**HONORS 3050**

**International Human Rights Protection and Promotion**

Spring, 2018 Dr. Andrew Conteh TR 2:00-3:15pm

GE Area F3 S 139

Office Hours held in IC 100C TR 9:30 – 10:30am and by appointment

**Introduction:**

What is Human Rights Education?

Human rights education is an integral part of the right to education and is increasingly gaining recognition as human right in itself. The right to education is protected by;

Article 26 of the Universal Declaration of Human rights

Article 13 & 14 of the International Covenant of Economic, Social and cultural Rights;

Articles 28, 29 and 40 of the convention on the Rights of the Child;

Articles 5 of the Convention on the Elimination of all Forms of Racial Discrimination

Articles 10 & 11 of the Convention on the elimination of all forms discrimination against women

Article 12 of the American Declaration on the Rights and Duties of Man.

Through Human Rights Education you can empower yourself and others to develop the skills and attributes that promote equality, dignity and respect in your community, society and worldwide Simply put, Human rights Education is all learning that develops the knowledge skills, and values of human rights. Knowledge of rights and freedom is considered a fundamental tool to guarantee respect for the rights of all.

Amnesty International is of the opinion that human rights education is both a lens through which to observe the world and a methodology for teaching and leading others. Amnesty International also believes that learning about human rights is the first step towards respecting, promoting and defending those rights.

The United Nations Decade for Human Rights Education (1995-2004) defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

* The strengthening of respect for human rights and fundamental freedoms;
* The full development of the human personality and the sense of its dignity;
* The promotion of understanding, respect, gender equality, and friendship among all nations; indigenous peoples and racial, national, ethnic, religious and linguistic groups;
* The enabling of all persons to participate effectively in a free society;
* The furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

During the United Nations Decade for Human rights Education, the UN urged and supported all member states to make knowledge about human rights available to everyone through both the formal school system and through popular and adult education.

Why Human Rights Education?

* Human rights education declares a commitment to those human right expressed in the Universal Declaration of Human Rights of 1948, the UN Covenants and the United States Bill of Rights. It asserts the responsibility to respect, protect, and promote the rights of all people.
* Human rights education promotes democratic principles. It examines human rights issues without bias and from diverse perspectives through a variety of educational practices.
* Human rights education helps to develop the communication skills and informed critical thinking essential to a democracy. It provides multicultural and historical perspectives on the Universal struggle for justice and dignity
* Human rights education engages the heart as well as the mind. It challenges students to ask what human rights mean to them personally and encourages them to translate caring into informed, non-violent action
* Human rights Education can produce changes in value, attitude, behavior and develop attitude of solidarity across issues, communities and nations. It can also develop knowledge and analytic skills and encourage participatory education.
* Human rights Education affirms the interdependence of the human family. It promotes understanding of the complex global forces that contribute to abuses, as well as the ways in which abuses can be abolished and avoided.
* Human rights Education provides a basis for conflict resolution and the promotion of social order and Justice Rights themselves often clash, such as when one person's commitment to public safety conflicts with another's freedom of expression. As a value system based on respect and the equality and dignity of all people, human rights can create a framework for analyzing and resolving such differences hence, human rights education also teaches the skills of negotiation, mediation, consensus building, peace-keeping and peace-making.

The Goals of Human Rights Education

Human rights education teaches both **about** human rights and **for** human rights.

Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Education **about** human rights provides people with **information** about human rights. It includes learning-

* about the inherent dignity of all people and their right to be treated with respect;
* about human rights principles, such as the universality, indivisibility, and interdependence of human rights;
* about how human rights promote participation in decision making and the peaceful resolution of conflicts;
* about the history and continuing development of human rights;
* about international law, like the Universal Declaration of Human Rights or the Convention on the rights of the Child;
* about regional, national, state, and local law that reinforces international human rights law;
* about using human rights law to protect human rights and to call violators to account for their actions;
* about human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them;
* about the persons and agencies that are responsible for promoting, protecting, and respecting human rights.

Education for human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live.

These human rights **values** and **attitudes include-­**

* "strengthening respect for human rights and fundamental freedoms" (UDHR Article 30.2);
* nurturing respect for others, self-esteem, and hope;
* understanding the nature of human dignity and respecting the dignity of others;
* empathizing with those whose rights are violated and feeling a sense of solidarity with them;
* recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society;
* perceiving the human rights dimension of civil, social, political, economic, and cultural
* issues and conflicts both in the US and other countries;
* valuing non-violence and believing that cooperation is better than conflict.

Education for human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action.

These **skills for action** include-

* recognizing that human rights may be promoted and defended on an individuals, collective, and institutional level;
* developing critical understanding of life situations;
* analyzing situations in moral terms;
* realizing that unjust situations can be improved;
* recognizing a personal and social stake in the defense of human rights;
* analyzing factors that cause human rights violations;
* knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights;
* strategizing appropriate responses to injustice;
* acting to promote and defend human rights.

