

WOH 3205: HISTORY OF HUMAN RIGHTS IN THE WORLD

INSTRUCTOR: ELIZABETH DALE

Available online only edale@ufl.edu

3 CREDITS

FALL 2023 Online only

(revised Aug 17, 2023)

OFFICE HOURS: T 7TH; W 8TH BY ZOOM; AND BY APPT.

COURSE WEBSITE @ CANVAS SITE THROUGH E-LEARNING

COURSE COMMUNICATIONS: **OUTSIDE** of class, questions for me should come through email (edale@ufl.edu, during class, please raise your hand.

REQUIRED TEXTBOOKS:

KELLY LYTLER HERNANDEZ, BAD MEXICANS

MICHELINE ISHAY, HUMAN RIGHTS READER (3RD EDITION)

JENNY MARTINEZ, THE SLAVE TRADE AND THE ORIGINS OF INTERNATIONAL HUMAN RIGHTS LAW

STUART SCHRADER, BADGES WITHOUT BORDERS

PETER STEARNS, HUMAN RIGHTS IN WORLD HISTORY (2ND EDITION)

ADDITIONAL RESOURCES: *As assigned and linked to in the syllabus.*

PREREQUISITE KNOWLEDGE AND SKILLS: 3 History credits.

COURSE GOALS AND/OR OBJECTIVES: *By the end of this course, students will have been introduced to how the idea of human rights has evolved through time and space, considered the sources of human rights claims, and explored key issues in Human Rights law today. They will have explored how human rights claims have been asserted, and by whom.*

HOW THIS COURSE RELATES TO THE LEGAL HISTORY CERTIFICATE & HISTORY MAJOR: This course counts toward Group B for students who are pursuing the Legal History Certificate. It counts as a WOH course for History majors and minors.

INSTRUCTIONAL METHODS: *This is a discussion class. Sometimes class discussion will be supplemented with brief overview lectures by the professor. Typically, the whole class will meet and discuss together, there may be occasional breakout sessions to focus discussion. Students will be expected to complete the*

readings before class and contribute. **Please note:** A big component of engaged learning is also active listening. Shy students who are often careful listeners, but I would advise you to challenge yourself to come out of your shell at least once per class and engage with a question or problem that I or another student has posed. For more gregarious students, I ask you to practice active listening, and engage directly with comments that other students have made, to make sure you are not dominating the discussion with all your own ideas.

COURSE POLICIES:

ATTENDANCE POLICY: Regular attendance and active participation in discussion is required. That said, things happen in life, and I understand you need to balance different priorities. Attendance will not be taken (though please be aware canvas automatically records whether you log in to class and the assignments), at the same time, your participation is crucial to our discussions and your learning experience, so poor attendance and a failure to contribute actively to class discussions will have a negative impact on your grades (see below).

QUIZ/EXAM DATES/POLICIES: *Deadlines depend on the type of assignment, as follows:*

- **Reaction papers:** Due by the start of class on the day the item(s) the paper discusses are assigned. The window for Reaction papers begins (Sept 5, **ALL reaction papers must be completed before 11/30**)
- **Discussion questions:** Due by 1:00 am of day of discussion. The window for Question papers begins (Sept 5, **ALL discussion questions papers must be turned in by 11/30.**)
3-5-page paper: Due within a window between 11/20-12/1
- **Final paper:** Take home final. Due within the final window from 12/9-12/13 **The 7–10-page final paper must be turned in by Dec 13 at NOON at the latest.**
- **Participation:** Assessed throughout the semester. **To help you assess your participation, I will give everyone preliminary participation grade 10/5.** This is simply advisory; it will be replaced by your final participation grade.

MAKE-UP POLICY: Assignments are due in windows to give you the utmost flexibility. Thus, the expectation is you will manage your schedule to meet the deadlines. In a situation where that is impossible, make ups **may be arranged on a case-by-case basis, students seeking a make-up opportunity must notify the professor no later than the last day of the assignment window.**

ASSIGNMENT POLICY: See headings “**Makeup policy**” and “**Assignments**”

ONLINE COURSE EVALUATION: STUDENTS are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semesters, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH 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.

