

# Human Rights and Culture ANT 4006

Fall 2022

Time:

Monday 6-7 (12:50 - 2:45 PM) MAT 0002

Wednesday Period 6 (12:50 PM - 1:40 PM) BAR 0211

## Instructor Information

### Instructor

Marit Tolo Ostebo

### Email

[Marit.ostebo@ufl.edu](mailto:Marit.ostebo@ufl.edu)

### Office Location & Hours

Grinter Hall 488 or Zoom, Wed 2 - 4pm and by appointment

## General Information

### Description

Since the end of World War II human rights have been 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 introduces you 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 explore contemporary human rights issues, and scrutinize challenges related to the implementation of globally formulated human rights ideas into culturally diverse localities. You will also be conducting anthropological research as part of this course, and gain hands-on experience with some of the key methods we use as cultural anthropologists.

### General Course Objectives

The following are the objectives I have for this course

- Ensure that students master the course subject matter.
- Ensure that students engage in discussions in a respectful way.
- 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 and make new friends.

## Course Outcomes

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

- 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, genocide, 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.
- Apply anthropological concepts and knowledge to real-world problems.
- Convey anthropological concepts and knowledge to others in an everyday language.
- Design and carry out research anthropologically informed research projects
- Conduct participant observation and qualitative interviews

## 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 **digital badge** with this distinction at [the ISP website](#).

## Course Materials

### Required Text

De Leon, Jason (2015) The land of Open Graves: Living and Dying on the Migrant Trail.

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

## Course schedule

Below is a *preliminary* schedule. The most updated information about course readings and assignments will be found on CANVAS.

PRELIMINARY SCHEDULE		
DATE	TOPICS/ACTIVITIES	READINGS
COURSE INTRODUCTION		
Wednesday Aug 24	Introduction to course and Team Based Learning (TBL). Get to know your team	

Monday Aug 29	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. Grade weighting	<u>Read:</u> Syllabus The Universal Declaration of Human Rights  <u>Watch:</u> The Story of Human Rights <a href="https://www.youtube.com/watch?v=oh3BbLk5UIQ">https://www.youtube.com/watch?v=oh3BbLk5UIQ</a>
<b>MODULE 1 WHAT ARE “HUMAN RIGHTS”?</b>		
Wednesday August 31	Readiness Assessment Test Grade weighting	<u>Read:</u> Donnelly, J. (2013) Chapter 1-2 Dembour, M-B. (2010) What are Human Rights? Four schools of thought
Monday Sep 5th	LABOUR DAY - NO CLASS	
Wednesday Sep 7th	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 The International Convention on the Elimination of All Forms of Racial Discrimination
Monday Sep 12	Applications	<u>Read:</u> Nordenfeldt, L. (2004) The varieties of dignity Hayry, M. (2004) Another look at dignity
Wednesday Sep 14	ETHNOGRAPHY LAB Identify Research Topic and Developing Research Questions  <u>Research Note 1 Due Friday Sep 16</u>	<u>Read:</u> Tett, G. (2021) Preface: The Other “AI” and Making the “Strange” familiar. From the book <i>Anthro-Vision: A New Way to See in Business and Life</i> Bernard, R. (2018) Preparing for Research
<u>Suggestion for further reading:</u> Chan, J. (1999) ‘A Confucian Perspective on Human Rights for Contemporary China’ Sen, A. (1997) Human Rights and Asian Values		
<b>MODULE 2: HUMAN RIGHTS, CULTURE AND ANTHROPOLOGY</b>		
Monday Sep 19	Readiness Assessment Test Guest-lecturer @ 2pm: Ginessa Mahar	<u>Read:</u> 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 Merry, S. M. (2003) Human Rights Law and the Demonization of Culture (and anthropology along the way)
Wednesday Sep 21	Applications	<u>Read:</u> 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”

