

HRTS 3200W: International Human Rights Law

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Office Hours: By Appointment

Course Description

This course will discuss the theoretical foundations of human rights as a normative construct, the legal foundations of the international human rights regime, and the efficacy of extant international and domestic enforcement mechanisms. We will begin this process by first establishing a collective understanding of the concepts that are fundamental to understanding international human rights law; this includes, but is not limited to: anarchy, the state, international governance, NGOs, IGOs, INGOs, civil society, transnational advocacy networks, social norms, legal norms, customary international law, normative systems, operational systems, and human rights. This course will also introduce students to specialized topics in human rights law, such as the right to development, international criminal law, and humanitarian intervention.

Course Objectives

By the end of semester, students should be able to:

- Evaluate the advantages and disadvantages of using different domestic and international human rights forums.
- Understand the nature of state obligations under international human rights law.
- Describe the way in which international law is incorporated into U.S. law and the pros and cons of relying on international law in a domestic context.
- Think strategically about how to employ international and domestic institutions and actors in achieving greater protection of human rights.

Required Text

All readings will be available in a PDF, on the internet, or digitally through UConn's Library. If you are having any trouble accessing course materials, let me know immediately.

Grading & Assignments

Participation (10%)

While I recognize that public speaking is not everyone's forte, you must be an active participant in class discussions in order to get the most out of this course. If participating in class discussions does not come easy to you, try coming to class

prepared with a question about the readings, a comment about something you found interesting, or even a question about a related topic.

Above all else, class discussions should be respectful and professional. You may not agree with all the topics we cover in the readings; you may not agree with something I say in lecture, or your classmates say in discussion. Disagreement and discussion are expected and appreciated, but you should always conduct yourself professionally. Abusive and/or disrespectful contributions to class discussions will result in a poor participation grade.

Participation points cannot be made up; students who are consistently absent from class discussion (both physically and mentally) will receive poor scores for participation. Though I will not formally be taking attendance at class meetings, I will be noting who is contributing throughout the course. Further, there is a direct correlation between attendance and participation in class, and the grades you earn on all other assignments in the course.

Research Paper & Writing Conferences (75%)

This is a Writing Intensive (W) Course. To pass a W course at UConn, you *must* earn a passing grade for the writing component of the course.

You will author a research paper on a topic of interest related to international human rights law. You will write this paper in stages over the course of the semester, while getting regular feedback from me and your peers.

- + Stage One: Statement of Problem - 5%
- + Stage Two: Annotated Bibliography – 5%
- + Stage Three: Literature Review – 10%
- + Stage Four: Methods – 10%
- + Stage Five: Findings & Discussion – 10%
- + Stage Six: Final Draft – 35%

Deadline	Stage	%	Details	Resources
TBD	Stage One: Problem statement	5	<p>For the first stage of this assignment, you will write a one-page document that addresses the following questions:</p> <p>a) What is your research topic/question? b) How does this question relate to other research done on this topic? c) What is the significance of this question? Why is it important? Why do you want to know more about this issue?</p>	<p>What Type of Research Paper Are You Writing?</p> <ol style="list-style-type: none"> OWL Purdue – Genre & The Research Paper https://researchbasics.education.uconn.edu/types-of-research/ https://www.wssu.edu/about/offices-and-departments/office-of-sponsored-programs/pre-award/_Files/documents/develop-quantitative.pdf <p>Selecting Your Research Topic</p> <ol style="list-style-type: none"> https://guides.lib.uconn.edu/literaturereview/conceptmapping https://ncu.libguides.com/researchprocess/brainstorming OWL Purdue – Selecting a Topic OWL Purdue – Prewriting https://libguides.occc.edu/research/topic
TBD	Stage Two: Annotated bibliography	5	<p>For the next stage of this assignment, you will complete an annotated bibliography. You should identify at least 10 sources that you think will help shape your project. Construct a short paragraph for each text that summarizes the topic of the text and its major findings, and how you think it will be used in your project.</p>	<ol style="list-style-type: none"> https://guides.lib.uconn.edu/literaturereview/otherwritings https://guides.library.cornell.edu/annotatedbibliography https://lib.calpoly.edu/help-and-support/write-an-annotated-bibliography/ <p>Resource Collections</p> <ol style="list-style-type: none"> https://guides.library.cornell.edu/c.php?g=31956&p=207536 https://www.asil.org/sites/default/files/ERG_HUMRTS.pdf http://www1.umn.edu/humanrts/bibliog/BIBLIO.htm https://research.lib.buffalo.edu/international-human-rights-law/special-topics https://guides.ll.georgetown.edu/humanrightslaw https://libguides.law.virginia.edu/international/public <p>You should aim to have a balanced variety of sources, i.e., books, peer-reviewed articles, reports, current events, etc. You are not bound to these sources. As you progress through the writing process you may find some of them to be more relevant than others, and that is normal. This process is</p>