Thus the goals of Human Rights Education are to provide:

* Knowledge of the major "signposts" in the historical development of human rights
* Knowledge of the range of contemporary declarations, conventions and covenants.
* Knowledge of some major infringements of human rights
* Understanding of the basic conceptions of human rights (including also discrimination, equally etc.)
* Understanding of the relationship between individual, group, and national rights
* Appreciation of one's own prejudices and the development of tolerance
* Appreciation of rights of others
* Sympathy for those who are denied rights
* Intellectual skills for collecting and analyzing information IO. Action skills.

CSU Stanislaus General Education Goals (goals achieved in this course are printed in **bold**)

Goal 1: Develop the intellectual skills and competencies necessary to participate effectively in society and the world.

1. Demonstrate effective oral communication
2. Demonstrate effective written communication
3. Demonstrate the ability to think critically and creatively
4. Apply quantitative reasoning concepts and skills to solve problems
5. Find, understand, examine critically and use information from various sources
6. Comprehend and use appropriate technological resources effectively

Goal 2: Develop broad knowledge of biological and physical sciences, humanities and creative arts, and social sciences

1. Explain and apply basic scientific methods
2. Demonstrate an understanding of the living and non-living physical world
3. **Recognize the structures and institutions that frame human interactions**
4. Express appreciation of cultural, intellectual, and artistic ideas and works
5. Demonstrate effective creative expression and understanding through artistic means
6. Identify life-skills and behaviors needed to flourish as a mature person

Goal 3: Develop abilities to integrate knowledge, make informed ethical decisions, and accept civic responsibility

1. Integrate and combine knowledge and abilities developed in several fields to analyze and critically evaluate specific problems, issues, or topics
2. **Illustrate the ability to self-reflect and assess relevant ethical values**
3. **Identify and analyze problems within local, regional, national, and/or global contexts**
4. Demonstrate enhanced awareness of multicultural, community, and/or technological perspectives

Who Needs Human Rights Education?

Human rights should be part of everyone's education. However, certain groups have a particular need for human rights education: some because they are especially vulnerable to human rights abuses, others because they hold official positions and upholding human rights is their responsibility, still others because of their ability to influence and educate.

Among these groups are the following:

**Administrators of Justice:**

law enforcement personnel, including police and security forces

prison officials

lawyers, judges, and prosecutors

**Other Government and Legislative Officials:**

members of the legislature

public officials, elected and appointed

members of the military

**Other Professionals:**

educators

social workers

health professionals

journalists and media representatives

Business professionals and managers

Organizations, Associations, and Groups:

women's organizations

community activists and civic leaders

minority groups

members of the business community

trade unionists

indigenous peoples

religious leaders and others with a special interest in social justice issues

children and youth

students at all levels of education

refugees and displaced persons

people of all sexual orientations

poor people, whether in cities or rural areas

people with disabilities

migrant worker

border guards

Principles of Human Rights Education.

No matter what the setting - whether a classroom, a senior citizens' center, or a religious organization, common principles inform the methods used to teach human rights. These principles should be communicated through every aspect of good human rights education:

* Provide **OPEN-MINDED EXAMINATION of** the human rights theme being examined (e.g. how it manifests itself both at home and abroad)
* Avoid too much focus on human rights abuses. Emphasize human rights as a **POSITIVE VALUE SYSTEM** and a standard to which everyone is entitled.
* Affirm the belief that the **INDIVIDUAL** can make a difference and provide examples of individuals who have done so.
* Include an **ACTION DIMENSION** that provides participants with opportunities to act on their beliefs and understanding. These actions should address problems both at home and elsewhere in the worlds.
* Link every topic or issue to relevant articles of the **UNIVERSAL DECLARATION OF HUMAN RIGHTS.** Make this connection explicit rather than implicit or assumed.
* Be responsive to concerns related to **CULTURAL DIVERSITY.** Activities should reflect a variety of perspectives (e.g. race, gender, religion, cultural/national traditions).
* Be concerned with both **CONTENT AND LEARNING PROCESS.** It is difficult to engage participants in examining issues related to rights and justice if the learning environment does not demonstrate respect for justice and human dignity.
* Keep lecturing to a minimum. Instead use **PARTICPATORY METHODS** for learning such as role plays, discussion, debates, mock trials, games, and simulations.
* Connect people’s **LIVED EXPERIENCE directly** to abstract concepts and legal documents.

**Scope Of This Course:** The sources on international human rights law and protection stresses the international and comparative dimensions of rights and the ways in which conceptions of human dignity are realized or suppressed through legal, political, and economic structures. It involves the international institutions and processes through which rights and duties are articulated and - to the extent they are - protected and enforced.

International law, institutions, and politics, as well as comparative study of particular states and ideologies, figure prominently in this course. The topics examined within this broad framework are as diverse as torture; discrimination based on race, gender, religion or sexual orientation; modes of political participation; rights of workers; provisions of housing or health care; rights of ethnic minorities; effects of development on human rights; rights of indigenous peoples; the right to self-determination; refugees and asylum; and the laws of armed conflict.

Furthermore, the course will examine how concern for the rights of human beings in other societies fits and shapes the foreign policies of national-states. It will also analyze the reasons behind human rights violations and what existing institutions - intergovernmental and non­governmental are doing or not doing about this situation.

This course is divided for academic and teaching purposes into FOUR interrelated parts:

PART I: Explores the modem history of the idea of individual rights, its roots in western liberal tradition, including those of socialism and of cultural-religious traditions in Asia and Africa.

