Human Rights and Culture
ANT 4006
University of Florida, Department of Anthropology
Spring 2020
M 9:35 – 10:25
W: 9:35 – 11:30
LIT 0113

Instructor: Dr. Marit Ostebo
Email: marit.ostebo@ufl.edu
Office: Grinter Hall 488
Office Hours: T 12:00 – 3:00 PM and by appointment

Additional Readings to consider:
Human Rights – Harry Englund 2016 Encyclopedia article

Course description

Since the end of World War II human rights have emerged as the dominant frame for thinking about social justice. The relationship between universal human rights and respect for cultural diversity has spurred much debate, not the least within anthropology. This course provides an introduction to the study of human rights and culture. In addition to a general introduction to human rights theory and practice, the course provides an overview of anthropology's engagement with human rights. We will critically explore key human rights concepts and study texts that reflect the dominant theoretical discussions within the field, such as e.g. the relationship between universalism and relativism, individual vs. communal rights, and the origins of human rights. We will also scrutinize challenges related to the implementation of globally formulated human rights ideas into culturally diverse localities.

Course materials

REQUIRED BOOK: Hodgson, D.L. (2017) Gender Justice and the Problem of Culture

The rest of the course materials will be posted on Canvas and include book chapters, journal articles, newspaper articles, and multi-media sources.

General Course objectives

The following are the objectives I as an instructor have for this course

➢ Ensure that students master the course subject matter

- ➢ Develop students' ability to use course concepts in thinking and problem solving
- ➢ Prepare students to be life-long learners
- ➢ Develop students' interpersonal and team interaction skills
- ➢ Help students think outside the box and broaden their horizon
- ➢ Have students enjoy the course

Course outcomes

When finished with this course, you will be able to do the following:

- ➢ Identify and critically discuss the special features of the international human rights system and key human rights concepts (e.g. dignity, respect, individual rights, group rights etc.)
- ➢ Provide an overview of the major human rights declarations
- ➢ Provide a general overview of the history of the modern human rights movement
- ➢ Critically reflect on the origins of human rights ideas and norms
- ➢ Critically reflect on the interplay between human rights and culture
- ➢ Explain and identify different approaches to human rights within anthropology
- ➢ Contribute with critical reflections in major human rights debates and controversies that have been generated by anthropology
- ➢ Employ competing anthropological and social theories to critically discuss human rights norms and practices and issues such as gender equality, violence against women, conflict resolution, etc.
- ➢ Read a newspaper article about a human rights issue with an anthropological lens
- ➢ Use relevant research to explore and test ideas and to support or refute generalization

Course structure

This class is structured after the team-based-learning (TBL) strategy, first developed by Larry Michaelsen. The course encourages collaboration and active learning for individuals and teams. Most in-class time will be spent working on team activities. While content knowledge also is an important part of the TBL strategy, the course will have a major focus on how to apply the concepts and theories that are introduced. The TBL strategy is specifically designed to enhance your problem solving skills and to develop your level of critical thinking. The strategy is well researched and a number of studies have shown that it has improved student performance. TBL is currently being used in a number of disciplines, including medicine, history, literature, anthropology and law.

Permanent teams will be formed during the first week of the semester. The course itself is divided into six modules, combining theoretical and thematic elements. Each module will contain specific learning objectives for that module and readings that will enable you to reach these objectives. Below is a *preliminary* schedule. CHANGES WILL OCCUR. YOU WILL FIND THE MOST UPDATED INFORMATION ON CANVAS.

PRELIMINARY SCHEDULE		
DATE	**TOPIC/IN-CLASS ACTIVITIES**	**PRE-CLASS PREPARATIONS**
COURSE INTRODUCTION		
Tuesday 1/7	Introduction The basics of Team-Based Learning (TBL)	
Thursday 1/9	Practice Readiness Assessment Test (This test does not count towards your grade, but will introduce you to the process of testing associated with TBL) Student expectations	<u>Read:</u> Syllabus The Universal Declaration of Human Rights <u>Watch:</u> The Story of Human Rights https://www.youtube.com/watch?v=oh3BbLk5UIQ
MODULE I: INTRODUCTION TO HUMAN RIGHTS		
Tuesday 1/14	**Module 1:** **Readiness** **Assessment Test** Grade weighting	<u>Read:</u> Donnely, J. (2013) Chapter 1-2 Dembour, M-B. (2010) What are Human Rights? Four schools of thought
Thursday 1/16	Applications	<u>Read:</u> The Universal Declaration of Human Rights The International Covenant on Economic, Social and Cultural Rights The International Covenant on Civil and Political Rights
Tuesday 1/21	Applications	Read: Hadjor, K.B. (1998) Whose Human Rights?
Thursday 1/23	Applications: *What is Dignity?*	<u>Read:</u>