				<p>meant to help you start researching early, and to develop a solid research project.</p> <p>Each entry in your annotated bibliography should be cited in accordance to your chosen citation style. You may use any established citation style (e.g., MLA, APSA, Chicago, Turabian etc.) Be sure to clearly indicate which citation style you are using on the document.</p>
TBD	Stage Three: Literature review draft	10	<p>After finishing your annotated bibliography, it is time to start your literature review. A literature review should represent a comprehensive assessment of research that is relevant to your chosen question. The first draft of your literature review should be around 10 pages, typed in 12-point Times New Roman Font, with standard 1-inch margins. You should include a properly cited reference page; the reference page is not included in the page count.</p>	<ol style="list-style-type: none"> 1. https://guides.lib.uconn.edu/literaturereview/whatarelitreviews 2. https://guides.lib.uconn.edu/literaturereview/evaluatingresources 3. https://guides.lib.uconn.edu/literaturereview/tips 4. https://guides.library.ucsc.edu/write-a-literature-review 5. http://getalifephd.blogspot.com/2010/10/six-steps-to-writing-literature-review.html
TBD	Stage Four: Methodology draft	10	<p>After finishing your literature review, you should then compose your methodology section. The first draft of your methodology section should be 5-7 pages, typed in 12-point Times New Roman Font, with standard 1-inch margins. You should include a properly cited reference page; the reference page is not included in the page count.</p> <p>In this section you should:</p> <ol style="list-style-type: none"> a) Restate your research question b) Develop a strong thesis c) Present a plan for how you will test your thesis <p>This should be based in research: how have other authors answered this question? Comparative case study? Historical analysis? Fact-finding? Case Analysis? Content Analysis? Discourse Analysis? Are</p>	<ol style="list-style-type: none"> 1. https://library.sacredheart.edu/c.php?g=29803&p=185928 2. https://academicguides.waldenu.edu/c.php?g=678599&p=4783248 3. https://libguides.usc.edu/writingguide/methodology 4. https://research.com/research/how-to-write-research-methodology 5. Owl Purdue Using Research and Evidence

			<p>you measuring something? How and why have you chosen to do so in this way?</p> <p>Justify why this method is the most appropriate for your topic.</p> <p>What data are you collecting? Where is it coming from? What are the benefits and disadvantages of using this data?</p> <p>d) What are your expected findings, and why?</p>	
TBD	Stage Five: Analysis, Findings and Discussion	10	<p>After you complete the methodology section and it is approved by the instructor, you should then execute the research. What procedures did you use? Did you confirm your thesis? Did you find something unexpected? What is the significance of your findings, both in the context of your paper and for the study of international law?</p> <p>The first draft of this section should be 5-7 pages, typed in 12-point Times New Roman Font, with standard 1-inch margins. You should include a properly cited reference page; the reference page is not included in the page count.</p>	<ol style="list-style-type: none"> 1. https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-the-thesis-chapters/reporting-and-discussing-your-findings 2. https://www.scribbr.com/dissertation/discussion/ 3. https://libguides.usc.edu/writingguide/discussion 4. Owl Purdue Organizing your Argument
TBD	Stage Six: Final draft	35	<p>Your final draft should address the feedback you received all semester, from your instructors and peers. Your final draft should be 20-25 pages, typed in 12-point Times New Roman Font, with standard 1-inch margins. You should include a properly cited reference section; the reference page is not included in the page count.</p>	

Writing Workshops (15%)

Beginning the 11th week, we will hold weekly writing workshops, where 2-3 students each week will circulate the rough drafts of their papers to the class, give everyone a brief update on their progress, and identify areas of their project they need help developing.

When it is your week to present, during the preceding week you must:

1. Tuesday: Circulate a copy of your paper (incomplete drafts are fine) to the class by 11:59pm GMT.
 - a. Include a note to your classmates indicating what you need from them. For example: additional sources on X topic, ideas about how to test X argument, line edits, etc.
2. Wednesday-Friday: Prepare a brief presentation on your paper, PowerPoint is optional. Give a broad overview of your project, what your thesis is, how you're testing your thesis or building your argument, etc. End by reiterating what areas of the project you need help developing/strengthening.
3. Monday: Deliver presentation (10 minutes), solicit questions and feedback from colleagues and instructor.
4. This part of the assignment is worth 15% of your grade.

When it is **not** your week to present you must:

1. Read the circulated papers by Monday of each week.
2. Prepare at least one question for each presenter.
3. Prepare at least one suggestion per presenter to help improve or strengthen the paper.
4. Contribute positively to the class discussion. Constructive criticism is welcome, being rude or mean with your feedback is not and will result in points being deducted from your grade.

