

International Human Rights Literature
Spring 2011 Syllabus: HUM3930-01
TR 12:30-1:45pm
WMS-214
Florida State University

Instructor:

David Rothenberg, M.A.
International Human Rights Studies
Program in Humanities
Florida State University
Email: drothenberg@fsu.edu

Office Hours: Tuesday 10am-12pm & Thursday 10am-12pm in the Center for Global Engagement rm. 1206, or by appointment

Graduate Instructor:

Robert Henry, M.A., LL.M.
Email: rrh8671@fsu.edu

Primary Course Texts:

Haas, Michael. *International Human Rights; A Comprehensive Introduction*. London and New York: Routledge Taylor Francis Group, 2008.

Glover, Jonathan, "*Humanity; A Moral History of the 20th Century*", New Haven & London: Yale University Press, 1999. ISBN: 0-300-08715-2

Glendon, Mary Ann, *A World Made New; Eleanor Roosevelt and the Universal Declaration of Human Rights*, Random House, New York, 2001. ISBN: 0-375-76046-6

Secondary Course Texts:

During the semester, students will have the opportunity to select two individual texts from the course reading list that reflect the student's interest in human rights issues. (See reading list on page 6.)

Course Description:

The course is designed to accomplish two objectives. First, the primary texts will provide a base of knowledge for the study of human rights. The course will cover philosophical, historical and contemporary influences on the development of human rights. The resulting international compromise to advance human rights in the form of United Nations based organizations, conventions, treaties, and declarations will be investigated to evaluate their impact on the advancement of human rights. The various approaches to human rights will be studied from the perspectives of American, European and Developing World cultures.

The second goal of the course is to take the accumulated academic knowledge from the primary course texts and apply it to the critical analysis of human rights as related through literary texts. Annotative bibliographies will be assigned to evaluate the student's understanding of human rights concepts and how they apply to the analysis of the selected literary text. The structure of the annotative bibliographic assignment is designed to guide the student through the analytical thinking process, and to articulate the findings in a clear and concise manner.

Course Requirements:

The course has been divided up into three sections; during each section the student will be responsible for:

- 1) Required course text annotations
- 2) Individually selected text annotations (see page 6)
- 3) Group Presentation
- 4) Thursday discussion / short assignment

The assignment format and guidelines are illustrated below (page 3). **Following the annotation format is required.** Papers must be turned in **hard copy on their due date**; no e-mailed papers will be accepted. Late papers are to be delivered to the second floor of the Center for Global Engagement reception desk; there will be a **ten percent deduction for each day the assignment is past due.**

*Student class participation is the most critical element for learning the material contained in this course and class discussion is an integral component in the course design.

***Class Participation will comprise 10% of the student's final grade.

Required text annotations:	10% x 3 = 30%
Individually selected annotations:	10% x 2 = 20%
Group presentations:	20% x 1 = 20%
Thursday discussion:	2% x 10 = 20%
Participation:	10% x 1 = 10%
Total:	100%

Grading Scale:

93 -100 A; 90 - 92 A-; 87 - 89 B+; 86 - 83 B; 80 - 82 B-; 77- 79 C+; 73 - 76 C; 70 - 72 C- ; 67 - 69 D+; 63 - 66 D; 60 - 62 D-; 59 and below F

Attendance Policy:

The Department of Interdisciplinary Humanities expects its students to observe high standards for academic seriousness and purpose. In the event of inevitable circumstances, documentation will be necessary to explain any absence and a special assignment may be given to make up for the absence.

After two absences, your semester grade will be decreased by an interval for each absence.

(e.g. a 'B+' grade with 3 absences = B, 4 absences= B-; and so on...)

Keep in mind, participation is **10%** of the final grade, so attendance is important.

Florida State Honor Code:

Students are expected to uphold the Academic Honor Code published in the FSU Bulletin and Student Handbook. The Academic Honor System of FSU is based on the premise that each student has the responsibility to: 1) to uphold the highest standards of academic integrity of the student's own work, 2) to refuse to tolerate violations of academic integrity in the university community, 3) to foster a high sense of integrity and social responsibility on the part of the university community.

ADA Policy:

"Students with disabilities needing academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center; 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done in the first week of class."

For more information; contact the Student Disability Resource Center, Dean of Students Department, 08 Kellum Hall, FSU. (850-644-9566 voice); (850-644-8504 TDD)

Format for Annotative Bibliography

International Human Rights Literature

Name

HUM 3930-01

Due Date & Assignment Number (1)

Annotative Bibliography

(Single Space in the heading)

Be sure to include
your citation here.

Original Title

(Your title should reflect the essence of the paper in a creative manner)

Haas, Michael. *International Human Rights; A Comprehensive Introduction*. London and New York: Routledge Taylor Francis Group, 2008.