		Nordenfeldt, L. (2004) The varieties of dignity Hayry, M. (2004) Another look at dignity

MODULE II: HUMAN RIGHTS, CULTURE AND ANTHROPOLOGY

Tuesday 1/28	**Module II Readiness Assessment Test**	**READ:** Merry, S.E. (2003) Human Rights and the Demonization of Culture (and anthropology along the way) American Anthropological Association (1947) Statement on Human Rights Barnett, H.G. (1948) On Science and Human Rights Steward, J. H. (1948) Comments on the Statement on Human Rights American Anthropological Association (1999) Declaration on Anthropology and Human Rights
Thursday 1/30	Applications Film: Tales from the Organ Trade *Should anthropologists be human rights activists?*	**Read:** Cowan, J. K. (2006) An Obligation to "support human rights" unconditionally is misguided moralism Fluehr-Lobban, C. (2006) Advocacy Is a Moral Choice of "Doing Some Good" Nicolaisen, I. (2006) Anthropology should actively promote Human Rights Graham, L.R. (2006) Anthropologists Are Obligated to Promote Human Rights and Social Justice "The Organ Detective" http://www.psmag.com/navigation/business-economics/nancy-scheper-hughes-black-market-trade-organ-detective-84351/
Tuesday 2/4	Applications	**Read:** Hale, S. (2005) Colonial Discourse and Ethnographic Residuals: The "Female Circumcision" Debate and the Politics of Knowledge Fredlund, J. & Fiyaeh, D. Y. (2019) Activist Anthropologist Sentenced to 18 Months in Prison
Thursday 2/6	Applications	**Read:** Goodale, M. (2006) Introduction to Anthropology and Human Rights in a New Key

MODULE III: INDIVIDUAL VS. GROUP RIGTS/ SOCIAL AND ECONOMIC RIGHTS VS. POLITICAL AND CIVIL RIGHTS?

Tuesday 2/11	**Module III Readiness Assessment Test** Applications:	**Read:** Donnely, J. (2013) Chapter 3 Beattie, J. (1980) Review article: Representations of the self in traditional Africa Menkiti, I. Person and Community in African Traditional thought Kymlicka, W. (1996) The Good, the Bad and the Intolerable: Minority Group Rights
Thursday 2/13	Application: *Social and economic rights vs. Political and Civil Rights?*	**Read:** Sen, A. (1997) Human Rights and Asian Values
Tuesday 2/18	Applications	**Read:** Willen, S. (2019) Health is a Human Right – at CDC?
Thursday 2/20	Application: *Indigenous Rights*	**Read:** Kuper, A. (2003) The Return to the Native Kenrick, J. & Lewis, J. Indigenous peoples' rights and the politics of the term "indigenous" **Due:** Padlet responses
MODULE IV: GENDER JUSTICE		
Tuesday 2/25	**Module IV Readiness Assessment Test**	Read: Global Issues: Women http://www.un.org/en/globalissues/women/ Hodgson, D.L. (2017) pp. 1-17 Hoodfar, H. (1993) The Veil in their Minds and on our heads. The persistence of colonial images of Muslim women Scully, P. (2011) Gender, History and Human Rights
Thursday 2/27		Read: Hodgson, D.L. (2017) pp. 19-61
SPRING BREAK		
Tuesday 3/10		Read: Hodgson, D.L. (2017) pp. 97-133

