

Human Rights and Culture
ANT 4006
University of Florida, Department of Anthropology
Fall 2014
PSY 0130
T 11:45-1:40 and R 12:50-1:40

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Office Hours: T 2:00 – 3:00 and R 3:00 – 4:00

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

All 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
- 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 individual and 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.

Teams will be formed during the first week of the semester. Each team will have their own team folder, where attendance and scores of the team Readiness Assessment Test (tRAT, see below for more information) and other assignments will be recorded.

The course itself is divided into seven modules, combining theoretical and thematic elements. The syllabus for each unit will be posted on Canvas by Wednesday in the 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. Below is a preliminary schedule.

PRELIMINARY SCHEDULE		
DATE	TOPIC	TOPICS / READINGS
Tuesday 8/26/2014	Introduction The basics of Team-based learning Student expectations exercise Team formation	Introduce yourself and upload your picture to your Canvas profile
Thursday 8/28/2014	Practice Readiness Assessment Test	<u>Reading:</u> Syllabus
MODULE I: INTRODUCTION TO HUMAN RIGHTS		
Tuesday 9/2/2014	Module I Readiness Assessment Test Grade weighing	<u>Topics/Concepts:</u> What are human rights? What does it mean to be human? The Universal Declaration of Human Rights Core International Human Rights Instruments Dignity
Thursday 9/4/2014	Application exercises	
Tuesday 9/9/2014	Application exercises	
Thursday 9/11/2014	Application exercises Poster presentations / Gallery Walk International Bill of Rights	<u>Readings:</u> The Universal Declaration of Human Rights Fact Sheet No.2 (Rev.1), The International Bill of Human Rights Donnely, J. (2013) Chapter 1, 2 ,4 & 8
MODULE II: SCRUTINIZING HUMAN RIGHTS CONCEPTS AND THEORY		
Tuesday 9/16/2014	Module II Readiness Assessment Test	<u>Topics/concepts:</u> The origins of human rights Human Rights – four schools of thought Are Human Rights Universal? Group rights vs. individual rights
Thursday 9/18/2014	Application exercises	
Tuesday 9/23/2014	Application exercises	
Thursday 9/25/2014	Application exercises Poster presentations/ Gallery Walk Human Rights – four schools of thought	<u>Readings:</u> Dembour, M-B. (2010) What are Human Rights? Four schools of thought Donnely, J. (2013) Chapter 3 Kymlicka, W. (1996) The Good, the Bad and the Intolerable: Minority Group Rights
MODULE III: HUMAN RIGHTS, CULTURE AND ANTHROPOLOGY		
Tuesday 9/30/2014	Module III Readiness Assessment Test	<u>Topics / Concepts:</u> Culture Relativism vs. universalism Statements of human rights by the American
Thursday 10/2/2014	Application exercise	

Tuesday 10/7/2014	Application exercises	Anthropological Association Human Rights and Anthropology
Thursday 10/9/2014	Application exercise	
MODULE IV: VIOLENCE, CONFLICT RESOLUTION AND LEGAL PLURALISM		
Tuesday 10/14/2014	Module IV Readiness Assessment Test	
Thursday 10/16/2014	Application exercises	
Tuesday 10/21/2014	FILM: Hotel Rwanda	
Thursday 10/23/2014	Application exercises	
MODULE V: WOMEN’S RIGHTS AND GENDER EQUALITY		
Tuesday 10/28/2014	Module V Readiness Assessment Test	<u>Topics:</u> CEDAW Gender equality Female Circumcision Gender violence <u>Readings:</u> Hodgson, D.L. (2011) “These are not our priorities”: Maasai Women, Human Rights and the Problem of Culture Ahmadu, F. (2000) Rites and Wrongs: An Insider/Outsider Reflects on Power and Excision
Thursday 10/30/2014	Application exercises	
Tuesday 11/4/2014	Application exercises	
Thursday 11/6/2014	Application exercises	
VI: HUMAN RIGHTS IN AN INCREASINGLY TRANSNATIONAL WORLD		
Tuesday 11/11/2014	Module V Readiness Assessment Test	
Thursday 11/13/2014	Application exercises	
Tuesday 11/18/2014	Application exercises	
Thursday 11/20/2014	Application exercises	
MODULE VII: HUMAN RIGHTS ACTIVISM – TRANSLATING HUMAN RIGHTS INTO LOCAL CONTEXTS		
Tuesday 11/25/2014	Module VI Readiness Assessment Test	
Thursday 11/27/2014	THANKSGIVING – NO CLASS	
Tuesday 12/2/2014	Applications	

Thursday 12/4/2014	Applications	
COURSE CONCLUSION		
Tuesday 12/9/2014	Peer review and course review	
Thursday 12/11/2014	NO CLASS	SECOND ESSAY DUE

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:

1) Readings

At the start of each module, you will complete a number of readings outside of class. These readings contain 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. The teams T-RAT scores will be posted on Canvas so teams can monitor one another’s performance.

4) Appeals

After the T-RATs are completed, students can appeal any question they missed on the team test. This is an open-book process in which 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 due by the end of the class period that the RATs were completed. I will provide time at the end of each session that involves RATs for teams that wish to appeal.

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. I will assign different types of applications including gallery-walks (more information in class) and debates. Most of the application exercise will, however pose a question (often 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. 8 randomly selected Team Applications will be graded. The Team Portion of each graded application is worth 20 points and will be posted on Canvas.

As of now, I have not assigned individual assignments to be part of the applications, but if many students fail to do the readings required for doing the applications, I may consider adding this as a course requirement.

Essays

These are short essays of maximum 1200 words. The objective of these papers is to help you develop your writing abilities. As part of the group applications we will work on how to hammer out arguments and on how to support an argument through active and critical engagement with course theory and literature. In these essays you are challenged to work on this at an individual level. More information about the format of these essays will be given in class and posted on Canvas.

Final test

The final test will be multiple choice questions drawn from the pool of questions in the Readiness Assurances Tests.

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?) You will distribute 100 points among other members of your team. Each person’s composite score will be converted to a percent that will be applied to the group exercise category. 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.

Extra Credit

You will have the opportunity to earn extra credit through individual and group efforts. More information about this will be given in class.

Grading

Grades are based on three categories of evaluations

- | | |
|---|--------------|
| A) Individual Performance | |
| a. 7 IRAT scores, 30 points each | 210 |
| b. 2 essays, 50 points each | 100 |
| c. Extra credit bonus points | 20 |
| d. Final test | 100 |
| e. Attendance | 50 |
| B) Team Performance | |
| a. 7 GRAT scores, 30 points each | 210 |
| b. 10 graded Team Applications, 20 points each | 200 |
| c. Extra credit bonus points | 20 |
| C) Team Contribution | |
| a. Peer evaluation scores converted to % and applied to B | (330 + or -) |

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 %	94-100	88-93	82-87	76-81	71-75	66-70	61-65	56-60	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 two built-in "safety valves":

- 1) The lowest I-RAT and T-RAT scores will be dropped from your final grade calculation
- 2) 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>