(The above is an example of the required bibliographic citation: Chicago Manual of Style)

Summary:

Summarize a description of the book and articulate the way you would describe the material. This section should comprise an abridged paragraph that encapsulates the general topic points of the material. (**½ page**)

Author's Main Argument:

Here you should discuss the author's thesis as well as the strengths and weaknesses of the author's argument. Evaluate the argument's relevance, the logic, and what questions needed further investigation. The length should be the second half of the first page. (**½ page**)

Assessment:

You should then move into another full page in which you assess your material. In essence, you should decide whether or not the material is biased, objective, reliable, comparable to other sources in your library, etc. The prior terms (biased, objective, etc.) should all be reviewed and then answered separately within your assessment. (**1 page**)

Reflection:

Finally, your reflection should be two full pages in length comprised of at least three paragraphs. Introduction includes the "**thesis statement**" (identify with **BOLD TYPE**), followed by the body that provides evidence for your argument and a conclusion that answers the question posed in your thesis. The reflection should critically analyze a human rights related topic of personal interest from the text. What is your argument about the specific topic? Why is it an issue that has gained attention in the field of human rights? What has been done to improve the situation of those affected? Have these efforts been successful? What do you believe could or should be done to improve the lives of those affected by the issue? What positive and negative effects may result? **Section should include 2 – 3 citations from the text or other scholarly source. (2 full pages)**

Format Checklist:

- Your annotative bibliography must be four full pages in length, 12 point type and double space.
- Use the subtitles (Summary, Author's Main Argument, Assessment, Reflection) to organize your bibliography and put them in bold, 12 point type, underlined format
- The Summary, Author's Main Argument, should make up the first complete page; the Assessment should make up the second complete page, and the Reflection should make up pages 3 and 4.
- **Papers must be turned in hard copy on their due date; no e-mailed papers will be accepted.**

Spring 2011 Semester Assignment Schedule and Due Dates

Week:	Date:	Discussion Topics	Assignment:
Section 1			
1	Jan 4	Introduction (IP, BB & GPC)	Glendon Text (Pages 1-72)
	Jan 6	Religious & Early Greek and Roman Thought	Prepare outline for annotative bibliographies
2	Jan 11	World War I	Glendon Text (Pages 73-142)
	Jan 13	World War II	
3	Jan 18	World War II & Genocide	Glendon Text (Pages 143-241)
	Jan 20	Nuremberg and Tokyo Tribunals	
4	Jan 25	Creation of the United Nations	<u>Writing Assignment: Glendon Annotation (1)</u>
	Jan 27	Declarations & Conventions	
5	Feb 1	Secular Rights Theory	Haas Text (Pages 1-71)
	Feb 3	Foundations of HR Law (Common/Civil Law)	
Section 2			
6	Feb 8	Int. Humanitarian Law & the ICRC	Hass Text (Pages 72-141)
	Feb 10	Cultural Understanding & Communication	
7	Feb 15	Tribalism/Nationalism	1st Individual Annotation (2) Presentation Text Hass Text (Pages 142-232)
	Feb 17	Modern Warfare & Weapons Industry	
8	Feb 22	Group Presentations 1 & 2	Hass Text (Pages 233-318)
	Feb 24	Market Forces (Econ vs. HR Advancement)	
9	Mar 1	Group Presentations 3 & 4	Haas Annotation (3)
	Mar 3	Torture	
10	Mar 8	Spring Break	

	Mar 10	Spring Break	
Section 3			
11	Mar 15	Group Presentations 5 & 6	2nd Individual Annotation (4) Glover Text (Pages 1-118)
	Mar 17	Human Trafficking	
12	Mar 22	Group Presentations 7 & 8	Glover Text (Pages 119-236)
	Mar 24	Ethnic Cleansing	
13	Mar 29	Group Presentations 9 & 10	Glover Text (Pages 237-316)
	Mar 31	Women and Children's Rights	
14	Apr 5	Group Presentations 11 & 12	Glover Text (Pages 317-416)
	Apr 7	Modern Violations	
15	Apr 12	Group Presentations 13 & 14	<u>Writing Assignment: Glover Annotation (5)</u>
	Apr 14	Social Justice / U.S. Stance on Int. HR	
16	Apr 19	Universal HR & Understanding Culture	
	Apr 21	Last Day of Class Closing Session	
17	Apr 25 – 29	Final Exam Week	No Final Exam

***** This syllabus is subject to change upon written notice by the instructor.***

International Human Rights Literature: Selected Book List SP10

HUM3930-01

- Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Farrar, Straus and Giroux, 2008.
- Chapman, Peter. *Bananas: How the United Fruit Company Shaped the World*. New York: Canongate Books Ltd., 2007.
- Fanon, Frantz. *Black Skin, White Masks*. New York: Grove Press, 2008.
- Galeano, Eduardo. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. New York: Monthly Review Press, 1997.
- Gourevitch, Philip. *We Wish to Inform You that Tomorrow We Will Be Killed With Our Families*. New York: Picador, 1998.
- Gross, Jan T. *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland*. New York: Penguin Books, 2001.
- Jaspers, Karl. *The Question of German Guilt*. 2nd ed. New York: Fordham University Press, 2001.
- Kristof, Nicholas and WuDunn, Sheryl. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. New York: Random House Inc., 2009.
- Levi, Primo. *The Drowned and The Saved*. New York: Vintage Books, 1989.
- Maier-Katkin, Daniel. *Stranger from Abroad: Hannah Arendt, Martin Heidegger, Friendship and Forgiveness*. New York: W.W. Norton & Company, 2010.
- Menocal, Maria Rosa. *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*. New York: Little, Brown and Company, 2002.
- Minow, Martha. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Boston: Beacon Press, 1998.
- Naimark, Norman M. *Fires of Hatred: Ethnic Cleansing in Twentieth Century Europe*. Boston: Harvard University Press, 2001.
- Phelps, Teresa. *Shattered Voices: Language, Violence, and the Work of Truth Commissions*. Philadelphia: University of Pennsylvania Press, 2004.