Thursday 3/12		Read: Hodgson, D.L. (2017) pp. 133-165 Hendrix, A. (2018) Population Control in The Troubled Present: The '120 by 20 target' and Implant Access Program Boody, J. (2016) The normal and the aberrant in female genital cutting. Shifting paradigms
MODULE V: THE RIGHTS OF THE CHILD AND HUMAN TRAFFICKING		
Thursday 3/17	**Module V Readiness Assessment Test**	Read: Abebe, T. & Bessek, S. (2011) Dominant Discourses, Debates and Silences on Child Labour in Africa and Asia. The moral economy of children's movement in Benin and Ethiopia Montgomery, H. (2000) Imposing Rights? A case study of Child prostitution in Thailand Hart, J. (2006) Saving Children. What role for Anthropology
Tuesday 3/24		Read: Campoamor, L. N. (2019) There is an app for that Rosen, D.M. (2007) Child Soldiers, International Humanitarian Law, and the Globalization of Childhood
Thursday 3/26	Film: The Devil's Miner Holiday	
Tuesday 3/31		Read: Terrio, S. J. (2008) New Barbarians at the Gates of Paris? Prosecuting Undocumented Minors in the JuvenileCourt: The Problem of the 'Petits Roumains'
Thursday 4/2		Read: Archambault, C. (2011) Ethnographic Empathy and the Social Context of Rights: "Rescuing" Maasai Girls from Early Marriage
MODULE VI: HUMAN RIGTS NOW		
Tuesday 4/7	**Module VI Readiness Assessment Test**	Read: Bonilla, J. & Rosa, Y (2015) #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States

		Price, D. (2019) Counter-lineages within the history of anthropology. On disciplinary ancestors' activism Livingson, S. & Risse, M. (2019) The Future Impact of Artificial Intelligence on Humans and Human Rights Speed, S. (2019) The Persistence of White Supremacy: Indigenous Women Migrants and the Structures of Settler Capitalism
Thursday 4/9	Applications	Read: Brain-reading tech is coming. The law is not ready to protect us https://www.vox.com/2019/8/30/20835137/facebook-zuckerberg-elon-musk-brain-mind-reading-neuroethics
Tuesday 4/14	Applications	Read: Rozakou, K. (2019) 'How did you get in?' Research access and sovereign power during the 'migration crisis' in Greece 'People are not for sale': how 100 academics hope to end global slavery https://www.theguardian.com/research-at-the-university-of-nottingham/2019/sep/11/people-are-not-for-sale-how-100-academics-hope-to-end-global-slavery
Thursday 4/16	Course review	Read: Miranda, C. P. (2017) Checks, Balances, and Resistance: The Impact of an Anti-Immigrant Federal Administration on a School for Immigrant Teenagers Rodriguez, N. G-L. (2016) Translating "Best Interest": Child Welfare Decisions at the US–México Border
Tuesday 4/21	Final test	

Readiness Assurance Process (RAP)

The RAP is an integral piece of the TBL Strategy. This process allows you numerous opportunities to demonstrate that you comprehend the readings and course concepts, while receiving immediate feedback on your progress. The RAP takes place in a sequence containing the following components:

1) Readings

At the start of each module, you will complete a number of readings outside of class. These readings contain some of the the core concepts and ideas of that particular module. While these will not be the only reading for each unit, they will provide you with the foundation that will be built upon with supplemental readings later on in each unit.

2) Individual Readiness Assessment Test (I-RAT)

The first in-class activity for each module is the I-RAT, which is based on the assigned readings. These are in the form of a short quiz featuring multiple-choice questions focused on the key concepts and ideas of the readings. They are designed both to assess comprehension as well as to maintain accountability for reading the assignments on time. You will take the I-RAT on Canvas so you have to bring your laptop or a device where you can do this during the assigned time in class. If anyone do not have a device that will allow you to have access to Canvas during class, please let me know. Your I-RAT scores will be anonymous.

3) Team Readiness Assessment Test (T-RAT)

Right after finishing the I-RAT you will take the same test as a team. You are allowed to discuss the questions as a team and decide on an answer for each question. For the group test you will use a special "scratch-off" answer sheet that immediately tells you whether you have the correct answer.

4) Appeals

After the T-RATs are completed, students can appeal any question they missed on the team test. Students can submit any reasons they want for arguing that their answer should be considered correct instead of wrong. Appeals are only granted when an argument is presented demonstrating comprehension of the concepts. An appeal must be submitted in writing and explain in a couple of short paragraphs why the team believes its answer to be correct. *Direct evidence from the reading must be used and cited.* Appeals are to be submitted m e-mail to the instructor within 24 hours after class. If the appeal is successful, the points will be added to the team score as well as for any individual that answered the same way as the team. Any team members who had the question correct initially will continue to receive credit on the question. ONLY the members of a team that appeal will be eligible for a change in score, meaning each team must complete and submit a separate appeal. If an appeal is unsuccessful (or your team does not submit an appeal) you will not receive points of the question, regardless of whether or not other teams successfully appeal the question.

