INTA 3031: Human Rights

GTL Summer 2019

Prof. Katja Weber (8 June until end of summer term)

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Office Hours: TBD and by appointment

Prof. Eliza Markley (16 May until 7 June)

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Office Hours: TBD and by appointment

Course Description:

This course begins with the premise that human beings have rights simply because they are human. The protection of these rights is not only the responsibility of the countries in which they live, but also the rest of the world. After establishing where human rights come from and what they entail, we will examine to what extent international human rights treaties and organizations have been effective.  Has increased awareness of human rights violations via the media and Information and Communication Technologies (ICTs) in numerous countries around the globe actually made a difference? What can be done when sovereignty-related norms such as the non-interference in the domestic affairs of other countries clash with human security?

The course has three core learning objectives:

1. To familiarize students with various aspects of the international governance of human rights
2. To explore key international human rights actors both public and private
3. To analyze some of the most important human rights violations in the world and discuss what the international community has done (and maybe could have done differently) to deal with them.

**Readings:**

The course readings will be uploaded to **Canvas**.

**Course Requirements:**

Students must have completed all their readings for each class and are expected to participate in classroom discussions. Students must also keep up with current events on global human rights by regularly reading a high quality news source like the *Financial Times*, the *New York Times* or the *Wall Street Journal*, and following posts by NGOs such as *Human Rights Watch* or *Amnesty International.*

**Course Evaluation**:

Midterm 25% (June 4)

Group Class presentation and paper 25% (further directions will be given in class by Dr. Weber)

Class participation 25%

Documentary analysis 25%

Analysis of the documentary “Tongpan” (see Films on Demand). Following a brief synopsis of the problem described in the documentary, put on your “thinking cap” and discuss three plausible solutions to the problem. Be sure to draw out the rationale for each of your suggestions. (You cannot write more than 3 pages typed double-spaced, so be sure to write an outline to structure your thoughts and to leave out any superfluous information). **The paper is due June 24.**

(For Films on Demand, go to the main page at library.gatech.edu and choose Find Articles/Databases. Then choose F and Films on Demand. In the Search Box, type in the title of the documentary.)

**No screens (open laptops, tablets, phones) will be permitted during class to facilitate active engagement and minimize interruptions**

**Attendance Policy:**

Regular attendance is expected and essential for obtaining a passing grade.

**Honor Code:**

The Georgia Tech Honor Code is available online: <http://www.honor.gatech.edu/plugins/content/index.php?id=9>. If caught cheating, you will be dealt with according to the GT Academic Honor Code.

**Students with Disabilities:**

Georgia Tech is committed to providing reasonable accommodation for all students with disabilities through the ADAPTS program (http://www.adapts.gatech.edu/). Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and facilitate his/her educational opportunities. Students with disabilities must be registered with the ADAPTS-Disability Services Program prior to receiving accommodations in this course. The ADAPTS-Disability Services Program is located in Smithgall Student Services Building, phone 404-894-2564 or TDD only 404-894-1664.

**Readings**

**May 16 Introduction**

 Syllabus; autobiography

**May 17 Discussion of the most pressing Human Rights issues today**

**May 20 International Governance of Human Rights**

Jack Donnelly, *International Human Rights*, chapter 1.

**May 21 International Governance of Human Rights**

Jack Donnelly, *International Human Rights*, chapter 1.

**May 22 What are Human Rights?**

Jack Donnelly, *International Human Rights*, chapter 2

**May 23** **What are Human Rights?**

Jack Donnelly, *International Human Rights*, chapter 2

**May 24 Global/UN Institutions**

Jack Donnelly, *International Human Rights*, chapter 5

Browse the website of the UN High Commissioner for Human Rights (ohchr.org).

**May 27 Global/UN Institutions**

Jack Donnelly, *International Human Rights*, chapter 5.

Browse the website of the UN High Commissioner for Human Rights (ohchr.org).

**May 28 Regional/European Institutions**

Jack Donnelly, *International Human Rights*, chapters 6 and 7.

**May 29 Regional/European Institutions**

Browse the website of the Council of Europe (coe.int) and, within this website, the page of the European Court of Human Rights. On the Court’s page read the European Convention for the Protection of Human Rights and Fundamental Freedoms.

**June 3 Review for Midterm**

**June 4 Midterm**

**June 5 Foreign Policy**

Jack Donnelly, *International Human Rights*, chapter 9.

**June 6 Non-Governmental Institutions**

Jack Donnelly, *International Human Rights*, chapter 10.

**June 7 Review of the first part of the class**

**June 11 Universalism vs. Cultural Relativism**

Dunne and Wheeler, chapters 3 and 4.

**June 12 Humanitarian Intervention**

Michael Walzer, “The Argument about Humanitarian Intervention,” *Dissent* (Winter 2002), pp. 29-37.

**June 13 Responsibility to Protect**

Report of the International Commission on Intervention and State Sovereignty, *The Responsibility to Protect* (2001), pp. vii-18

<http://responsibilitytoprotect.org/ICISS%20Report.pdf>

Dunne and Wheeler, chapter 6;

UN Convention on the Prevention of Genocide (1948)

<https://www.oas.org/dil/1948_Convention_on_the_Prevention_and_Punishment_of_the_Crime_of_Genocide.pdf>

**June 14** **Case Study: Rwanda (1994)**

 Documentary: The Ghosts of Rwanda (PBS, 2004).

