

Georgia Institute of Technology
Sam Nunn School of International Affairs
Fall 2019

INTA 3031/8803MF: Human Rights
Class Time: T, R 1:30-2:45 PM
Classroom: Love 183

Instructor:

Dr. Mikulas Fabry

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Office hours: by appointment Tuesdays and Thursdays 12:15-1:15 PM

Course Description:

The central idea behind human rights in international affairs is that human beings have rights 1) simply by virtue of being human, and that 2) their realization is not merely a responsibility of the countries in which they reside, but also of the outside world. The purpose of this course is to understand the premises and implications of this idea. It will address questions such as: Where do human rights come from and what particular entitlements do they consist of? Who has what obligations to realize human rights? What role do, and should, human rights play in the formulation and leadership of a country's foreign policy? To what extent are international human rights treaties and organizations effective? What conditions or actions generally help prevent human rights violations? Does increased awareness and reporting of foreign human rights violations, made possible by great technological strides, also mean increased concern about them? How do we reconcile conflicts among rights, as well as conflicts between the pursuit of rights and other goals?

The course has three intended learning outcomes:

1. Students will demonstrate familiarity with different perspectives on the role of human rights in international relations
2. Students will show the ability to explain the role of different institutional actors dealing with human rights internationally
3. Students will be able to analyze some of the most important human rights issues in world politics

INTA 1110: Introduction to International Relations is **highly** recommended as a pre-requisite for undergraduate students.

INTA 3031 fulfills these attributes: International Relations (IP) and Social Science Requirement.

Required Texts:

David P. Forsythe, *Human Rights in International Relations*, 4th ed. (Cambridge University Press, 2018).

Tim Dunne and Nicholas J. Wheeler (eds.), *Human Rights in Global Politics* (Cambridge University Press, 1999).

Both books are available for purchase in the GT Barnes & Noble. They are also on reserve in the Main Library. Other readings will be available directly, or linked to particular online resources, on Canvas (canvas.gatech.edu) under Files. Resources that use Microsoft Office software will use the 2016 version. It is the responsibility of students to ensure access to resources posted on Canvas. Should you experience difficulties in opening files posted by the instructor, try accessing them from a different device or a computer in the Main Library. If this does not work or you encounter other technical difficulties, please contact the GT Office of Information Technology (<http://www.oit.gatech.edu>) for help.

Course Evaluation for Undergraduate Students:

Undergraduate students will be evaluated according to the following format:

- Two closed-book in-class exams, on September 19 and October 31 (worth 25% each)
- Final open-book take-home exam, handed out via e-mail on Monday, December 2 and due on Monday, December 9 at 2 PM in my mailbox in Habersham 129 (40%)
- Class participation (10%) + extra credit up to 5%

You must take both in-class exams, and hand in the final take-home exam, on their assigned dates and times, unless you can provide official documentation of illness or family emergency. In all your coursework, you must adhere to Georgia Tech's Honor Code (www.honor.gatech.edu). In-class exams can be appealed to the instructor within one week of their return. Students must attach to the exam a typed sheet containing their name, e-mail address, and a detailed explanation of why their grade should increase. The instructor reserves the right to re-grade the entire assignment (i.e. not just the appealed part) and to increase, affirm or decrease the originally assigned grade.

You are **required** to attend lectures and have the assigned readings completed **before** each lecture. Doing the assigned reading prior to each class is essential since class time will regularly feature discussion. You should also follow human-rights related events and developments by reading respectable news publications such as *The New York Times*, *The Washington Post*, *The Wall Street Journal* and *The Economist* and by following online and in the social media the human rights work of intergovernmental organizations such as the United Nations (ohchr.org) and the Council of Europe (coe.int) and non-governmental organizations such as the Human Rights Watch (hrw.org) and Amnesty International (amnesty.org).

Absence from classes is excused only for **legitimate** reasons. In addition to being present every class, you are expected to participate actively. Although this is a lecture course, we will have frequent discussions in a variety of formats. Bring with you 3"x5" index cards to every class – I will regularly ask you to write brief discussion summaries or other written exercises and hand them to me at the end of the class. On some occasions, I will only take class attendance and will count it in the same way as written index-card exercises. Your participation grade will be

determined by the ratio of the index card exercises you participated in (assuming that they show familiarity with the course material) to the total number of these exercises. If you participated in 90%-100% of the total number of exercises, your participation grade will be 10/10, if in 80%-90% your participation grade will be 9/10, etc. Students can earn **up to 5 % extra credit** by making both **regular and informed** verbal contributions in class.