PART II: Human rights are considered as the objective of the "Internationally Human Rights movement," born in 1945 and centered primarily in the United Nations, its organs, committees an agencies, but also increasingly involving various non-governmental organizations, both national and transnational.

PART III: Addresses the problem of trying to realize human rights in an international political system made up of sovereign states whose policies reflect their sense of their particular national interests.

PART IV: Human rights around the world are considered as a national interest and an element in foreign policy, figuring in bilateral and multilateral relations of states.

**Objective of the Course**

* To give impetus and direction to international human rights education.
* To foster coursework and the participation of students in human rights activities and research.
* To try to infuse the education of as many students as possible with an understanding of international human rights issues and work, thereby encouraging students to build into their careers a professional concern for involvement in human rights problems.
* To foster action and involvement as well as reflection and scholarly contribution to knowledge.
* To educate students about the problems worldwide of the powerless and abused, problems at the core of much internal and international conflict.
* To help build an active community of students with shared concerns about law, justice, and social change in an international framework.

COURSE FORMAT

The course will employ a variety of learning methods, such as, brainstorming case studies, creative expressions, debates and negotiations, discussions, dramatizations field trips, games, hearings and tribunals, mock trail, interviews, interpretation of images, simulations, storytelling, research projects and in-class presentation. The main emphasis in this course is an active participation: thus, a major aim of this course is to encourage active discussion and exchange of ideas, in and outside of the formal sessions, among all members, students, and other faculty, this is an inter-disciplinary academic course.

**STUDENTS' RESPONSIBILITY**

* Attendance at all lectures, discussions and debates is mandatory. The instructor should be notified directly if a student is unable to attend any of the above.
* Students are expected to arrive on time for lectures so as to avoid disrupting the class
* The lectures will proceed on the assumptions that students have read the prescribed text/texts, reserved material and relevant portions of existing/ relevant international treaties.
* Each student is required to undertake a research project on a given aspect or problem relating to international human rights protection.
* No two students can select identical research projects
* In the first two weeks of the semester students will develop a draft outline of their research essay proposal. Individual research papers will be presented in class during the closing weeks of the semester.

All written work will be graded, not only for content, but also for grammar, writing style, organization and presentation of material.

Submission of substantially the same piece of work to two or more courses (unless approved in advance in writing by the faculty concerned) is subject to a penalty.

Deadlines for submission of completed work will be stipulated on assignment. All work must be submitted to the instructor by the time and date assigned.

Computer, printer or floppy disk failures are not acceptable excuses for a late assignment. It is your responsibility to make back-up copies of your work, computer files, to maintain multiple diskettes, and to print out the draft of hand out early and often

**Examination/Evaluation:**

Students will be evaluated according to the following scheme:

Class participations…………………………………………….10 Points

First in class written exam……………………………………..20 Points 2/27/18

Second class written exam……………………………………..20 Points 3/29/18

Final class project due………………………………………….20 Points 4/30/18

Final written Exam …………………………………………….30 Points According to CSU Final Exam schedule for Spring 2018

There will be two in class examinations a FINAL to assess your understanding and knowledge of the course material. The two examinations and final examination will consist exclusively of essay questions. These examinations are intended to test your knowledge of the lectures, text books, and other course materials (these other materials consist of class handouts, guest speakers, etc.)

No student will be excluded from an examination without a written statement from the health center, a physician or an appropriate university official.

Students who fail to take an examination or contact the instructor within 24 hours of the scheduled examination should expect to earn a score of "O" for that portion of the course.

If the instructor determines that the student missed taking an examination for legitimate and documented reasons, the instructor will determine when to administer a make-up examination. A make-up examination is not a human right.

PLAIGIARISM/ ACADEMIC HONESTY

Academic honesty is an important principle that exists so as to ensure that all authors, including students, are acknowledged for their original expressions of ideas. Therefore instructors have a responsibility to demonstrate to students in their courses the difference in acceptable and unacceptable use of other works, students have a responsibility to ask their instructor for guidance whenever they are uncertain about fair use of someone else's work.

Students in submitting work must certify that the work is their own original work except that all information garnered from others whether quoted, summarized, or. Paraphrased has been appropriately cited. Dishonestly by failing to acknowledge the work of others. Constitutes plagiarism and is a serious offense.

If you wish to quote the works of others, please make sure you use quotation marks and footnotes including your source/ sources where plagiarism is suspected the student will be interviewed. If a reasonable case is established beyond any doubts of work in question will be given a mark of ZERO.

OTHER IMPORTANT POINTS

It us the responsibility of each student to finish his/her own BLY BOOK (s) for each of the above written examinations.

Students are expected at each of these examinations to demonstrate familiarity with the primary sources where appropriate.

All written examinations are taken during the stipulated lecture time. All exams are assessed essays. There no multiple choice or true/false examinations.

A NOTE ON OFFICE HOURS

At this level the onus of responsibility for managing course material and acquiring the necessary weekly readings rests solely with the students. Students encountering difficulty must take the initiative to seek out and consult with the instructor. This is what the posted office hours are for. Students are encouraged to come forward with their concerns earlier rather than later in the semester so as to ensure effective progress and successful completion of the course.