Class Schedule

Part One: Foundational concepts		
1	Introduction	Clapham, Andrew (2007) Human Rights: A Very Short Introduction
2	Foundations of human rights	Donnelly. (2013). Universal Human Rights in Theory and Practice, Chapter 5: A Brief History of Human Rights Amnesty International - A brief history of human rights
3	Basics of international law	Smith, Rhona K.M. 2016. "Human Rights in International Law." In Human Rights: Politics and Practice 3rd Edition, ed. Michael Goodhart, 60-75. United Kingdom: Oxford University Press.
4	Explaining the potential of international law	Wilmer, Franke. 2015. Human Rights in International Politics. Boulder, CO: Lynne Rienner Publisher. Pp. 26-41

Part Two: Normative systems		
5	Institutionalising norms	Ku, Charlotte and Paul F. Diehl. 2009. <i>International Law: Classic and Contemporary Readings</i> . Boulder, CO: Lynne Rienner Publisher. Pp.1-17. Finnemore, Martha and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." <i>International Organization</i> 52: 891-917
6	Socialising states	Goodman, Ryan and Derek Jinks. 2013. <i>Socializing States: Promoting Human Rights through International Law</i> . New York: Oxford University Press. Chapters 1-2.
Part Three: Operating System		
7	Norm implementation	Betts, Alexander and Phil Orchard. 2014. <i>Implementation and World Politics: How International Norms Change Practice</i> . New York: Oxford University Press. Ch. 1
8	The UN system	Bantekas, Ilias and Lutz Oette. <i>International Human Rights Law and Practice 2nd Edition</i> . United Kingdom: Cambridge University Press. Ch.5.
9	The state	Wilmer, Franke. 2015. <i>Human Rights in International Politics</i> . Boulder, CO: Lynne Rienner Publisher. Pp. 87-107
10	Non-state actors	Wilmer, Franke. 2015. <i>Human Rights in International Politics</i> . Boulder, CO: Lynne Rienner Publisher. Pp.143-166
Part Four: Special topics in international human rights law		
11	The right to development	UN Declaration on the Right to Development The Right to Development at a Glance Nelson, Paul J. and Ellen Dorsey. 2018. "Who practices rights-based development? A progress report on work at the nexus of human rights and development." <i>World Development</i> . 104: 97-107.
12	Humanitarian intervention	Emma Gilligan, 'Redefining Humanitarian Intervention: The Historical Challenge of R2P', <i>Journal of Human Rights</i> 12/1 (2013), pp. 21-39.
13	Populism, autocracy and human rights	Gerald Neuman, Protecting Human Rights from Exclusionary Populism , Chatham House Anne Applebaum, "The Bad Guys Are Winning" <i>The Atlantic</i> (2021).
14	Accountability: international criminal justice	Watch: PBS Frontline "The Trial of Ratko Mladic" Tomuschat, Christian. 2006. "The Legacy of Nuremberg". <i>Journal of International Criminal Justice</i> . 4: 830-844

Class Policies

Physical Distancing

Although social distancing will not be required inside classrooms for vaccinated individuals, please be respectful of the wishes of others who prefer to maintain social

distancing. For their own protection, unvaccinated individuals are requested to maintain 6 feet social distancing from others.

Content Warning

During the course of the semester, we will be discussing a number of potentially triggering topics and reading and/or viewing media that could be triggering. In addition to this blanket warning, I will do my best to inform you both in discussion and in writing if potentially triggering material is present. Please inform me if there is a specific type of content you require a warning for.

Work Requirements

All work will be typed and handed in to Jonathan.a.boyd@gmail.com. Please do not hand-write written assignments and take pictures to upload. Unless explicitly stated in the assignment prompt and in lecture (if applicable) all assignments are to be completed independently and with absolutely no collaboration with other students.

Late Work Policy

All course due dates are identified in the course schedule. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Any assignments submitted after the date and time specified in the course schedule will lose 5 points for every day that the submission is late.

Email Etiquette

You should feel free to contact me at any time if you have any questions or concerns about the course. When you reach out to professors, or anyone in a professional capacity, please remember to be professional in your approach and to observe proper email etiquette. If you are unsure what that looks like:

There are four components to a professional email: introduction, connection, explanation of what you're seeking, and next steps ... see <http://ugradresearch.uconn.edu/email-etiquette/> for further instruction.

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies, and resources here: <http://community.uconn.edu/academic-integrity-undergraduate-faq/>.

Special Needs

Please contact me during office hours to discuss academic accommodations that may be needed during the semester due to a documented disability. The Center for Students with Disabilities (CSD) engages in an interactive process with each student and reviews requests for accommodations on an individualized, case-by-case basis. Depending on

the nature and functional limitations of a student's documented disability, he/she may be eligible for academic accommodations.

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>.

Policy Against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

Sexual Assault Reporting Policy

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and

professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the Student Health and Wellness-Mental Health (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify me as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with me to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student Services staff at their home campus to request support and faculty notification.

Additional information including what to do if you test positive or you are informed through contact tracing that you were in contact with someone who tested positive, and answers to other important questions can be found here: <https://studenthealth.uconn.edu/updates-events/coronavirus/>