Course Evaluation for Graduate Students:

Graduate students will be evaluated according to the following format:

- Three analytical response papers on the assigned readings (30%; 10% each)
- Research paper outline, due in class on October 24 (10%)
- Research paper, due on Monday, December 9 at 2 PM in my mailbox in Habersham 129 (40%)
- Class participation and research paper presentation (20%)

Three analytical response papers:

Graduate students are required to write three response papers on the assigned readings. The dates of the following nine lectures correspond to the possible topics: September 24, October 8, 10, 22 and 24, and November 5, 7, 12 and 14. You can turn in four papers – in that case I will count the three highest grades you receive. The papers, which are due at the beginning of the class when the topic they deal with is discussed, should be no less than one-page and no more than two pages single-spaced (with 1” margin from each side and 12-size font). In the papers you should:

- (1) Identify and concisely summarize the main arguments in the readings as they relate to the assigned topic.
- (2) Compare and contrast the readings. Are there any points of convergence between them? In what ways do they differ?
- (3) Critically engage with the readings. Do you find one more convincing than the others? If you do, why? If you do not find any of the readings convincing, why not? What questions are left in your mind?

Research paper outline and research paper:

There is no set list of questions for the research paper assignment. Graduate students should formulate their own question based on their interests and **mandatory** consultation with the instructor prior to proceeding with their research. In general, students should seek to examine a significant human rights issue/debate and include empirical evidence in their analysis. By late October, you should have enough research to draw up an eight-page (double-spaced, except the annotated bibliography which should be single-spaced) outline which encompasses the paper’s title, description of the problem, preliminary argument and annotated bibliography of at least 15 academically reputable sources beyond the course material, including books and academic journal articles. The outline is due on October 24 and is worth 10% of your final course grade. Toward the end of the semester, your work should have progressed further, to the point where you can make an oral presentation of your findings and field questions from your classmates. Presentations of research paper findings will be done in class on November 26. That

presentation will count towards your class participation grade. The final research paper (15 to 20 pages, double-spaced, with 1" margin from each side and 12-size font) is worth 40% of the final course grade. It is due on Monday, December 9 at 2 PM in my mailbox in Habersham 129. Papers will be graded on the basis of their originality and logic of argument, quantity and quality of supporting research, and readability and elegance of writing style.

Class participation and presentation:

Graduate students are **required** to attend every class and to participate **actively and regularly** in class discussions. On occasion, they may be asked to meet with the instructor for discussion of class material as a separate group.

Outline of Classes and Readings:

[N.B. The schedule is subject to revision; Should that occur, I will provide ample notice.]

August 20: Course Introduction

Begin readings for next class.

I. The Foundations of Human Rights Standards

August 22: Human Rights in International Relations

Dunne and Wheeler, ch. 5.

Forsythe, ch. 1.

August 27: What are Human Rights?

Forsythe, ch. 2.

Dunne and Wheeler, ch. 2.

August 29: Universalism vs. Cultural Relativism

Dunne and Wheeler, chs. 3 and 4.

II. Implementing Human Rights Standards in a World of States

September 3: Global Institutions

Forsythe, ch. 3.

Read also the following online: Universal Declaration of Human Rights, International Covenant on Civil and Political Rights (including its Optional Protocols), International Covenant on Social, Economic and Cultural Rights.

September 5: Regional Institutions

Forsythe, ch. 5.

Read also at least one of the following online: European Convention for the Protection of Human Rights and Fundamental Freedoms, American Convention on Human Rights, African Charter on Human and Peoples' Rights.

September 10: Foreign Policy Leadership

Hans J. Morgenthau, "Human Rights and Foreign Policy," *First Distinguished Council on Religion and International Affairs Lecture* (1979), pp. 1-8.

Forsythe, ch. 6.

September 12: Non-Governmental Institutions: The Role of NGOs and Transnational Corporations

Dunne and Wheeler, ch. 7.

Forsythe, chs. 7 and 8.

September 17: Review Session**September 19: Undergraduate In-Class Exam 1****III. Contemporary Human Rights Issues****September 24: Humanitarian Intervention**

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

Miroslav Nincic and Donna Nincic, "Humanitarian Intervention and Paradoxes of Moral Authority: Lessons from the Balkans," *International Journal of Human Rights*, Vol. 8 (2004), pp. 45-64.