Applications
Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings. Most of the application exercise will pose a question (sometimes based on a news article, a case, a film), and require that you as a Team make a decision. Your Team will need to poll each member, listen to each member's ideas and their explanation for why their idea should be supported, and then reach a Team consensus. At the end of your deliberation, all of the Teams will simultaneously show their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications.

Create Applications
As we read the book Gender Justice, each student will create applications relevant to the readings. A select number of applications will be used in class. More information about the format of these assignments will be posted on Canvas and also given in class.

Padlet
This semester I am testing out Padlet – an online bulletin board. Each team will create a Padlet where team-members can post reactions, thoughts, ideas, images, videos etc. related to the topics we discuss in class. You will also share your team's Padlet with the rest of the class, and individual students are expected to engage with, and respond to other groups' Padlets. I will assess your participation and contribution to Padlet – both your team's Padlet, and your engagement and response to others, throughout the semester.

Participation
I will assess your participation throughout the semester. I recognize that some students may be more outspoken than others, so participation here is not limited to whether you raise your voice in larger class discussions or not. Your inputs and participation in your team's Padlet, comments to others – and informal discussion with me, outside of the classroom also counts. You are always welcome to visit me during my office hours, or to send me an email to set up a meeting. I also offer you the opportunity to meet with me online via Zoom.

Final test
The final test will consist of two essay questions. You will be asked to discuss <u>one of</u> these questions. Your response should be between 800-1000 words. The questions will reflect topics discussed in class. More information about the final test in class.

Peer Evaluation
One of the most significant concerns with working in a group and receiving team grades is that some of the members of the team may work harder than others or "free-ride" off those in the group willing to put in more effort. You will be given a chance to evaluate your team member peers during the course. There will be an informal evaluation at the mid-term point, used as feedback for individual team members. At the end of the semester, each of you will complete a confidential "peer evaluation" to assess the contribution of the other members of your team. You will be evaluating each member on his or her participation in team activities. (Did they come to class regularly? Where they prepared for the day's

activity? Did they contribute productively to the team? Respect others' ideas?) These evaluations are completely anonymous and give you a chance to reward or punish teammates based upon their team efforts. I will provide more information about this in class.

International Scholars Program: This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a graduation medallion and diploma <u>here</u>.

Grading
Grades are based on three categories of evaluations

    A) Individual Performance
        a. 6 IRAT scores, 40 points each   240
        b. 2 applications, 40 points each   80
        c. Final test   100
        d. Participation   100
        e. Attendance   100

    B) Team Performance
        a. 6 GRAT scores,40 points each   240
        b. Padlet creation, brainstorming and discussion   200
        c. If I realize that there is a lack of engagement with the applications, I will also grade selected team applications – total max points for these assignments will be 100 points

    C) Team Contribution
        a. Mid-term peer evaluation   100
        b. Final peer-evaluation   100

You will decide, as a class, how much each category above will contribute to your final grade. We will decide these proportions during the second week of the course. Your final grade will be determined by your standing in the overall distribution within our class.

Grading scale

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
TOT %	96-100	90-95	86-89	80-85	71-79	65 -70	64-59	56-63	51-55	46-50	40-45	<40

Course policies

Attendance

Since graded in-class activities constitute a significant part of your grade, frequent absences will affect your overall course grade. *There are no make-up opportunities for in-class activities, except for in cases of excusable absences.* In the case of an excusable absence you must notify me PRIOR to the missed class AND provide a doctor's note or note from the proper University authorities. For information on excusable absence see https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

If you know that it will be difficult for you to consistently get to class on time and stay the entire period, you should drop this course and take it the next time it is offered, when you have more time.

Since I understand that emergencies may arise, you may fall ill, or just not be having a good day, this course does have built-in "safety valves":
1) The lowest I-RAT and T-RAT scores will be dropped from your final grade calculation
2) If I decide to start grading the team applications, the lowest grade on the application exercises will be dropped.

UF Policies

Academic Honesty
When students enroll at UF they commit themselves to honesty and integrity. As a result of completing the registration form at the University of Florida, every student has signed the following statement: *"I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*
On work submitted for credit by UF students, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

Campus Helping Resources

Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The UF Counseling and Wellness Center provides confidential counseling services at no cost for currently enrolled students.

1. *Counseling and Wellness Center*, http://www.counseling.ufl.edu/cwc/
2. *Student Health Care Center: http://shcc.ufl.edu/*

For an overview of various resources see http://www.distance.ufl.edu/getting-help

Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing

appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technical assistance:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml