

## *Course Syllabus*

GOVT 4357 Human Rights and the Rule of Law  
Fall 2008  
T/R 2:30-3:45 (CBW 1.105)

Professor Linda Camp Keith  
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Phone: 972-883-6481  
Office Hours: T/R 3:45-4:45 pm and Wed. 6-7 pm  
My website: <http://www.utdallas.edu/~lck016000/>  
Class calendar and assignments posted on WebCT.

### Course Description

The study of international human rights typically spans a broad range of academic disciplines. This course will focus primarily upon the development of international rights norms and law as well as the major competing political theories that sometimes weigh against the development universal human rights. The course will also examine the effectiveness of the law and courts, especially international courts and truth commissions, in regard to human rights. We will also examine illustrative case studies such as Rwanda, Darfur and Bosnia.

### Student Learning Objectives/Outcomes

1. To gain an understanding of the development of international human rights standards and the competing models and theories related to human rights and the rule of law.
2. To develop an understanding of the empirical studies of political terror and human rights abuse in the context of theory and policy.
3. To develop an understanding of genocide and ethnic conflict and to be able to analyze actual events of this nature.
4. To develop an understanding of the role of truth commissions and international criminal tribunals and to be able to analyze these institutions in practice.

### Required Textbooks and Materials

Jack Donnelly. 2006. *International Human Rights*. 3<sup>rd</sup> Edition. Westview Press.

Priscilla B. Hayner. 2002. *Unspeakable Truths*. Routledge Press.

Debra DeLaet. 2006. *The Global Struggle for Human Rights*. Thomson-Wadsworth.

Journal articles and excerpts of other books will be assigned throughout the semester, as well. I will place these on electronic reserves. The password and instructions will be posted on WebCt as needed.

## Grading Policy

Two Midterm Exams: 40% (20% each)

Final: 25%

Research Paper 30%

Participation 5%

A+ = 98-100%

A = 94-97%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 74-77%

C- = 70-73%

D+ = 68-69%

D = 64-67%

D- = 60-63%

F = Below 60

## Course & Instructor Policies

**EXAMS:** Exams will be a combination short answer and essay format. Exams will be tailored to fit the content of the course appropriately. Typically, essay questions will test your understanding of the core theories and assumptions we have studied and applied. They will test your ability both to evaluate and to apply theory to the various countries. They will test your ability to synthesize the material and findings and to be able to derive and discuss relevant implications. Typically I will give the students a list of possible essays for which they should prepare. I will then narrow the selection down to a smaller set of options from which students will choose the essay(s) on which to actually write. On at least one of the exams we will engage in a class simulation in which students may earn points for the exams ahead of time.

Make-up exams will be arranged for students with a valid excuse provided that the student contacts the professor prior to the exam time.

Late papers will lose ten points per calendar. If you cannot make class the day the paper is due you may email your paper to me *ahead* of time to avoid the late-points penalty.

**PARTICIPATION:** Students are expected to attend class regularly and role will be taken. Students are expected to come to class prepared and to participate constructively in class discussion and group activities. We will occasionally engage in classroom activities that will count toward participation.

No extra credit or special assignments offered. I will offer two bonus opportunities for each exam.

**WEBCT:** Course materials will be posted on WebCt. This material will include the class calendar, announcements, slide presentations (at the end of each unit), and other study materials. I will leave the discussion room function open for students' use, but I typically do not participate in the room. I do ask students to please behave courteously in the discussion room. Please do not send email to me from WebCt as I will not receive it. Per university policy, please use your GALAXY account only for all email (or you will likely be dumped by UTD's filtering system) and also please note in the subject line the class you are in—this allows me to identify you quickly from the masses and respond more quickly.

## Assignments & Academic Calendar

*The schedule below is a TENTATIVE calendar but should allow you time to read ahead if you so chose. I will try to keep the schedule flexible enough that I can accommodate student interest and world events which can be rather unpredictable. I also plan to bring in a couple of guest speakers that work in the area of law and human rights and we will need to be flexible to accommodate their schedules. Be sure you attend class and follow the announcements and calendar on WebCT for the most up-to-date information.*

Readings will typically cover two chapters a week or sometimes one chapter and one outside article (approximately 50 to 60 pages per week which is appropriate for a senior level class).

### Week One

- Aug. 21<sup>st</sup> (R) Introduction to Course
  - Be sure you read the short "Introduction" in DeLaet

### Week Two

- Aug. 26<sup>th</sup> (T) **Development of International Human Rights**
  - Chapter One Donnelly: Human Rights as an Issue in World Politics
  - Chapter Two DeLaet: "International Human Rights Law"
- Aug. 28<sup>th</sup> (R)
  - Continued from above

### Week Three

- Sept. 2<sup>nd</sup> (T) **Continue Development of International Human Rights**
  - Chapter One Donnelly and Chapter Two DeLaet continued from above
- Sept. 4<sup>th</sup> (R) **Competing Theories of Human Rights**
  - Chapter One DeLaet: "The Contested Meaning of Human Rights"
  - Chapter Two Donnelly: "Theories of Human Rights"