RESEARCH PROJECT/PAPER

Each student is required to write a 10 page paper (double spaced) on an issue in international human rights. This paper is worth 20% of a student's course score.

Students are strongly encouraged to make an appointment with the instructor to discuss your research topic or issue. Please be aggressive about utilizing this resource at your disposal. It is free.

RESEARCH PRESENTATION

Each student will be required to make an in class presentation about his/her research paper/project. You should strive to complete your research presentation within 10 (TEN) minutes. Under no circumstances should your presentation exceed 12 minutes. Students exceeding that limit can expect their grades to be reduced.

HAND-OUT LENGTH AND DISTRIBUTION

Your research presentation must be supplemented by a hand-out not to exceed THREE (3) typed pages of text in length (and only 250 words per page - strictly enforced) Your hand-out should also feature a bibliography section in which you list all sourced consulted or cited.

Making a presentation is an important skill. Students should be prepared to answer questions for 3 minutes from the class. The presentations will be graded by the professor and by all the other students.

CLASS PARTICIPATION

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Active Participation not only helps students put forward their arguments and critically engage the readings to also gives them an opportunity to appreciate various parts of views on a subject.

Therefore, you are encouraged to speak up in class. Students will be graded on the quality and quantity of their interventions in class. For example, a student with poor participation at all will be graded zero. Your participation should contribute positively to our learning process. Students whose contributions critically reflect on the readings and who engage fellow students in a meaningful discussion will receive high points for this section of the course grade.

FORMAT FOR RESEARCH PAPER

**Define a motive or purpose for writing:** Teachers and professors read papers because they want to. But a good paper should be interesting to a broader audience when you express your motive; you indicate why you are writing your paper. The motive is not the argument itself but rather the reason that your arguments should be interesting to your reader. Motives may take into account what other critics have written, common perceptions of an event, or historical context

**Planning your Paper**: Once you know your argument, thesis, and motive, you may want to go ahead and write your thesis paragraph. Otherwise you should begin to organize your evidence and observations. Group your evidence into categories, as this often leads to a strategy for organizing your paper. Common types of categories include: content-based and argument­ based.

**Outline:** If you plan the steps of your argument before you write your essay, you're less likely to get stuck or not know where to go next. An outline is like a map of your argument; it should show the sequence of your ideas and argument. The first part of your outline should include your motive and your thesis statement. You should write down the subcategories of your argument and note the evidence that you plan to use.

**Writing the Paper: Thesis**

Paragraph-The first paragraph of the paper is the most important­ and probably the most difficult to write, as it describes the focus of your argument and your reason for making it. If you know what your argument is before you write your first paragraph, you'll feel like you have something to say and be less nervous about starting at a bank screen.

Background material and context-An exhaustive summary of the subject matter relating to your argument will be time-consuming for your and tiresome for your reader. Assume that your reader is well educated and can understand an argument about a book or event with which he or she is unfamiliar. Give only the most relevant background information in your first paragraph.

State your motive and thesis-Your introductory paragraph should tell your reader why your paper is relevant. Typically, you'll want to make your thesis statement in the final sentences of the introductory paragraph.

Body paragraphs of your paper develop your argument. Some standardized assignments, such as AP test, expect you to write three body paragraphs between your thesis paragraph and your conclusion. For most essays, however, you should use as many paragraphs as you need to express your ideas effectively. Each paragraph should develop a single, specific component of your argument. A paragraph should not explore two separate ideas unless it explicitly tells why they are related to each other.

Topic Sentences- Each paragraph should begin with a sentence that develops your thesis statement. Topic sentences should introduce new information that confirms or complicates the argument that you state in the first paragraph.

Evidence and analysis-Within the paragraph, you should use specific evidence to support the idea started in your topic sentence. Evidence may include historical events, passages from a fictional test, statistics, or arguments that other people have made about your topic. Analysis sentences explain why this evidence supports the argument that you are making.

Transitions within paragraphs-The ideas within each body paragraph should come in a logical sequence. This sequence can explain, complicate, or develop the idea of the topic sentence.

Transitions between paragraphs-Just as the ideas within the paragraph should come in a logical sequence, so should the paragraphs themselves. Each paragraph should relate explicitly to the preceding and following paragraph.

Phrases like "also important," "in addition," or "we should also note that" are weak because they fail to explain the relationships between ideas in consecutive paragraphs. Example: In a paper on Huckleberry Finn, you might need to transition from a paragraph about Pa's attitude toward Jim to a paragraph about the townspeople's attitude toward Jim. The transition "The townspeople's prejudice against black people is also important" is weak because the relationship it shows between the two ideas is obvious. The transition "Whereas Pa's racism is based in ignorance and stupidity, the townspeople's racism is calculated and thought out" is stronger because it evaluates the link between the two ideas.

Concluding paragraph-A conclusion should explain the significance of your thesis statement in a larger contest. Although a conclusion should provide a sense of closure, it should not make broad generalizations that imply that you have supplied an absolute solution to the problem your paper addresses.

Techniques for concluding-One of the most effective ways to provide a sense of closure is to cite a relevant quotation from the text you are working with and to explain how to interpret that quotation using your argument. Another technique is to explain a term that you bring up in your thesis statement. Ending your paper by showing that your argument can be applied to a related topic reiterates the relevance of your ideas.