[**https://www.dailymotion.com/video/x1wj75**](https://www.dailymotion.com/video/x1wj75)

**June 17 Case Study: Rwanda (1994) (cont’d)**

Documentary: The Ghosts of Rwanda (PBS, 2004), Part II

[**https://www.dailymotion.com/video/x1wj75**](https://www.dailymotion.com/video/x1wj75)

**June 18 Case Study: Rwanda (1994) (cont’d)**

Read excerpts from *No Greater Love: How My Family Survived the Genocide in Rwanda* (GM&A Publishing, 2019).

Discussion of documentary

**June 19 Case Study: Libya (2011)**

Thomas G. Weiss, “RtoP Alive and Well after Libya,” *Ethics and International Affairs*, Vol. 25, No. 3 (Fall 2011), pp. 287-292.

Alan J. Kuperman, “A Model Humanitarian Intervention? Reassessing NATO’s Libya Campaign,” *International Security*, Vol. 38, No. 1 (Summer 2013).

**June 20 Implementing Human Rights Standards in Southeast Asia**

<https://humanrightsinasean.info/asean-background/asean-and-human-rights.html>

<https://humanrightsinasean.info/asean-committee-migrant-workers/about.html>

Transient Workers Count Too (NGO in Singapore) watch:

[http://www.aljazeera.com/programmes/101east/2014/05/built-this-city- 2014557357413624.html](http://www.aljazeera.com/programmes/101east/2014/05/built-this-city-2014557357413624.html)

**Tongpan paper due!**

**June 24 Discussion of Tongpan Project**

**June 25 Human Security**

Katja Weber, “The EU, China and Southeast Asia: Divergent Views of

Dealing with Human Security,” in Jan Wouters, Jean Christophe

Defraigne and Matthieu Burnay, eds., *EU-China and the World: Analyzing*

*the Relations with the Developing and Emerging Countries* (2015).

**June 26** “The Killing Fields” (Download a VLC player for free; this video will be given to you) watch outside of class; discussion in class

**June 27** Read excerpts from *Survivor: The Triumph of an Ordinary Man in the Khmer Rouge Genocide* (Documentation Center of Cambodia 2012), pp. 5-46.

**July 1 The Khmer Rouge Trial**

[**https://thediplomat.com/2018/11/the-khmer-rouge-trials-the-good-the-bad-**](https://thediplomat.com/2018/11/the-khmer-rouge-trials-the-good-the-bad-) **and-the-ugly/**

**July 2 Torture**

Henry Shue, “Torture in Dreamland: Disposing of the Ticking Bomb,” *Case Western Journal of International Law*, Vol. 37, Nos. 2-3 (2006), pp. 231-239.

Charles Krauthammer, “The Truth about Torture,” *The Weekly Standard*, December 5, 2005.

**July 3 The Role of ICTs in Creating Awareness about Human Rights Violations**

Aday, S., Farrell, H., Lynch, M., Sides, J., Kelly, J. and Zuckerman, E. (2010) Blogs and Bullets: New Media in Contentious Politics. *Peaceworks*, No. 65, Washington DC: US Institute of Peace (USIP).

Denning, D. (2000) Activism, Hacktivism, and Cyberterrorism: The Internet as a Tool for Influencing Foreign Policy. Paper prepared for the Internet and International Systems: Information Technology and American Foreign Policy Decision-making Workshop, San Francisco, CA.

**July 5 The Ushahidi Platform**

 <https://www.ushahidi.com/uploads/case-studies/ImpactReport_2018.pdf>

**July 9 Class Presentation on the Green Revolution in Iran**

Paper due!

**July 10 Class Presentation on Human Rights Violations in China**

Paper due!

**July 11 Response to China’s Human Rights Violations**

Jack Donnelly, “Responding to Human Rights Violations in China: Tiananmen and After,” in *International Human Rights*, 4th ed. (Westview Press, 2012), pp. 167-189.

**July 12 Class Presentation on the International Campaign to Ban Landmines**

Paper due!

**July 15 Class Presentation on the Persecution of the Rohingya in Myanmar**

Paper due!

**July 16 Women’s Human Rights**

Read: <https://www.un.org/womenwatch/daw/cedaw/recommendations/recomm.htm#recom19>

**July 17 Business and Human Rights**

<https://www.ohchr.org/documents/publications/GuidingprinciplesBusinesshr_en.pdf>

**July 18 The Human Right to Adequate Food** PaulCollier. “The Politics of Hunger,” *Foreign Affairs*. November-December

 2008.

**July 22 Children’s Rights**

<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

<https://www.savethechildren.org/us/what-we-do/events/child-trafficking-awareness>

**July 23 Child Labor**

<https://www.hrw.org/topic/childrens-rights/child-labor>

 (watch a minimum of 2 short videos on this website)

**July 24 Where to Go from Here? What Else Can Be Done by State and Non-State Actors to Improve Human Rights?**

**July 25 Wrap up**