UNIVERSITY POLICY ON ACADEMIC CONDUCT: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

CLASS DEMEANOR AND NETIQUETTE: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats. Consideration and respect is particularly important in an online course, where some of the visual cues we read to help us sense others' intent or distress can be less clear.

Sometimes the materials we read for this class may be troubling, describe conditions that are painful or shocking, or use terms that now are now deemed offensive. We will need to work together to build a classroom environment based on trust and confidentiality, while also fostering rigorous discussions of the materials we read for class. This requires holding space for people's diverse experiences and viewpoints, while engaging each other in respectful and critical debate.

GETTING HELP:

For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu> or (352) 392-HELP (4357)

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail the professor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at the Dean of Students Office, <https://dso.ufl.edu> for:

- Counseling and Wellness resources
- Disability resources **GRADING POLICIES:**

METHODS BY WHICH STUDENTS WILL BE EVALUATED AND THEIR GRADE DETERMINED: papers and

participation will receive letter grades, except for discussion questions, which will be graded pass fail. (For information on how the pass/fail grade will convert to a letter grade see explanation on canvas. Rubrics (on canvas) will be used to grade reaction papers, the 3--page paper, and the final paper.

Papers will be given letter grades, using the following scale:

A	4
B+	3.33
B	3
B-	2.67
C+	2
C	2.33
C-	1.67
D+	1.33
D	1
D-	0.67
E	0

Please note: A course grade of C- does not count as a passing grade for major, minor, Gen Ed, Gordon Rule, or basic distribution requirements see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.asp>

Assignment	Percent of grade
3 One-page reaction papers	20% for all three
3 discussion question for 3 classes	20% for all three
One 3–5-page paper	20 % of grade
Take-home final paper	20% of grade
Participation	20% of grade

COURSE SCHEDULE:

CRITICAL DATES:

- **10/5: students will receive a preliminary participation grade.**
- **11/9: ALL discussion must have been turned in BY 11/9**
- **11/30: ALL reaction papers must be completed BEFORE 11/30**
- **12/1: 3–5-page paper due at noon: page paper due BY noon on 12/1**
- **12/13: Final exam papers due by noon**

A WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENT

Day	& Assignment	Notes
-----	--------------	-------

8/24: Read Stearns, ch. 1-2; discussion of class review of syllabus 8/29: Ishay, pp. 15-27 8/31: Antigone (online)	
9/5: Stearns, ch. 3 9/7: Ishay, pp. 44-67 9/12 Stearns, ch. 4 9/14 Ishay, pp. 98-158 9/19 Stearns, ch. 5 9/21 Martinez book (all)	The window for Reaction papers and Discussion questions opens 9/5

9/26 Ishay, pp. 168-193 9/28 Ishay, 171-184 10/3: Ishay, 184-185; Seneca Falls Declaration 10/5: Minor v. Happersett (1874); 14th Amendment 10/10: Ishay, 192-193 10/12: Elk v. Wilkins (1884) 10/17: 15th Amendment 10/19 US v Wong Kim Ark (1898) 10/24 Ishay pp. 286-289 10/26 Hernandez (all) 10/31 Stearns, ch 6 11/2: TBA	<i>students will receive a preliminary participation grade 10/5</i>
11/7 Stearns, ch 7 11/9: Ishay, 342-346 11/14: Stearns, ch 8 11/16: Schrader book (all) 11/21: Ishay, 550-565 11/23: NO CLASS, THANKSGIVING	<i>The window for Discussion questions closes this week. ALL discussion questions must have been turned in BY 11/9</i>

11/28 Stearns, Conclusion	<i>The window for reaction papers closes this week.</i>
11/30 Discussion of links between Hernandez, Fernandez, and Schrader	<i>ALL reaction papers must be completed BEFORE 11/30</i> <i>3–5-page paper due by noon on 12/1</i>
12/5: Last class: wrap up 12/11-12/15: finals week	<i>12/13: Final exam papers due by noon</i>

Final notes: This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Any such changes, which I will communicate during class time and via Canvas, are not unusual and should be expected.

The Department of History is working to inform students about events and funding opportunities. You can learn about these opportunities by following @UFHistory on [Instagram](#), [Twitter](#), [LinkedIn](#), or [Facebook](#).