Citing it text

For every quotation or reference in the text of your paper, indicate the author and page number of the referenced work in a parenthetical note immediately following the reference. The final quotation mark comes before the first parenthesis, and the sentence's punctuation comes after the final parenthesis. If you do not directly quote the author but still reference his or her ideas, these rules apply. For information on when you need to include a reference, see the section on plagiarism.

Works by one author-In parentheses, after the quote, include the author's last name and the page number. If you name the author in the text of the paper, include the page number but not the author's name. Example: It has been said that "all men may be created equal, but not all men live equally well" (Howard 421). Example: Finton Howard firmly insists that "all men may be created equal, but not all men live equally Well" (421).

Works by two or three authors: Include each author's name in the parenthesis, separated by "and." Example: "A man who knows where the fish eat may soon eat fish himself' (Rogers and Llewellyn 15”).

Works by more than three authors: Either list every author in the parenthetical note, in the same order in which they appear. In the Works Cited section, list only the first author followed by "et al." Example: The platonic theory of forms had nothing to do with Plato and "probably would have been entirely unfamiliar to him during his life" (Cheng et al. 301).

Two or more works by the same author: Include a short version of the work's title in the parenthetical note, separated from the author's name with a comma. Example: In her theory of representation, on the other hand, she is less interested in notions of beauty than in notions of linguistic accuracy" (Martin, Language 143).

Poems and verse dramas: Cite act, scene, and line numbers, separated by periods. Do not cite page numbers. Do not use Roman numerals. When poems are not divided into acts or scenes, cite only line numbers. Example: (Shakespeare, Hamlet 1.23.218-219). Example: Keats 14-16) or (Keats lines 14-16). When poems are offset in block quotes (more than three lines), include the parenthetical citation to the right of the last line of the quote. If it doesn't fit, include it on the next line, aligned with the right margin of the page.

**Works Cited-**TheWorks Cited section should follow the end of your paper. The purpose of this section is to make it possible for your readers to identify and consult the sources that you use to make your argument.

Basic rules-The Works Cited section must include every work you cite in your paper. Place the Works Cited section at the end of the paper, starting on a separate page. Single-space entries but leave an additional space between entries. Center the words "Work Cited" one inch below the top of the page. Place the first line of each entry flush with the left margin of the page. Indent each subsequent line of each entry 0.5 inches from the left margin. Alphabetize the entries by author's last name. For works with no listed author, alphabetize by title. Example: Henderson, Jonathan. Processes of Consciousness Encoded in Semiotic Sign-Sequences: A Political Approach. New York: Oxford University Press, 1987.

Books with one, two, or three authors: Authors' names, title (italicized), city of publication (include state abbreviations for smaller cities), publisher, and date. Example: Kramer, Devin, et al. Microwave Cooking and You. Boston: chef's Press, 1992.

Books with authors and editors or translators: Include the name of the editor or translator after the title, abbreviating "editor" to Ed." and "translator" to "Trans." Example: Eliot, George. Middlemarch. Ed. Phillippa Howitzer. New York: Overlook Press, 1981

Two of more works by the same author: Sort alphabetically by title. For every entry after the first, replace the author's name with three --- dashes. Example: Kelley, Randolph. My Time in Eden. Los Angeles: El Dorado press, 1990.---. You Can So Go Home Again. Los Angeles: El Dorado Press, 1972.Journal articles: Authors' names, title of article (in quotes), journal title (italicized), date or volume and issue number and page numbers.

Example: Satchel, Marcus. "Shakespeare's Women." Shakespearean Times 26.7 (1982): 34- 41.Websites: Complete URL and, if available, author information, title information, date text was posted, date site was accesses, and company or organization information. 3Example: Berry, Brandon. "Dodgers Strike Out on New Stadium Deal." ESPN.com. 17 December 2001. 20 December 2001.

[http://www.espn.com/berry12170l.html.](http://www.espn.com/berry12170l.html) Articles in an encyclopedia or reference book: Author's name, title of the article, title of the work, and publication information (including number of volumes). Examples: Ellerbe, Hyman. "Abraham Lincoln." Encyclopedia of Political leaders. Ed. Lavar O'Denby. 4 vols. New York: Random House, 1977. A title page and abstract of 100-150 word

COURSE DESCRIPTION

**INTRODUCTION**

Compelling reasons for educating students in human rights. Principles of human rights teaching. The teaching of human rights and professional ethics in faculties or schools of medicine. Basic approaches to human rights studies. Cultural diversity.

**THE PHILOSOPHICAL AND THEORETICAL FOUNDATIONS OF HUMAN RIGHTS** Theology. Natural Law and Natural Rights. Positivism. Marxist Philosophy. Utilitarian Theory. Sociological Process. Modem Theories: Rawls' Theory, Ackerman's Theory, theories based on equal respect, autonomy and collective rights.

THE CONCEPT OF RIGHTS

The nature and value of rights. Core and Derivative Rights. The Correlative of Rights and Duties. The Content of Rights. Capacity for Rights. Rights and Interests. The importance of rights. Rights and Remedies.

