10/12 – 10/14 | Tuesday | Thursday |
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<td>10/12 Regional Systems – Europe (Part 2)</td>
<td>10/14 Regional Systems – the Americas</td>
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| Week Nine  
10/19 – 10/21 | Tuesday | Thursday |
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<td>10/19 Regional Systems – Africa</td>
<td>10/21 <strong>Issue(s) for debate:</strong> The Troubled Horn of Africa (CQ researcher, Chapter 12)</td>
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| Week Ten  
10/26-10/28 | Tuesday | Thursday |
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<td>10/26 Domestic Systems for Protection of Human Rights</td>
<td>10/28 <strong>Midterm Exam II</strong></td>
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| Week Eleven  
11/2 – 11/4 | Tuesday | Thursday |
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<td>11/2 NGOs and the protection of int’l human rights</td>
<td>11/4 <strong>Issue(s) for debate:</strong> Human Rights in China</td>
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| Week Twelve  
11/9 – 11/11 | Tuesday | Thursday |
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<td>11/9 Special rights – women, minorities, people with disabilities, etc</td>
<td>11/11 <strong>Issue(s) for debate:</strong> Women’s Rights (CQ researcher, chapter 3)</td>
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| Week Thirteen  
11/16 – 11/18 | Tuesday | Thursday |
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<tr>
<td>11/16 The enforcement of int’l human rights: humanitarian intervention</td>
<td>11/18 <strong>Issue(s) for debate:</strong> The Crisis in Darfur</td>
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| Week Fourteen  
11/23 - 11/25 | Tuesday | Thursday |
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<tbody>
<tr>
<td>11/23 The enforcement of int’l human rights: tribunals</td>
<td>11/25 Thanksgiving Break (no Classes)</td>
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| Week Fifteen  
11/30 – 12/2 | Tuesday | Thursday |
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<td>11/30 <strong>Issue(s) for debate:</strong> Peacekeeping and/or tribunals</td>
<td>12/2 <strong>Issue(s) for debate:</strong> Closing Guantanamo (CQ researcher, chapter 7)</td>
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| Week Sixteen  
12/7 – 12/9 | Tuesday | Thursday |
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<tbody>
<tr>
<td>12/7 Preps for the final exam; Q&amp;A, etc</td>
<td>12/9 Reading Day (no classes)</td>
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