

INTL 4644 - Human Rights in the European Union
Monday - Thursday, 10:30 - 12:15
Verona Italy, Spring 2023
University of Georgia

Instructor: Meridith LaVelle
Email: malavell@uga.edu
Office Hours: By appointment

Course Description:

This course is designed to introduce students to the role of the international and European legal regime in protecting individuals' human rights. We will define human rights, learn why governments abuse those rights, and go into detail about the various international and European legal institutions meant to protect those rights. The course will also include discussion and analysis of current human rights topics in the European context.

Course Objectives:

- Develop an understanding of what human rights are and where they come from.
 - Evaluate what human rights abuses are, types of abuses, and why they occur.
 - Describe and analyze the historical origins and impacts of international human rights and EU human rights institutions on human rights outcomes.
 - Identify and analyze issues of human rights in the broader global context.
-

Course Expectations and Policies:

Attendance and Participation:

- Because this is a study abroad course, you are expected to attend all lectures. However, if some circumstance arises where you are unable to attend class, you must let me know in advanced. Please email or text me and let me know what is going on, and I will do what I can to work with you.
- This class will involve a decent amount of in-class discussion. You will be expected to do the readings before class and contribute to the conversation in some way. There will be plenty of chances for you to participate and in different ways. Not everybody likes talking in front of the class or a particular topic may not resonate with you, and that's completely okay. The main point here is that I expect you to be conscientious in your participation regardless class discussion, group discussion and in your other assignments.
- Late assignments: Each assignment will have a hard deadline. If you miss a deadline, I will deduct 5 points from your assignment for each day that it is late. However, if there are some extenuating circumstances, I'm happy and willing to work with you. I understand struggling with mental health, being sick, losing friends and family while in school, etc. Also, we're abroad, and for some of you it's your first time, which can mean more anxiety. You do not have to give me specifics - you can tell me what is going on to the degree you are comfortable. However, I please ask that you do not lie. If you need an extension, please contact me over email or set up some time to talk with me.

Academic Honesty:

- By being a UGA student, you have inherently agreed to the terms of the UGA Student Honor Code. This means that you agree to be "academically honest in all of [your] work and will not tolerate the academic dishonesty of others." For more information, please see the link provided: <https://honesty.uga.edu/Academic-Honesty-Policy/Student-Honor-Code/>.
- Academic honesty explicitly refers to (among other policies) that your academic work must be your own. This means that plagiarism is forbidden and can result in being disciplined under the Student Code of Conduct. This also extends to the usage of AI tools/services to write papers for you, including (but not limited to) ChatGPT or other software that mixes, transposes, or reorganizes original texts used to disguise others' work as your own.

Prohibition of Recording Lectures:

- Unless you have worked with the University of Georgia Disabilities Resource Center to receive the relevant accommodations, students are not allowed to make their own audio and/or video recordings of portion of the class.
- In the event that I provide some recording materials on ELC, these materials are NOT to be shared with individuals outside of our course.

- If I do provide recordings of course materials, students must abide by the following policies:
 - Recordings are only permitted to be used for student’s own academic use for the course at hand
 - Faculty members/instructors possess copyright interest in the materials created for the course and students must agree to not infringe on copyright
 - Faculty members/instructors and students are entitled to privacy rights and both sides agree to not violate these rights by recording materials for purposes outside of student’s own academic pursuits as they relate to this course
 - Students will not release, upload, transcribe, or share materials/recordings that I produce for the course.
 - Students also agree to not profit financially from the materials provided for you in this course
 - At the conclusion of the course, student will delete any recordings provided for you by the instructor.
- Violation of any of these policies will result discipline under the Student Code of Conduct and/or subject to criminal liability under US copyright laws.

Classroom Environment:

- The very nature of our class is inherently political, which means that discussions or debates can get heated. If/when we get to these points in our course, we need to keep it respectful. I will not tolerate discriminatory and harmful attacks towards individuals or social/cultural groups. Here are some general guidelines for how we can respectfully conduct debates and discussions in our class per SPIA’s Dr. Chad Clay:
 - “Listen respectfully, without interrupting.”
 - “Listen actively, with an ear to understanding others’ views, rather than simply thinking about what you going to say while someone else is talking.”
 - “Criticize ideas, not individuals.”
 - “Allow everyone a chance to speak.”
 - “Do not make assumptions about any member of the class or generalizations about social groups.”
 - “Do not ask individuals to speak for their (perceived) social group.”
 - “Never use discriminatory language or engage in personal attacks.”
- With this in mind, I also want to do my best to create an inclusive classroom environment where each students can succeed. I may fall short at times and want to learn and do better. This is not said to excuse any potential shortcomings, but rather to open the door to any of you who want to let me know how I can improve as an instructor, how I can help promote inclusivity in our classrooms, and to address any related potential issues that any one may be dealing with pertaining to our class.

Staying Informed:

- The topics that we will talk about this class are not just abstract, theoretical concepts that academics debate and discuss. These are processes, ideas, rules, and outcomes that are happening all across time and space - and they are changing (slowly) every day. Therefore, it is your responsibility as a student in this course to stay up to date on current events. Staying informed on what’s happening in the world will help give you more context to what we’re learning in the classroom.
- Mental health disclaimer: While it is your responsibility to stay in formed, please be cognizant of doom-scrolling and/or consuming too much news/media. It’s way too easy to over-do it with media consumption. Staying informed is important, but not at the risk of your mental well-being.
- A note on news sources: We all know there is a serious problem of misinformation, and it’s not going away any time soon. When you’re reading the news and keeping informed with what’s going on in the world, it can be easier than you think to accidentally consume misinformation and continue its spread. Here’s a link of a few useful tips when engaging with information: <https://research.asu.edu/seven-ways-to-protect-yourself-against-misinformation>.
- I’ve also included a list of good resources below in case you’re looking for some suggestions of what news sources to check out. Keep in mind that our national news outlets may be limited in coverage of countries that may not be deemed “geo-politically relevant” to the West. For this reason, I strongly encourage you to also check out some regional news sources from around the world to know what is going on beyond what the powers that be deem important. I’ve included a list of reputable and reliable sources below:
 - Reuters <https://www.reuters.com/>
 - AP <https://apnews.com/>
 - The Hill <https://thehill.com/>
 - The Washington Post <https://www.washingtonpost.com/>
 - allAfrica <https://allafrica.com/>
 - El País (English) <https://english.elpais.com/>
 - Al-Jazeera <https://www.aljazeera.com/>
 - Deutsche-Welle (English) <https://www.dw.com/en/top-stories/s-9097>
 - Bangkok Post (English) <https://www.bangkokpost.com/>
 - New Zealand Herald <https://www.nzherald.co.nz/nz/>

– BBC <https://www.bbc.com>

- There are also some useful academic/expert blogs that focus more on discussing/analysing political events:
 - Monkey Cage <https://www.washingtonpost.com/monkey-cage/>
 - Political Violence at a Glance <https://politicalviolenceataglance.org/>
 - The Conversation <https://theconversation.com/us>
 - Open Global Rights <https://www.openglobalrights.org>

Updates/Changes to Syllabus:

- The syllabus is a general plan for how this course will be taught this semester. However, if something comes up and I need to make some changes, I will let you know in advanced what these changes will be.

Course materials and submitting assignments:

- All course materials will be provided to you on ELC. This includes the syllabus, any slides I may use, videos, other resources, etc.
- You will submit all materials on ELC. This should be easier for both of us to work from one place. Please do not email me assignments.
- The one exception here is that if you do need to contact me, please email me directly and not through ELC.

Grades and Assignments:

Because this is a study abroad course, I want to the focus of the course and your grades to be rooted in your experiences here in Italy. My goal as your instructor is to help facilitate and structure the experiences you are having here in Italy, particularly in the context of human rights. As such, the assignments will be far fewer than traditional courses back at UGA or your home institution. There will be no test or quizzes. Instead, you will be assigned weekly reflections and a case study analysis to be submitted by the end of spring semester. You will also be graded on your participation in the course. Below are descriptions of each component of your overall grade.

Participation: (15 % of final grade)

For this portion of your overall grade, you are expected to show up to class, read the required readings before coming to class, complete assignments, and contribute thoughtfully to the discussion. Even if you have read and don't understand the material, this can even come in the form of simply showing up to class and asking relevant questions. This does not mean that you can come to class without reading and asking what the articles/chapters were about.

Weekly Reflections: (45% of final grade [each reflection is worth 15%])

You will have three weekly reflections, each due at the end of the week, specifically by 5pm on Fridays. Exact dates will be indicated below on the course schedule.

When writing your reflections, think about the readings, the course discussions, films we watch in class, and most importantly, the experiences you're having here in Italy. Also important to consider would be current events as they relate to Italy and Europe more broadly, conversations you may have with people you encounter in Verona, and content you learn about in your other courses. Here are some general questions to consider as you right your reflections:

- What are the key concepts or ideas that have come up in readings, discussions, and/or through interactions and experiences you've had this week both in and outside of the classroom?
- What topics, concepts, or ideas are new to you? What are your thoughts on these topics?
- What are some of the key arguments/takeaways from your readings this week that you feel are important to address?
- Through your time in Verona (and Italy more broadly), have you come across any kinds of human rights discourse? If so, in what context? For example, you may have read about something in the news that pertains to human rights in Europe (or Italy more specifically), or you may have heard something from one of the tour guides on an excursion.
- Keeping human rights in mind, reflect on what you've learned and experienced in and out of the classroom this week. What questions or topics do you still have and/or would like to learn more about?

Case Study Analysis: (40% of final grade)

Instead of a final exam, for your final assignment you are going to submit a case study analysis that will focus on a particular human rights topic of your choosing. This case study will need to be approximately 5-10 pages double-spaced. I am less concerned about length and more focused on making sure that you meet the requirements of the assignment. We will talk more about this during the first

and final days of the course, and I will provide an example that we will discuss at length. **This assignment will be due on May 3, 2023 by 5pm.** Below is a list of requirements that you will need to meet for the assignment:

- The topic/case must center on at least one human rights topic and your case must pertain to a country (or countries) located in the European Union. If you select a country that is not a formal member of the EU, make sure to include discussion on why the case you've selected is pertinent to human rights in the EU more broadly (e.g., Ukraine and refugees coming to EU states).
- Your analysis should address each of the following:
 - A *brief* historical background of the case (i.e., what circumstances led to the event/case at hand)
 - What human right(s) violations have occurred (making sure to provide definitions of the human right(s) included in the case)
 - Which individuals/groups were targeted with rights violations and why these individuals/groups became targets
 - A discussion of whether actions were taken (through domestic action, international action, IO/NGO action, or some combination of the above)
 - What the result of these actions were
 - Where the case stands today (i.e., has the situation been fully addressed and target groups/victims experience full enjoyment of their human rights? Or do you think there are there still lingering issues that should call for concern?)

Grading Scale:

Your final grade will be determined based on the scale below. If you are on the cusp of one of these grades, I will look at your semester holistically and if you have demonstrated that you're work is more in line with an A rather than A-, then I will use my discretion to make that adjustment. This policy will NEVER be used against you. In other words, I will never round down grades.

- 94 to 100: A
- 90 to 93.9: A-
- 87 to 89.9: B+
- 84 to 86.9: B
- 80 to 83.9: B-
- 77 to 79.9: C+
- 74 to 76.9: C
- 70 to 73.9: C-
- 60 to 69.9: D
- 59 and below: F

Required Readings:

You will be assigned readings throughout this course, but **you do not need to buy any books for the class.** Any assigned readings (either required or recommended) will be provided for you on ELC or can be accessed to read for free online through the UGA library (indicated below). I've provided a list below of the books that I will pull from in case you are interested in buying the books. Please do not share these readings with people outside of the course.

- Donnelly, Jack, and Daniel J. Whelan. (2019). *International Human Rights*. 6th ed. New York: Routledge.

Additional Information:

Covid Information and Face Masks

- Our course will be taught-in person this semester. I plan to wear a mask and encourage you to wear one also.
- If you test positive for Covid or are sick, I encourage you to please not come to class. Again, I will be happy to work with you to make up any assignments due to prolonged illness.

Financial or Economic Hardships: UGA has several resources to help students who are facing economic/financial hardships. Some of these resources include UGA's Emergency fund, food pantry, assisting students with getting access to professional clothing, on campus employment, and food scholarships. If you are experiencing financial hardships and need help, go to <https://financialhardship.uga.edu/> to find out more.

Mental Health and Wellness:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- The University Health Center has additional resources for students who are seeking mental health services <https://www.uhs.uga.edu/bewelluga/bewelluga> as well as resources specifically for students who are enduring some form of crisis <https://www.uhs.uga.edu/info/emergencies>
 - BeWellUGA also has additional offerings for ways to help with managing stress and anxiety. These include free workshops, classes, mentorship, and health coaching by licensed clinicians and health educators at UHC.
 - UGA Counseling and Psychiatric Services (CAPS) - CAPS is located on the second floor of the UGA Health Center and provides affordable and confidential services for UGA students as well as eligible partners. To reach by phone, call 706-542-2273 between 9-5pm. If you need help after business hours, you can call CAPS's after hour line at 706-542-2200.
 - UGA Christie Campus Health - Services are free to students - no cost telehealth and in-person options are available.
 - Relationship and Sexual Violence Prevention (RSVP) - You can reach their 24-hour sexual assault hot line at 706-542-7233. This is a free and confidential service. You can also visit them on the first floor of the UHC.
 - Georgia Crisis and Access Line: This service is available 24/7/365 to anyone enduring a crisis. Their phone number is 1-800-715-4225.
 - National Suicide Prevention Lifeline: This is free, 24/7 service that provides confidential support for people who are experiencing distress and/or crisis. You can contact them by phone at 1-800-273-8255
-

Tentative Course Schedule:

Week 1: Introduction to Human Rights

Monday January 30: Course overview + What are Human Rights?

Required Readings:

- The United Nations Declaration of Human Rights:
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- Donnelly and Whelan 25-35

Tuesday January 31: Universalism versus Relativism

Required Readings:

- Donnelly and Whelan 49-63

Wednesday February 1: No Class - Day Trip to Bolzano

Required Readings:

- No readings

Thursday February 2: Case Study 1: The Roma

Required Readings:

- No readings - we will watch *A People Uncounted* in class

Reflection 1 due Friday February 3 by 5pm on ELC

Week 2: International Human Rights Regime and EU Human Rights Institutions

Monday February 6: Why do states abuse human rights?

Required Readings:

- Moore, Will H., and Ryan Welch. (2015). "Why Do Governments Abuse Human Rights?" *Emerging Trends in the Social and Behavioral Sciences* 1-16.

Tuesday February 7: International Legal Regime: Human Rights Law and Advocacy

Required Readings:

- Donnelly and Whelan 93-100
- Look through some of the major international human rights treaties:
 - * International Covenant on Civil and Political Rights (ICCPR)
<https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-civil>
 - * International Covenant on Economic, Social, and Cultural Rights (ICESCR)
<https://www.ohchr.org/en/instruments-mechanisms/instruments/international-covenant-econo>
 - * Conventions Against Torture (CAT)
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-against-torture-a>
 - * Convention of the Rights of the Child (CRC)
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
 - * Convention on the Elimination of Forms of Discrimination Against Women (CEDAW)
<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-f>

* Convention on the Rights of Persons with Disabilities (CERD)

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-d>

Suggested Readings:

- Keith, Linda Camp. (2019). "National Constitutions and Human Rights Protection: Regional Differences and Colonial Influences" in *Understanding Human Rights Violations*. Edited by Sabine C. Carey and Stven C. Poe. New York: Routledge
- Simmons, Beth. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. New York: Cambridge. Chapter 2.
- Other international human rights instruments: <https://www.ohchr.org/en/instruments-listings>

Wednesday February 8: The Council of Europe and EU Human Rights Institutions

Required Readings:

- Donnelly and Whelan 120-123
- Read through the Charter of Fundamental Rights of the European Union: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012P/TXT&from=EN>
- Read the European Convention of Human Rights: https://www.echr.coe.int/Documents/Convention_ENG.pdf
- Explore the European Court of Human Right's Website: <https://echr.coe.int/Pages/home.aspx?p=home>
- Explore the International Criminal Court's Website: <https://www.icc-cpi.int/>
- Gaedhi, Monir. (2023, January 16.) "Germany's Baerbock calls for special Ukraine tribunal at ICC" *Deutsche Welle* <https://www.dw.com/en/germanys-baerbock-calls-for-special-ukraine-tribunal-at-icc/a-64408862>