THE SCOPE AND CONTENT OF HUMAN RIGHTS

The basic features/characteristics of human rights: requirements for human rights to become a legal reality, the holders of human rights, inalienable rights, cultural relativism and human rights, customary categories of human rights.

RELATIONSIDP BETWEEN THE SOVEREIGN STATE AND THE INDIVIDUAL/INDIVIDUALS

Concept of domestic jurisdiction of the state. Content of a state's domestic jurisdiction. The United Nations Charter and the principle of domestic jurisdiction. The changing character of the principle of domestic jurisdiction. Nationals. Alien/foreigners. Refugees. Asylum. Stateless Persons. Measures relating to the right of everyone to leave any country, including his/her own, and to return to his/her country.

**THE CONCEPT AND PRACTICE OF HUMAN RIGHTS BEFORE THE ESTABLISHMENT OF THE UNITED NATIONS ORGANIZATION (THE ROLE OF THE LEAGUE OF NATIONS AND ILO IN HUMAN RIGHTS PROTECTION)**

Prohibition of slavery, servitude and forced labour.

Slavery- conventions of 1815, 1885, 1892 and 1926.

' b Traffic in Persons & Exploitation of the Prostitution of others - conventions of 1904, 1910, 1921, 1933, 1937 (draft).



Forced labour - ILO Committee on Forced Labour, 1930 Convention on Forced Labour.

**PROTECTION OF MINORITIES BEFORE THE ESTABLISHMENT OF THE UN** Peace treaties prior to World War I. World War I Peace Treaties. League of Nations and Minority Protection. League of Nations Mandate Agreements.

THE INTERNATIONALIZATION OF HUMAN RIGHTS

The United Nations concern with Human Rights. The Charter Provisions and their legal and political significance. The codification and progressive development of Human Right norms. International Bill of Human Rights (provisions of the Universal Declaration of Human Rights and the Substantive Provisions of the International Covenant of Human Rights). Provisions of the Optional Protocols. \*\*Procedural arrangements of UN bodies concerned with Human Rights handling of communications concerning human rights. Investigations of gross human rights violations. Permissible limitations to human rights. Interpretation and application of various instruments.

**EQUALITY AND NON-DISCRIMINATION** - **PREVENTION OF DISCRIMINATION** Concept of equality. Racial discrimination. International convention on the elimination of all forms of racial discrimination. Committee on the Elimination of Racial Discrimination. Discrimination in employment and occupation. The protection of migrant workers. Discrimination in education. UNESCO Convention Against Discrimination in Education. Religious Discrimination. Treaties protecting religious minorities.

PROTECTION OF THE RIGHTS OF WOMEN, CHILDREN AND OTHER VULNERABLE GROUPS (MENTALLY RETARDED PERSONS, THE AGED AND AGING, HANDICAPPED PERSONS, &MINORITIES)

UN Commission on the status of Women. UN Convention on the Political Rights of Women. UN Convention on the Elimination of All Forms of Discrimination Against Women. Equal Remuneration for Men and Women for Work of Equal Value. Nationality of married Women. The Convention on the Rights of the Child. Protection of Women and Children in Emergencies and Armed Conflict. Resolutions of the World Conference on International Women's Year. UN resolutions re: Women's participation in strengthening international peace and security and in struggles against colonialism, racism, etc.

INDIGENOUS PEOPLES

Concepts. (Indians, nations, aboriginal, natives, tribes and bands). The history of indigenous peoples universally and with particular reference to indigenous peoples in Columbia, Peru, Ecuador, Guatemala, Mexico, Australia, USA and Canada. From object to subject of law. Rights of indigenous peoples under international law: 1957 International Labour Organization Convention No. 107 and the International Labour Organization Convention No. 169. UN Declaration on the Rights of Indigenous Peoples. Programme of Activities of the International Decade of the World's Indigenous People.

SELF-DETERMINATION OF PEOPLES

Concept of self-determination. UN charter provisions and their significance. Development of provisions. Measures to ensure the right to self-determination. The Trusteeship System. Trust territories. Non self-governing territories. Western Sahara and Palestine. Permanent sovereignty of peoples and nations over their natural resources.

DEVELOPMENT AND HUMAN RIGHTS

The right to development as a new human right. Emergence of the concept of the right to development. Elements for the definition and identification of the right to development. Basis of the right to development. Content of the right to development. Degree of normativity of the right to development. Legal sources of the right to development. Subjects of the right to development. The substance of the right to development. Declaration on the right to development.

PROTECTION OF EQUALITY IN THE ADMINISTRATION OF JUSTICE

The new international criminal justice order. Codification of norms of the new international criminal justice order. Standards in criminal justice. Standard Minimum Rules for the Treatment of Prisoners. Code of Conduct for law Enforcement officials. Principles of medical ethics relevant to the role of health personnel, particularly physicians, in the protection of prisoners and detainees against torture and other cruel, inhuman or degrading treatment or punishment. UN convention on torture. UN safeguards relating to the use of the death penalty. Summary executions. Disappeared persons. Remedies/compensation. Transfer of foreign prisoners.

