

Human Rights and Culture
ANT 4006
University of Florida, Department of Anthropology
Fall 2019
M 9:35 – 10:25
W: 9:35 – 11:30
TUR 2302

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Office Hours: W 12:00 – 3:00 PM and by appointment

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

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		
Wednesday 8/21	Introduction The basics of Team-Based Learning (TBL) Student expectations	
Monday 8/26	Practice Readiness Assessment Test (This test does not count towards your grade, but will introduce you to the process of testing associated with TBL)	<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		
Wednesday 8/28	Module 1: 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 9/2	Holiday	
Wednesday 9/4	Applications Introduction to Padlet	<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
Monday 9/9	Applications	<u>Read:</u> Hadjor, K.B. (1998) Whose Human Rights?
Wednesday 9/11	Applications: <i>What is Dignity?</i>	<u>Read:</u> Nordenfeldt, L. (2004) The varieties of dignity Hayry, M. (2004) Another look at dignity <u>Due:</u> Padlet responses

MODULE II: HUMAN RIGHTS, CULTURE AND ANTHROPOLOGY		
Monday 9/16	Module II Readiness Assessment Test	<u>READ:</u> 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
Wednesday 9/18	Applications Film: Tales from the Organ Trade <i>Should anthropologists be human rights activists?</i>	<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” 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/
Monday 9/23	Applications	<u>Read:</u> 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
Wednesday 9/25	Applications	<u>Read:</u> Goodale, M. (2006) Introduction to Anthropology and Human Rights in a New Key <u>Due:</u> Padlet responses

MODULE III: INDIVIDUAL VS. GROUP RIGHTS/ SOCIAL AND ECONOMIC RIGHTS VS. POLITICAL AND CIVIL RIGHTS?		
Monday 9/30	Module III Readiness Assessment Test Applications:	<u>Read:</u> Donnelly, 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
Wednesday 10/2	Application: <i>Social and economic rights vs. Political and Civil Rights?</i>	<u>Read:</u> Sen, A. (1997) Human Rights and Asian Values
Monday 10/7	Applications	<u>Read:</u> Willen, S. (2019) Health is a Human Right – at CDC?
Wednesday 10/9	Application: <i>Indigenous Rights</i>	<u>Read:</u> Kuper, A. (2003) The Return to the Native Kenrick, J. & Lewis, J. Indigenous peoples' rights and the politics of the term "indigenous" <u>Due:</u> Padlet responses
MODULE IV: EXPLORING ETHNOGRAPHY - VILLAGE GONE VIRAL		
Monday 10/14	Module IV Readiness Assessment Test	<u>Read:</u> Global Issues: Women http://www.un.org/en/globalissues/women/ 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 Jason Hickel (2014) The 'girl effect': liberalism, empowerment and the contradictions of development
Wednesday 10/16		<u>Read:</u> Village Gone Viral - Introduction and Chapter 1 Padlet responses to Village Gone Viral https://padlet.com/marit_ostebo/VillageGoneViral

Monday 10/21		<u>Read:</u> Village Gone Viral – Chapter 2-4
Wednesday 10/23		<u>Read:</u> Village Gone Viral – Chapters 5-7
Monday 10/28		<u>Read:</u> Village Gone Viral – Chapters 9
MODULE V: THE RIGHTS OF THE CHILD AND HUMAN TRAFFICKING		
Wednesday 10/30	Module V Readiness Assessment 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
Monday 11/4		<u>Read:</u> Rosen, D.M. (2007) Child Soldiers, International Humanitarian Law, and the Globalization of Childhood
Wednesday 11/6	Film: The Devil's Miner	<u>Read:</u>
Monday 11/11	Holiday	
MODULE VI: HUMAN RIGHTS NOW		
Wednesday 11/13	Module VI Readiness Assessment Test	<u>Read:</u> 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 Livingston, S. & Risse, M. (2019) The Future Impact of Artificial Intelligence on Humans and Human Rights
Monday 11/18	Applications	

Wednesday 11/20	Applications	Read: Rozakou, K. (2019) 'How did you get in?' Research access and sovereign power during the 'migration crisis' in Greece
Monday 11/25	Course review	
Wednesday 11/27	Team discussion with Dr. Ostebo	
Monday 2/12	Team discussion with Dr. Ostebo	
Wednesday 4/12	No class, Final paper due	

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 in 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 you read the manuscript *Village Gone Viral*, 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. Toward the end of the semester, each team will have a face-to-face meeting with me, where we, in addition to discussing your experiences and your thoughts on using Padlet as a tool for learning, discuss your class experience more generally. More information about this will be given in class.

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 paper

The final paper is NOT a typical academic paper, but a personal reflection about whether this class has made a difference in your life, or not. What have you learnt from this class? How has the class changed your relationship to others, your way of thinking, acting and being in the world? There is no word limit to this paper. As long as I can see that you have put down effort into what you deliver, I am fine. Even a piece of creative art, which shows that you have gained, or not gained something, from this class, may be awarded with and A. Just be honest!

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.

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 [here](#).

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 paper	100
d.	Participation (in-class and on Padlet)	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>