		<p>Nicolaisen, I. (2006) Anthropology should actively promote Human Rights</p> <p>Graham, L.R. (2006) Anthropologists Are Obligated to Promote Human Rights and Social Justice</p> <p>“The Organ Detective”</p> <p><a href="http://www.psmag.com/navigation/business-economics/nancy-scheper-hughes-black-market-trade-organ-detective-84351/">http://www.psmag.com/navigation/business-economics/nancy-scheper-hughes-black-market-trade-organ-detective-84351/</a></p>
Monday Sep 26	Applications	<p><u>Read:</u></p> <p>Hale, S. (2005) Colonial Discourse and Ethnographic Residuals: The “Female Circumcision” Debate and the Politics of Knowledge</p> <p>Hodgson, D.L. (2011) “These are not our priorities”: Maasai Women, Human Rights, and the Problem of Culture</p>
Wednesday Sep 28	<p><b>ETHNOGRAPHY LAB</b></p> <p>Participant Observation</p> <p><b><u>Research Note 2 due Friday Sep 30</u></b></p>	<p><u>Read:</u></p> <p>Bernard, R. (2018) Participant Observation Tips on Writing Fieldnotes</p> <p><a href="https://www.reed.edu/anthro/201/fieldnotesandtech.html">https://www.reed.edu/anthro/201/fieldnotesandtech.html</a></p>
<p><u><b>Suggestion for further readings:</b></u></p> <p>Jorgensen, D. L. (2020) Introduction. In <i>Principles, Approaches, and Issues in Participant Observation</i></p> <p>Fredlund, J. &amp; Fiyaeh, D. Y. (2019) Activist Anthropologist Sentenced to 18 Months in Prison</p>		
<p><b>MODULE 3: WHAT KIND OF RIGHTS - FOR WHOM?</b></p>		
Monday October 3	<p><b>Readiness Assurance Test</b></p> <p>Share Research Note 2 with team</p>	<p><u>Read:</u></p> <p>Donnelly, J. (2013) Chapter 3</p> <p>Kymlicka, W. (1996) The Good, the Bad and the Intolerable: Minority Group Rights</p> <p>Menkiti, I. Person and Community in African Traditional thought</p> <p>Shir-Vertesh, D. (2017)</p> <p><a href="https://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0169.xml">https://www.oxfordbibliographies.com/view/document/obo-9780199766567/obo-9780199766567-0169.xml</a></p>
Wednesday October 5	Applications	<p><u>Read:</u></p> <p>Bulloch, H.C. (2016) Fetal Personhood in the Christian Philippines. The View from a Visayan Island</p>
Monday October 10	Applications	<p><u>Read:</u></p> <p>Kuper, A. (2003) The Return to the Native</p> <p>Kenrick, J. &amp; Lewis, J. Indigenous peoples’ rights and the politics of the term “indigenous”</p>
Wednesday Oct 12	<p><b>ETHNOGRAPHY LAB</b></p> <p>Develop Question Guides for Semi-structured interviews</p>	<p><u>Read:</u></p> <p>Bernard, R. (2018) Interviewing</p>
<p><u><b>Suggestion for further readings:</b></u></p> <p>Hadjor, K.B. (1998) Whose Human Rights?</p> <p>Beattie, J. (1980) Review article: Representations of the self in traditional Africa</p> <p>González-Agüero, M. et. al (2019) Inequalities in the Age of Universal Health Coverage: Young Chileans with Diabetes Negotiating for Their Right to Health</p> <p>Colwell, C. (2016) What if nature, like corporations, had the rights and protections of a person?</p> <p><a href="https://theconversation.com/what-if-nature-like-corporations-had-the-rights-and-protections-of-a-person-64947">https://theconversation.com/what-if-nature-like-corporations-had-the-rights-and-protections-of-a-person-64947</a></p> <p>Nedelsky, J. (2020) The Relational Self as the Subject of Human Rights</p>		

## MODULE 4: THE RIGHTS OF THE CHILD

Monday Oct 17	Readiness Assurance Test	<u>Read:</u> 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?
Wednesday Oct 19	Applications	<u>Read:</u> Rosen, D.M. (2007) Child Soldiers, International Humanitarian Law, and the Globalization of Childhood
Monday Oct 24	Film: The Rescue List <a href="https://video.alexanderstreet.com/watch/the-rescue-list">https://video.alexanderstreet.com/watch/the-rescue-list</a>	<u>Read:</u> Lieberman, T. (2019) Can Ethnographic Filmmaking Truly Be Shared?
Wednesday Oct 26	ETHNOGRAPHY LAB Practice interviewing	<u>Read:</u>

### Suggestions for further readings:

Sheper-Hugues, N. (2003) Coming to our Senses. Anthropology and Genocide  
Terrio, S. J. (2008) New Barbarians at the Gates of Paris? Prosecuting Undocumented Minors in the Juvenile Court: The Problem of the 'Petits Roumains'  
Film: The Devil's Miner  
Watch: <https://www.youtube.com/watch?v=zo8xrY0XxT4>

## MODULE 5: GENDER (IN)JUSTICE

Monday Oct 31	Readiness Assessment Test	<u>Read:</u> 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 Amodeo, L. H. (2021) Kuchu Counterpublic on Facebook: Gay Men's Challenge to Heterosexist Policies in Uganda
Wednesday Nov 2	Applications  <u>Research Note 3 due Friday Nov 4</u>	<u>Read:</u> Ostebo, M. (2017) Can Respect be Key to Gender Justice?
Monday Nov 7	Applications Ethnography Lab: Analyzing data	<u>Read:</u> Heinsen, L. L. (2022) Shouldering Death: Moral Tensions, Ambiguity, and the Unintended Ramifications of State-sanctioned Second-trimester Selective Abortion in Denmark Andaya, E. & Mishtal, J. (2016) The Erosion of Rights to Abortion Care in the United States: A Call for a Renewed Anthropological Engagement with the Politics of Abortion

### Suggestions for further readings:

Wilson, A. (2019) Queer Anthropology <https://www.anthroencyclopedia.com/entry/queer-anthropology>  
Hinton, Alexander Laban (2002). The Dark Side of Modernity. Towards an Anthropology of Genocide.