### Week Four

- Sept. 9<sup>th</sup> (T) **Continue Competing Theories of Human Rights**
  - Chapter One DeLaet and Chapter Two Donnelly continued from above
- Sept. 11<sup>th</sup> (R) **Realism, National Security Doctrine and the Southern Cone**
  - Chapter Four Donnelly

### Week Four

- Sept. 16<sup>th</sup> (T) **The Universality of Human Rights**
  - Chapter Three DeLaet: "Are Rights Universal?"
  - Chapter Three Donnelly: "The Relative Universality of Human Rights"
- Sept. 18<sup>th</sup> (R) **The Universality of Human Rights**
  - Chapter Three DeLaet and Chapter Three Donnelly Continued

### Week Five

- Sept. 23<sup>rd</sup> Midterm Exam One (Key Concepts and Theories)
- Sept. 25<sup>th</sup> (R) (T) **Human Rights and U.S. Foreign Policy**
  - Chapter Six Donnelly: Human Rights and Foreign Policy

### Week Six

- Sept. 30<sup>th</sup> (T) **Human Rights and U.S. Foreign Policy: Democratization, U.S. Aid and Weapons Sales**
  - Shannon Lindsey Blanton 2000. "Promoting Human Rights and Democracy in the Developing World: U.S. Rhetoric versus U.S. Arms Exports," *American Journal of Political Science* 44(1): 123-131
  - Clair Apodaca and Michael Stohl. 1999. "United States Human Rights Policy and Foreign Assistance," *International Studies Quarterly* 43(1): 185-198
- Oct. 2<sup>nd</sup> (R) **Foreign Aid Simulation (details to be announced)**

### Week Seven

- Oct. 7<sup>th</sup> (T) **Civil and Political Rights**
  - Chapter Four DeLaet: "Civil and Political Rights in a Sovereign World"
  - Chapter Nine Donnelly: "Globalization, the State and Human Rights"
- Oct. 9<sup>th</sup> (R) **Continued Civil and Political Rights**
  - Continued from above

### Week Eight

- Oct. 14<sup>th</sup> (T) **The Psychology of Terror (readings posted a single file off WebCt)**
  - Alette Smulders. 2004. "What Transforms Ordinary People into Gross Human Rights Abusers?" In Carey and Poe, eds. *The Systematic Study of Human Rights*, eds. Sabine Carey and Steven C. Poe (New York: Ashgate Publishing)
  - Randy Borum, Karen Armstrong, and Jerrold Post excerpts.
- Oct. 16<sup>th</sup> (R) **The Psychology of Terror Continued**

### Week Nine

- Oct. 21<sup>st</sup> **Wrap-up Psychology of Terror and Start Self-Determination and Genocide**
- Oct. 23<sup>rd</sup> (R) **MIDTERM TWO**

### Week Ten

- Oct. 28<sup>th</sup> (T) **Human Rights as Collective Rights: Self-Determination and Genocide (Bosnia)**
  - Chapter Five DeLaet: "Collective Rights in a Sovereign World"
  - Chapter Eight Donnelly: "Humanitarian Intervention against Genocide"
- Oct. 30<sup>th</sup> (R) **Self-Determination and Genocide Continued (Bosnia)**
  - Continued from above

### Week Eleven

- Nov. 4<sup>th</sup> (T) **Genocide: Rwanda and Darfur**
  - Online readings to be posted on WebCt
- Nov. 6<sup>th</sup> (R) **Genocide: Rwanda and Darfur Continued**
  - Continued from above

### Week Twelve

- Nov. 4<sup>th</sup> (T) **Finish Genocide Material and Child Soldiers**
  - Online readings to be posted
- Nov. 6<sup>th</sup> (R) **Child Soldiers and Human Trafficking**
  - Online readings to be posted

### **Week Thirteen**

- Nov. 11<sup>th</sup> (T) **Women's Rights**
  - Chapter Seven DeLaet: "Sexual Equality and Human Rights"
  - Guest Speaker this week
- Nov. 13<sup>th</sup> (R) **Asylum and Refugee Issues**
  - Readings to be announced
  - Guest Speaker this week

### **Week Fourteen**

- Nov. 18<sup>th</sup> (T) **Start Truth Commissions and Reparations**
  - Chapter Ten DeLaet: "Restorative Justice and Human Rights"
  - Hayner Chapters One through Three (30 pages)
- Nov. 20<sup>th</sup> (R) **Truth Commissions and Reparations**
  - Continue above

### **Week Fifteen**

- Nov. 25<sup>th</sup> (T) **Papers due—**
  - Continue Hayner Chapters Four and Five
- Nov. 27<sup>th</sup> (R) Thanksgiving Holiday

### **Week Sixteen**

- Dec. 2<sup>nd</sup> (T) **International Criminal Tribunals**
  - Chapter Nine DeLaet: "Punitive Justice and Human Rights"
- Dec. 4<sup>th</sup> (R) Midterm Three

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## Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information.

UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22

PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***