

Introduction to Human Rights
HRTS 1007 / Fall 2018
Time: Mondays 630pm – 900pm
Location: HTB 212

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Office Hours: By appointment
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Names of 2 Classmates:

Phone/email:

Course Description

This course provides an introduction to the interdisciplinary study of human rights through the lens of law, justice, ethics, and morality. We will study and consider the history of human rights and the creation of international human rights law. We then reflect on the evolution of how human rights is considered today in different cultures and focus in on specific, current human rights issues. By the end of the semester, students will have developed an understanding of human rights as international law and as a movement formed around a set of values shared by individuals and communities across the globe. They will also be familiar and have grappled with critiques and responses to the human rights framework and have learned policy and advocacy strategies to secure human rights for all people.

Course Readings

All readings will appear on the Husky CT page for this class. It is your responsibility to find the appropriate reading on-line. If you have any problems accessing Husky CT, contact the help desk (6-1187).

Grading

Your final grade in this course will be based on the following criteria:

- Online reflections and responses:	10%
- Group paper and presentation:	10%
- Individual reflection paper:	15%
- Participation in class:	15%
- Midterm exam:	25%
- Final exam:	25%

Midterm Exam: One in-class midterm exam will be given on 10/15/18. The exam must be taken on that date. Exceptions will only be made under the following conditions: (i) you contact me before the exam to discuss the circumstances of your absence, and (ii) you supply the proper documentation immediately upon your return (proper documentation includes doctors' notes stating explicitly that you had to miss an exam or a note from the Dean in the case of personal emergencies). Failure to comply with the above conditions will result in an automatic zero on the exam.

Group Presentation: Groups will be formed and dates for presentations assigned during the second week of class. Additional information will be distributed at that time, but in general, you are expected to organize and participate in your group on an independent and equitable basis.

Final Exam: The take-home final exam will be distributed on a date to be determined midway through the semester. The completed exam must be returned on a date to be determined midway through the semester. Extensions will only be made under the following conditions: (i) you contact me before the exam is distributed to discuss the reason for your extension request, and (ii) you supply the proper documentation. Failure to comply with the above conditions will result in an automatic zero on the exam.

Academic (Mis)Conduct and Plagiarism: Academic Misconduct in any form is in violation of the University of Connecticut Student Code and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Please see the Student Code for more details and a full explanation of the Academic Misconduct policies.

Assignments

1. Online reflections and responses:

A. Choose one of the topics below and share your thoughts in approximately two paragraphs in Husky CT. Incorporate readings and/or in-class content into your reflection:

- Make a case for adding a human right to the UDHR.
- Make a case for taking a human right out of the UDHR.
- Use a human rights treaty to argue for an individual's right or group rights.

B. Respond to at least two other reflections in approximately two paragraphs. Incorporate readings and/or in-class content into your response.

Due dates and additional directions:

Please sign up for 3 spaces - 1 reflection space and 2 response spaces - in 3 separate weeks on the first day of class. You can respond to any reflection that is posted that week. Try to respond to a reflection that does not have a response yet. You can also respond to another student's response. Post your reflection by 5pm on the Thursday before class and response by 9am on the Monday of class for that week. For example, week 2 reflections will be due on 9/6 at 5pm. The responses will be due on 9/10 by 9am.

2. Individual reflection paper: 2 pages, 12-point font, 1 inch margins, double spaced

Choose **one** topic below:

Topic 1: Describe a time when your human right was realized. Why do you think this occurred? What circumstances led to this? What could lead to this right being violated? How could this happen? Consider legal, moral, and ethical ideas. Draw on readings and in-class content.

Topic 2: Describe a time when your own human right was violated or you witnessed another's human right being violated. Why do you think this occurred? What circumstances led to this? What would need to change for the right to be realized? How could it be changed? Consider legal, moral, and ethical ideas. Draw on readings and in-class content.

Topic 3: Advocate for a human right. Find a specific case of a human rights violation. This can be something you personally witnessed or a violation you learned about through the news or a human rights organization, for example. Advocate for this right in two pages. Consider legal, moral, and ethical ideas. Draw on readings and in-class content.

3. Group paper and presentation:

Paper requirements: 3 pages, 12-point font, 1 inch margins, double spaced

Go to a human rights event with two other people in the class. As a group, ask each other these questions and write up your responses together in a three-page paper:

- What was the event?
- Why would you call it a human rights event?
- What was the purpose of the event? Was it awareness-raising? Advocacy?
- What actions, if any, were taken at the event in support of human rights?
- What human rights documents or mechanisms support this right?
- Was this event about a domestic or international right? Or both?
- Why did you choose this event? Do you care about the topic personally? Did another group member? Was it a convenient time and place?

Weekly Topics and Readings

Date	Topic
8/27	<p>What are human rights? <i>Readings</i> Universal Declaration of Human Rights</p>
9/10	<p>History of Human Rights <i>Readings</i> Sikkink, K. (2017). Evidence for hope: making human rights work in the 21st century (Vol. 28). Princeton University Press. Chapter 3: Diverse Origins of Human Rights pp. 55-93</p> <p>A Short History of Human Rights http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-1/short-history.htm</p> <p>International Bill of Rights <i>Readings</i> International Covenant on Civil and Political Rights International Covenant on Economic Social and Cultural Rights</p>
9/17	<p>The International Human Rights Framework <i>Readings</i> Neier, A. (2012). The international human rights movement: a history (Vol. 19). Princeton University Press. Chapter 4 (pp. 93 – 116)</p> <p>Blanchfield, L., & Brown, C. (2015). The United Nations Convention on the Rights of Persons with Disabilities: Issues in the US ratification debate. Congressional Research Service.</p> <p>Human Rights on the Ground/NGOs/HR Movement <i>Readings</i> Sikkink, K. (2017). Evidence for hope: making human rights work in the 21st century (Vol. 28). Princeton University Press. Chapter 5</p>
9/24	<p>Case Studies: South Africa and the United States <i>Readings</i> Ackerman, P., & DuVall, J. (2001). A force more powerful: A century of non-violent conflict. Palgrave Macmillan. Campaign Against Apartheid</p> <p>Anderson, C., & Anderson, C. E. (2003). Eyes off the prize: The United Nations and the African American struggle for human rights, 1944-1955. Cambridge University Press. Introduction and Chapter 1</p>

	<p>Tometi, O., & Lenoir, G. (2015). Black lives matter is not a civil rights movement. <i>Time Magazine</i>, 10. http://time.com/4144655/international-human-rights-day-blacklives-matter/</p>
10/1	<p>INDIVIDUAL PAPERS DUE AT 5PM</p> <p>Human Rights Education <i>Readings</i> Ramirez, F. O., Suárez, D., & Meyer, J. W. (2007). The worldwide rise of human rights education. In <i>School knowledge in comparative and historical perspective</i> (pp. 35-52). Springer, Dordrecht.</p> <p>Tibbitts, F. L. (2017). Revisiting ‘Emerging Models of Human Rights Education’. <i>International Journal of Human Rights Education</i>, 1(1), 2.</p> <p>Sirota, S. (2017). The inconsistent past and uncertain future of human rights education in the United States. <i>Prospects</i>, 47(1-2), 101-117.</p>
10/8	<p>Group Rights <i>Readings</i> African Charter on Human and People’s Rights</p> <p>The United Nations Declaration on the Rights of Indigenous Peoples</p> <p>Engle, K. (2011). On fragile architecture: The UN Declaration on the Rights of Indigenous Peoples in the context of human rights. <i>European Journal of International Law</i>, 22(1), 141-163.</p>
10/15	<p>Mid-Term Exam</p>
10/22	<p>National Security and Human Rights <i>Readings</i></p> <p>Review the following website: https://www.hrw.org/united-states/national-security</p> <p>Read the following short articles: https://www.hrw.org/news/2018/10/01/silence-about-white-supremacy-us-surveillance-rhetoric-matters</p>

	<p>https://www.hrw.org/news/2018/08/28/case-proves-foreign-warrantless-surveillance-harms-americans</p> <p>https://www.hrw.org/news/2018/07/13/us-government-has-planted-spy-phones-suspects and browse this report:</p> <p>https://www.hrw.org/report/2018/01/09/dark-side/secret-origins-evidence-us-criminal-cases</p>
10/29	<p>Gender Identity and Sexual Orientation <i>Readings</i> 10: How Our Future Depends on a Girl at this Decisive Age https://www.unfpa.org/swop-2016</p> <p>GLSEN: The 2017 National School Climate Survey Pages 11 to 51 of: https://www.glsen.org/sites/default/files/GLSEN%202017%20National%20School%20Climate%20Survey%20%28NSCS%29%20-%20Full%20Report.pdf</p>
11/5	<p>Refugee and Asylee Rights <i>Readings</i> United Nations Fact Sheet No.20, Human Rights and Refugees https://www.ohchr.org/Documents/Publications/FactSheet20en.pdf</p> <p>Human Rights Watch Report; Bangladesh is Not My Country https://www.hrw.org/report/2018/08/05/bangladesh-not-my-country/plight-rohingya-refugees-myanmar</p> <p>I Welcome: Protecting the Rights of Refugees and Asylum Seekers https://www.amnestyusa.org/campaigns/refugee-and-migrant-rights/</p>
11/12	<p>Genocide <i>Readings</i> Convention on the Prevention and Punishment of the Crime of Genocide</p> <p>The 1948 Genocide-Convention: Raphael Lemkin’s struggle for the ‘law of the world’ https://blog.ehri-project.eu/2017/12/08/the-1948-genocide-convention-raphael-lemkins-struggle-for-the-law-of-the-world/</p> <p>Myanmar military leaders must face genocide charges – UN report https://news.un.org/en/story/2018/08/1017802</p> <p>Confront Genocide: Syria United States Holocaust Memorial Museum https://www.ushmm.org/confront-genocide/syria</p>

11/26	<p>Cultural Relativism</p> <p><i>Readings</i></p> <p>Abu-Lughod, L. (2013). <i>Do Muslim women need saving?</i>. Harvard University Press. Ch. 1.</p> <p>Mutua, M. (2001). Savages, victims, and saviors: The metaphor of human rights. <i>Harv. Int'l LJ</i>, 42, 201.</p> <p>Critiques and Responses</p> <p><i>Readings</i></p> <p>Hopgood, Stephen. The Endtimes of Human Rights. in Lettinga, D., & van Troost, L. (2014). Debating the endtimes of human rights: activism and institutions in a neo-westphalian world. <i>Changing Perspectives on Human Rights, the Strategic Studies Project. Amsterdam: Amnesty International Netherlands</i>. pp. 11 -1 8</p> <p>Zembylas, M. (2018). Toward a Decolonizing Approach in Human Rights Education: Pedagogical Openings and Curricular Possibilities. <i>Critical Human Rights, Citizenship, and Democracy Education: Entanglements and Regenerations</i>, 35.</p>
12/3	<p>From 9/11 to Present Day</p> <p><i>Readings</i></p> <p>Neier, A. (2012). The international human rights movement: a history (Vol. 19). Princeton University Press. Chapter 12</p> <p>Glendon, M. A. (2002). A world made new: Eleanor Roosevelt and the Universal Declaration of Human Rights. Random House Trade Paperbacks. Epilogue: The Declaration Today</p> <p>Advocating for Human Rights</p> <p>Six Elements of an Advocacy Strategy by Jo Becker</p> <p>Leadership Conference on Civil and Human Rights and The Leadership Conference Education Fund</p> <p>GRASSROOTS CAMPAIGNS & ADVOCACY: a toolkit to help you make change happen</p> <p>https://civilrights.org/wp-content/uploads/Grassroots-Toolkit-2015-FOR-WEB.pdf</p>

Policies and Procedures

- **Laptops and Cellphones**—Computers may be used in class for in-class work only. If computers are used for other purposes, this will count against your participation grade. Cellphones should not be used in the classroom. If you need to make or take an emergency call, please step out of the room to do so.

- **Grading Criteria**—A=93-100, A-=90-92, B+=87-89, etc. The following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.
- **Policy Against Discrimination, Harassment and Related Interpersonal Violence**—*The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu and titleix.uconn.edu.*
- **Attendance**— Grades depend on classroom participation, and absences may affect the student’s grade.
- **Student Conduct Code**—You are expected to conduct yourselves in accordance with UConn’s [Student Conduct Code](#).
- **Academic Integrity Statement**—*This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#).*
- **Copyright**—*My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I’ve recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording*

or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

- **Students with Disabilities**—*The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020, or <http://csd.uconn.edu/>.*
- **Makeup Work for Legitimate Absences**—Students can make up work for excused absences but they must see me beforehand or as soon as possible after the absence if it is not realistic to see me before.
- **Late Assignments**—Assignments turned in late will receive a deduction in the grade with exceptions for emergencies only.
- **Midterm Exam**—One in-class midterm exam will be given on October 15, 2018. The exam must be taken on that date. Exceptions will only be made under the following conditions: (i) you contact me before the exam to discuss the circumstances of your absence, and (ii) you supply the proper documentation immediately upon your return (proper documentation includes doctors' notes stating explicitly that you had to miss an exam or a note from the Dean in the case of personal emergencies). Failure to comply with the above conditions will result in an automatic zero on the exam.
- **Final Exam Policy**—*In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the Office of Student Support and Advocacy (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*