Dickson-Gomez, J. (2004) "One Who Doesn't Know War, Doesn't Know Anything": The Problem of Comprehending Suffering in Postwar El Salvador  
 Rosenblatt, A. (2013) Sacred Graves and Human Rights  
 B'elanger-Vincent, A. (2020) "Bypass the UN": Diplomatic Practices and Change in Multilateral Settings  
 Hodgson, D. (2017) Gender, Justice and the Problem of Culture  
 Capello, E. (2021) Trans and White Trash: An Ethnography of Trans People in the Deep South  
 De Leon, J. (2015) 145- 202

## MODUEL 6: LAND OF OPEN GRAVES

Wednesday Nov 9	Team-discussion	Read: De Leon, J. (2015) Introduction and Part 1
Monday Nov 14	Team-discussion	Read: De Leon, J. (2015) Part 2
Wednesday Nov 16	Team-discussion  <u>Research Note 4 due Friday Nov 18</u>	Read: De Leon, J. (2015) Part 3
Monday Nov 21	LAND OF OPEN GRAVES: RAT AND CLASS DISCUSSION	Read: De Leon, J. (2015)
Wednesday Nov 23	<u>NO CLASS - THANKSGIVING</u>	
Monday Nov 28	ETHNOGRAPHY LAB Share your research Analysis	
Wednesday Nov 30	ETHNOGRAPHY LAB Work on finalizing your research presentation  <u>Research Report due on Friday Dec 2</u>	
Monday Dec 5	PRESENTATION OF RESEARCH	
Wednesday Dec 7	PRESENTATION OF RESEARCH AND COURSE CONCLUSION  <u>Reflection due on Friday Dec 9</u>	

### Suggestions for further readings:

Wilson, R.A. (1997) Representing Human Rights Violations: Social contexts and Subjectivities  
 Cheng, S. (2011) The Paradox of vernacularization: Women's Human Rights and the Gendering of Nationhood  
 Philippe Bourgois, P. (1990) Confronting Anthropological Ethics: Ethnographic Lessons from Central America  
 Hale, C.R. (2008) Activist Research v. Cultural Critique: Indigenous Land Rights and the Contradictions of Politically Engaged Anthropology  
 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  
 Rouse, C. M. (2021) Necropolitics versus biopolitics: Spatialization, White Privilege and Visibility during a Pandemic  
 Sapignoli, M. (2021) Symposium on the Anthropology of International Law and the AI-turn in Global Governance  
 Amon, J. J. (2013) The Right to know or know your rights  
 Rozakou, K. (2019) 'How did you get in?' Research access and sovereign power during the 'migration crisis' in Greece  
 Kuchu Counterpublic on Facebook: Gay Men's Challenge to Heterosexist Policies in Uganda  
 Campoamor, L. N. (2019) There is an app for that

## Course structure

This class is structured after the team-based-learning (TBL) strategy. The course encourages collaboration and active learning for individuals and teams. While content knowledge is an important part of the TBL strategy, the course will have a major focus on how to apply the concepts and theories you are introduced to through readings and in class. The TBL strategy is specifically designed to enhance your problem-solving skills and to develop your critical thinking. TBL allows you to engage with me and other students in the class, and you will have plenty of opportunity to get to know people and to make new friends. Most in-class time will be spent working on team activities. For those of you who have negative experiences with group work I want to emphasize that TBL was developed to avoid the common drawbacks and flaws associated with traditional group work. You should therefore not assume that TBL is equivalent to regular group work or group projects. TBL is different. It is a strategy that is well researched, and several studies have shown that it has improved student performance. TBL is currently being used in many disciplines, including medicine, history, literature, anthropology, and law.

Teams will be formed during the first week of the semester and will be permanent. More information about this will be given in class and posted on Canvas.

The course is divided into six modules. The syllabus for each module, including learning outcomes (which I encourage you to use actively for the Readiness Assessment Tests) will be posted on Canvas a week before the start of a new module. Each module will contain specific learning objectives for that module and readings that will enable you to reach these objectives.