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

September 26: Case Study: Rwanda (1994)

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

Dunne and Wheeler, ch. 6 + Read online the UN Convention on the Prevention of Genocide (1948).

October 1: Individual Visits to the Center to the Center for Civil and Human Rights (NO CLASS)**October 3: Case Study: Rwanda (1994)**

Documentary: *The Ghosts of Rwanda* (PBS, 2004), Part II + Discussion.

October 8: 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, "NATO's Intervention in Libya: A Humanitarian Success?" in Aidan Hehir and Robert Murray (eds.), *Libya, the Responsibility to Protect and the Future of Humanitarian Intervention* (Palgrave Macmillan, 2013), pp. 191-221.

October 10: The Role of the Media

Forsythe, ch. 9.

Dunne and Wheeler, ch. 8.

Clifford Orwin, "Distant Compassion: CNN and Borrioboola-Gha," *The National Interest* (Spring 1996), pp. 42-49.

October 15: Fall Recess (NO CLASS)

October 17: Transitional Justice

Forsythe, ch. 4.

Read also the Rome Statute online.

October 22: Case Study: The US Rejection of The International Criminal Court

Kenneth Roth, "The Court the US Doesn't Want," *The New York Review of Books* (November 19, 1998).

John R. Bolton, "The Risks and Weaknesses of the International Criminal Court from America's Perspective," *Law and Contemporary Problems*, Vol. 64 (Winter 2001), pp. 167-180.

October 24: Justice vs. Peace: International Criminal Justice vs. National Reconciliation – GRADUATE RESEARCH PAPER OUTLINE DUE

Juan E. Méndez, "National Reconciliation, Transnational Justice, and the International Criminal Court," *Ethics and International Affairs*, Vol. 15, No. 1 (2001), pp. 25-44.

Brad Roth, "Peaceful Transition and Retrospective Justice: Some Reservations - A Response to Juan E. Méndez," *Ethics and International Affairs* Vol. 15, No. 1 (2001), pp. 45-50.

October 29: Review Session

October 31: Undergraduate In-Class Exam 2

November 5: Human Rights in Public Emergency: 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.

November 7: Case Study: The External Response to China's Human Rights Situation

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

Zhou Qi, "Conflicts over Human Rights between China and the US," *Human Rights Quarterly*, Vol. 27, No. 1 (2005), pp. 105-124.

November 12: NGOs and Economic, Social and Cultural Rights

Kenneth Roth, "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization," *Human Rights Quarterly*, Vol. 26, No. 1 (2004), pp. 63-73.

Leonard S. Rubenstein, "How International Human Rights Organizations Can Advance Economic, Social and Cultural Rights: A Response to Kenneth Roth," *Human Rights Quarterly*, Vol. 26, No. 4 (2004), pp. 845-865.

Kenneth Roth, "Response to Leonard S. Rubenstein," *Human Rights Quarterly*, Vol. 26, No. 4 (2004), pp. 873-878.

Leonard S. Rubenstein, "Response by Leonard S. Rubenstein," *Human Rights Quarterly*, Vol. 26, No. 4 (2004), pp. 879-881.

November 14: Children's Rights

Kristina A. Bentley, "Can There Be Any Universal Children's Rights?," *International Journal of Human Rights*, Vol. 9, No. 1 (2005), pp. 107-123.

Sonja Grover, "A Response to K.A. Bentley's 'Can There Be Any Universal Children's Rights?'," *International Journal of Human Rights*, Vol. 11, No. 4 (2007), pp. 429-443.

November 19: Critical Perspectives on International Human Rights Practice

John Laughland, "Human Rights and the Rule of Law: Achieving Universal Justice?" in David Chandler (ed.), *Rethinking Human Rights: Critical Approaches to International Politics* (Palgrave, 2002).

Makau Mutua, "The Complexity of Universalism in Human Rights," in Andras Sajó (ed.), *Human Rights with Modesty: The Problem of Universalism* (Brill, 2004).

November 21: Conclusion: The Politics of Human Rights in a World of States

Forsythe, ch. 10.

Dunne and Wheeler, ch. 11.

November 26: Graduate Students' Research Paper Presentations

November 28: Thanksgiving (NO CLASS)

December 3: Take-Home Exam/Graduate Research Paper Work Day - Extra Office Hours