Thursday February 9: Case Study 2: The Armenian Genocide

Required Readings:

- No readings - we will watch *The Armenian Genocide* in class

Reflection 2 due Friday February 10 by 5pm on ELC

Week 3: Current Human Rights Issues in the EU

Monday February 13: Cost of Living and Labour

Required Readings:

- Chopra, Toby. (2022, November 8). "Factbox: Strikes, protests in Europe over cost of living and pay" *Reuters* <https://www.reuters.com/markets/europe/strikes-protests-europe-over-cost-living-pay-2022-11-08/>
- Human Rights Watch. (2023, January 9). "EU: Pass Directive to Protect Workers' Rights". *Human Rights Watch*. <https://www.hrw.org/news/2023/01/09/eu-pass-directive-protect-workers-rights>

Tuesday February 14: Case Study 3: Ukraine

Required Readings:

- No readings - we will watch *Winter of Fire: Ukraine's Fight for Freedom* in class

Wednesday February 15: The Far Right in Europe

Required Readings:

- Mudde, Cas. (2019). "The Far Right Today". Cambridge: Polity. Chapter 2

Thursday February 9: Tech and Politics

Required Readings:

- Lulamae, Josephine. (2022, November 2). "Artificial intelligence in the service of the far right: looking at Fratelli d'Italia" *VoxEurop* <https://voxeurop.eu/en/artificial-intelligence-service-far-right-looking-fratelli-ditalia>
- The EU's General Data Protection Regulation (GDPR) in a nutshell: https://medium.com/@GDPR_alliance/the-general-d
- AccessNow's Report on Issues with the GDPR + Recommendation for Improvement <https://www.accessnow.org/GDPR-4-years>

Suggested Readings:

- Read about the EU's AI Act from Algorithm Watch: <https://algorithmwatch.org/en/ai-act-explained/>

Reflection 3 due Friday February 17 by 5pm on ELC

Week 4: Current Human Rights Issues in the EU (Cont.)

Monday February 20: Case Study 4: Refugee and Migrant Experiences

Required Readings:

- No Readings - we will watch *The Swimmers* in class

Tuesday February 21: EU and Migration

Required Readings:

- Tarawally, Baba. (2023, January 11.) "How to Reset the Migration Narrative" *Vox Europe* <https://voxeurop.eu/en/how-reset-migration-narrative/>
- Hadj Abdou, Leila, and Andrea Pettrachin. (2022, December 13). "Plus ça change, plus c'est la même chose: the puzzling "status quo tendency" in EU migration policy" *EUI Migration Policy Center*. <https://blogs.eui.eu/migrationpolicycentre/plus-ca-change-plus-cest-la-meme-chose-the-puzzling-status-quo-tendency-in-eu-migration-pol>
- Bottero, Matteo. (2023, January 17). "The Controversial EU Concept of Integration." *EUI Migration Policy Center* <https://blogs.eui.eu/migrationpolicycentre/the-controversial-eu-concept-of-integration/>

Suggested Readings:

- Dancygier, Rafaela, and Yotam Margalit. (2020). "The Evolution of the Immigration Debate: Evidence from a New Dataset of Party Positions Over the Last Half-Century." *Comparative Political Studies* 53(5): 734-774.
- Dancygier, Rafaela, and Michael Donnelly. (2014). "Attitudes Toward Immigration in Good Times and Bad" in *Mass Politics in Tough Times: Opinions, Votes and Protest in the Great Recession*. Eds Larry Bartels and Nancy Bermeo. New York: Oxford University Press.
- Morlino, Leonardo and Mario Quaranta. (2016). "What is the Impact of the Economic Crisis on Democracy? Evidence from Europe" *International Political Science Review* 37(5): 618-633.

Wednesday February 22: Course Wrap-up

Required Readings:

- No readings - Instead, we will reflect on the course, talk about the case study analysis, and we'll talk about any lingering questions related to the course

*****Case Study Analysis due by 5 pm on May 3, 2023 - Submit on ELC*****