HUMAN RIGHTS, PEACE, AND THE RIGHT TO ENJOY CULTURE

The link between human rights and peace. UN instruments linking human rights and peace. UNESCO instruments and decisions linking human rights and peace. Freedom from fear as a fundamental human right. UN Declaration on the Principles of International Cultural Cooperation.

MEASURES TO PROTECT HUMAN RIGHTS IN ARMED CONFLICT

Concept and content of Humanitarian International Law. The subjects of International Humanitarian Law IHR. Codification of IHL. Sources of IHL. Analysis of the Four Geneva Conventions and the 1977 protocols to that convention. Protection of journalists engaged in dangerous professional missions in areas of armed conflict. Protection of human rights by the prohibition or restriction of the use of certain weapons. Draft convention against the recruitment, use, financing and training of mercenaries.

INTERNATIONAL CRIMES RE: HUMAN RIGHTS

War crimes. The UN convention on the non-applicability of the statutory limitations to war crimes and crimes against humanity. Charter of Nuremberg Tribunal. Convention and the prevention and punishment of the crime of genocide. Convention on the prevention and punishment of crimes against internationally protected persons, including diplomatic agents. The international crime of terrorism. The international criminal tribunal for the former Yugoslavia and Rwanda.

REGIONAL PROTECTION OF HUMAN RIGHTS

EUROPE: The European Convention System: Background to the Convention; Rights Recognized by the Convention; The Board European Institutional Context; other Human Rights Conventions Adopted by the Council of Europe; The European Conventions Implementation machinery; Responses of states to finding of violations; Inter-State procedure; the European Court in Action; Reforming the convention system.

THE INTER-AMERICAN SYSTEM: Sources. Mechanism for the implementation of treaty obligations. Functions of existing human rights institutions. The inter-American and European systems compared. Case law.

THE AFRICAN SYSTEM: The Organization of African Unity. The African Charter and other human rights instruments. Duties and their implications in the African Charter. Evaluation of the Charter's duties. Institutional implementation. The African Commission. Evaluation of the early years of the Commission's work.

INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS (NGO's)

Concept of NGO's. Implementation of human rights provisions by NGO's. Modus-investigation of human rights' abuses, public discussion of human rights violations, public reports, petitions to the UN and other international bodies, fact finding, direct contacts. Contribution of NGO's to the development and elaboration of human rights norms.

HUMAN RIGHTS AND FOREIGN POLICY

Human rights in East-West and North-South relations. The Helsinki Accord. Vienna documents on human rights. Human rights in the foreign policies of the United States, United Kingdom, France and the European Economic Community (EEC). Complexities in the concept of a right. Constrains. CSE studies. China. Philippines. Iran.

HUMAN RIGHTS VIOLATIONS IN SELECTED COUNTRIES

Why human rights violations? Some evidence on several political and economic factors. Issues and problems of measurement.

DEMOCRACY AND HUMAN RIGHTS

**REQUIRED READING**

**Michael Haas**, International Human Rights- A Comprehensive Introduction. 2nd edition.

**25+ Human Rights Documents.** Center for the study of Human Rights Colombia University, 2001.

**Bertrand G. Ramcharan**, Contemporary Human Rights Ideas: Rethinking Theory and Practice. 2nd edition.

**Other required material** will be posted on D2L Brightspace

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**David Weisshrodht and Connie de la vega**. International Human rights law. An introduction.

**Azizur Rahman Chowdhury md. Jahid Hossain Bhuyau** (editors) An introduction to international Human Rights Law.

**Emile M. Hafuer-Burton** making Human rights a reality. April 2013

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**Manfred Nowak** (Editor) Introduction to the international Human Rights.

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**Rhona K.M. Smith** Text and materials on International Human Rights

**Julie A Mertius**. The United Nations and Human Rights: A guide for a human Era (Global Institutions) 2n d , 2009.

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**Indigenous peoples, the United Nations and Human Rights** (Indigenous peoples United Nations) Publisher: Zed Books

**The protection of Human in the Administration of criminal Justice:** A compendium of U.N Norms and Standards (International and comparative Criminal Law) Publisher Martinius Nijhoff

**Demanding Accountability**: The Global Campaign and Vienna Tribunal for women's Human Rights

**Jack Goldsmith** International Human Rights Law

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**Price, Mathew E.** Rethinking Asylum: History, Purpose, and Limits. Cambridge University Press 2009. Pp279

**Van Leerven, Fleur** Women Rights are Human Rights. The practice of the United Nations Human Rights Committee and the committee on Economic, social and cultural Rights.

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**Jean Philippe, Therieu Philippe Joy** All Human Rights for All the United Nations and Human Rights in the Post-Cold war Era. Human Rights Quarterly volume 36, No.2, May 2014, pp 373-396 published by Johns Hopkins University Press.

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**Dimah Shelton Advanced Introduction to International Human Rights Law** By;Com, C.M

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**Rights in different socio cultural contexts**.

By: Cerma, C.M Year: 1994

Published in: Human Rights Quarterly

United Nations Independent Expert on the enjoyment of human Rights by persons with albinism

**Ms. Ikponwosa Ero** (Nigeria) albinism.ohchr.org

Implementation of the second United Nations Decade for the Eradication of poverty: 2008-2017 (Resolution 69/234) 68/227; 69/236; 68/228.