Each module will follow a sequence known as the Readiness Assurance Process.

### 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:

#### Readings

At the start of each module, you will complete a select number of readings. These readings will provide you with the foundation that will be built upon with supplemental readings later in each module.

#### Individual Readiness Assessment Test (I-RAT)

The first in-class activity for each module is the I-RAT, which is based on the assigned reading. 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 in class on Canvas. Your I-RAT scores will be anonymous.

#### Team Readiness Assessment Test (T-RAT)

Right after finishing the I-RAT you will take the same test as a team. You will discuss the questions as a team and decide on an answer for each question. You will also take the t-RAT on InteDashboard.

#### Appeals

After the T-RATs are completed, teams can appeal any question they missed on the team test. 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 to me by e-mail 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 other teams successfully appeal the question.

## **Class activities, requirements, and assignments**

### **Applications (Team assignment)**

Most of the class meetings will consist of team-based activities that will allow you to apply the material learned from the readings. Within TBL these activities are called applications. Most of the application exercises pose a question or a significant problem 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 the Teams will be asked to simultaneously report their decisions. Then we will discuss the question as a class. Over the semester we will do many smaller applications. I typically do not grade applications, but if I see a decline in class engagement with literature, I may consider randomly grading your application activities.

### **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? Were 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 and a copy of the evaluation form will be posted on Canvas.

## **Reading Ethnography - The Land of Open Graves**

### **Team-discussion (40 points each, total 120)**

In Module 6 you will be reading and discussing the book "The Land of Open Graves". Since I will be traveling for research during this period, you will meet with your team either on Zoom, in the classroom, or another agreed on place, to discuss questions that I will prepare and make available on Canvas. As a team, you will submit a summary of your team-discussion on Canvas.

### **Final quiz**

You will take a quiz - in the format of IRAT/TRAT - at the end of the two weeks of reading The Land of Open Graves

## **Collaborative Ethnographic Research Project**

### **Individual Research Notes (40 points each, total 160)**

In this course you will be working with your team on an ethnographic research project. As part of this project you will write 4 individual research notes.

### **Research Report (100 points)**

I am very flexible in terms of the format of your final research project. It can be in the form of a 'conventional' research paper, a film, blogpost, digital storytelling, podcast, a piece of art etc. You are free to choose whether you would like to produce a research report as an individual or with your team. Regardless of your choice, the research project will count as an individual assignment.



### Presentation of Research Project (100 point)

As a team, you will present your research project to the class. In addition to highlighting your major findings, you will be expected to share what you have learnt from conducting this research project more broadly. Your presentation and the grade your team receives will count as a team grade.

### Final Reflection (100)

This individual reflection should reflect your engagement with and what you have learnt by participating in the collaborative research project.

## Grading

Grades are based on three categories of evaluations

### Individual Performance

6 IRAT scores, 40 points each	240
4 Research Notes, 40 points each	160
Research Report	100
Final Reflection	100

### Team Performance

6 TRAT scores, 40 points each	240
Team Discussion “ <i>The Land of Open Graves</i> ”	120
Presentation of Research Project	100

### Team Contribution

Mid-term peer evaluation	100
Final peer evaluation	100

## Grading scale

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
TOT %	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

## Course organization and policies

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>

My goal this semester is to support you in doing the best work you can. I understand that as students you face tremendous pressure to work hard, be productive and be as “successful” as possible. That said, I encourage you to remember that your health and well-being are far more important than the work you do in this class or any class. I encourage you to take the time you need to care for yourself and for your loved ones. I have also included one “mental-health-day” in the syllabus: during the semester, I grant each of us (yes, it includes myself!) one un-excused absence. Be aware, that you cannot take these absences on the days when Readiness Assessment Tests are scheduled, or on the day you are scheduled to present your team-project. To “cash-in” your mental health day, simply send me an email within three days following your absence.

If you are finding it difficult to balance your health and well-being with your work in this class, please let me know. It is better to ask for help and to acknowledge when you are struggling, rather than remaining silent. I am happy to help connect you with resources and services on campus and make accommodations to our course plan as needed. I am accessible by email, and I will do my best to respond to messages within one business day. If I do not respond within 24 hours, you have the right to send me a reminder. I will also have virtual office hour appointments available for you to meet with me to discuss any questions or concerns or thoughts you have about the course or the material more generally.

I also ask that you be patient with me if the challenges of this semester force me to make last-minute changes to the course plan. I will do my best to communicate any changes clearly and make them with respect for the inconvenience, frustration, and confusion that change may cause.

## 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/](http://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 with Canvas, please contact the UF Help Desk at:

[Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)

(352) 392-HELP - select option 2

<https://lss.at.ufl.edu/help.shtml>