**Federico Leuzerini** (ed) Reparations for indigenous peoples: International and comparative perspectives Human rights Law Review 2010.

**Colonial Genocide and Reparations claims in the 21s t century**. The socio- Legal context of the claims under International law by the Herero Against Germany for **Genocide in Namibia** - 1904-1908. Jeremy Sarkin (west port) CT: Praeger security International, 2009.

**Ramuesh Thakur:** The United Nations, Peace and Security: From Collective security to the Responsibility to protect.

**Sharon Helen Venue:**

Our Elders understand our Rights: Evolving International Law Regarding Indigenous peoples.

**ATHANASIOS YUPSANIS**

The concept and categories of cultural Rights in International law- Their broad sense and Relevant clauses of the International Human Rights Treaties.

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Four Concepts of security a Human Rights Perspective By: Kempen, P,H.P.H.P.M.C Van

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* Human Rights Resource Center
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* United Nations Human Rights Council
* Institute for Human Rights and Business (HRB)
* United for Human Rights
* United Nations Human Rights office of the UN High Commissioner for Human Rights
* Derechos Human Rights
* Digital Freedom Network
* Corp watch (holding corporations Accountable)
* Human Rights Education
* Human Rights Watch
* Amnesty International
* 0ne world
* Center for Human Rights and Global Justice, NYU
* University of Minnesota Human Rights Library
* Berkeley Law Library. University of California International Human Rights Law.

INTERNATIONAL COURTS AND MONITORING BODIES

* The International Court of Justice- ICJ
* The International Labour Organization- ILO
* The world Health Organization- WHO
* The United Nations Scientific and cultural Organization- UNESCO
* The International Criminal Court
* The International Criminal Tribunal for Rwanda
* Tribunal for former Yugoslavia
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* Religious Rights-International Legal Instruments-UNESCO
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* International Labour Organization-Promoting jobs, protecting people. NORMLEX Information system on International Labour Standards.
* Training Manual on Human Rights Monitoring- Chapter Ill. Applicable International Human Rights and Humanitarian Law the framework.

CASE LAW IN INTERNATIONAL HUMAN RIGHTS

* Human Rights Case Law, Human Rights Law Research. Guide, Georgetown Law Library.
* Research Guide on Human Rights in Canada, Brian Dickson Law Library. University of Ottawa Library.
* African Human Rights Case Law Database and Documents. Centre for Human Rights, University of Pretoria.
* African Human Rights Case Law Analyzer, Institute for Human Rights and Developmental in Africa
* Global Health and Human Rights Database, Lawyers Collective and O'Neill Institute for National and Global Health Law at Georgetown University.

SOME HUMAN RIGHTS ISSUES:

Adequate Housing

Administration of Justice: Lawyers, Judges, Police

Albinism

Business and Human Rights

Children, Child soldiers, child prostitution and child labour

Civil and Political Rights

Climate Change

Coercive Measures

Cultural Rights

Death penalty

Democracy

Detention

Development Good Governance and Financial Debt

Disability and Disabled persons

Forced Disappearance

Discrimination-racial, economic, employment, religious, occupation, apartheid, xenophobia, and related intolerance; economics of discrimination

Economic, Social and cultural Rights

Education and Human Rights

Environment

Executions: extrajudicial, summary or arbitrary executives

Food, water, hunger and malnutrition

Freedom of opinion and expression; censorship

Freedom of Peaceful assembly and association

Freedom of Religion and Belief

Health

HIV/Aid

Human Rights Defenders and Advocates

Human Rights Education and Training

Human Rights Indications

Independence of the Judiciary

lndigenous peoples

lnternal Displacement: Internally Displaced Persons

lnternational Order

1nternationa I Salidarity

Mercenaries

Migration, Migrant Rights

Minorities

Nationality: non-nationals and State lessons

Age and Ageing-Older Persons

Plans of Action for the Promotion and Protection of Human Rights

Poverty

Privacy

Racism, Apartheid

Rule of Law

Sexual Orientation and Gender Identity, LGBT issues

Slavery

Social Security; Social Workers and Human Rights

Terrorism, Counter-Terrorism and Human Rights. Measures to eliminate international terrorism and human rights protection.

The 2030 Agenda for sustainable Development

Torture Cruel and degrading forms of treatment

State security and Human Rights

Trade and Investment

Trafficking in persons, smuggling of persons

Traditional values and practices, such as Female Genital Mutilation (FGM) Transitional Justice

Resource Rights and corporate accountability

Refugees

Violent extremism; Genocide

Women-Reproductive Rights

Youths

0ffenders and their human rights

Advancement in science and Technology and Human Rights. The internet and Human Rights for example

The role of Professional in the promotion and protection of human rights: medical doctors, nurses, social workers, prison guards, child care providers, teachers, etc.

Remedy and Reparation for Gross Human rights violations.

Structural Adjustment by the World Bank and Human Rights

The Arms Race and human rights

Colonialism and Human rights; self-determination; colonial wars of Independence

The responsibility to protect (R2P) and Human rights

Conflict management: Peace building and peace-keeping and Human rights Globalization and human rights

Foreign Policy and human rights promotion and protection

Corporal punishment and human rights

Cloning and Human Rights

The Right to leave and to return