

Foundations and Frameworks of Human Rights (FFHR)

HMRT 3000 (4 Credits)

International Honors Program (IHP): Human Rights: Movements, Power, and Resistance

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Taking the Universal Declaration of Human Rights (UDHR) and related international covenants as a point of departure, this course interrogates how civil, political, social and economic rights are constructed, co-opted and contested. How are human rights advanced and denied in the context of global politics and economics, the UN system, and international law? In doing so, the course foregrounds the *praxis* of global human rights regimes, critically examining disconnects between human rights in theory and practice, as well as instances when human rights doctrine tangibly abets social change.

Thematically, the course begins by critically analyzing the historical context that gave rise to the 'Human Rights' establishment; history of the UN, creation of the UDHR, the splitting of the Covenants, and the development of concurrent human rights treaties and instruments. Next, the course examines the ways in which these international human rights doctrines map to the local contexts of the US South, and Chile, as expressed through contemporary human rights struggles in each site. This embeddedness, in the localized experiences of human rights praxis in three different locales, affords fertile opportunity for comparative analysis illuminating the tensions, opportunities, hypocrisies, limitations, and attainments of international human rights norms and instruments. *In order to ground this course in the local specificities of human rights in practice, this course is taught by Local Faculty members in each of the program sites.*

Learning Outcomes

Upon completion of the course, students will be able to:

- To familiarize students with the core tenets & instruments of the international human rights framework;
- To embed theoretical arguments and debates about human rights in the concrete historical, political, economic and social circumstances of the field sites;
- To examine how human rights regimes are constructed, endangered, co-opted, defended and extended around the world as well as in specific countries;
- To develop an understanding of the diverse theoretical perspectives that inform critical analyses of international human rights;
- To cultivate skills in analysis, assessment, communications and working collaboratively.

Course Methodology

Local Faculty members in each of the IHP Human Rights program sites will teach this course. Each faculty member has a unique background in the scholarship and practice of human rights in their locales. Local Faculty coordinate with each other, and the Program Director, to ensure that the course has ample opportunities for comparative analysis that tied together form the intellectual backbone of the course. Local Faculty identify and choose readings for their class sessions, give lectures and facilitate activities according to the theme of each session, and grade country specific written assignments due before the end of the program in each site. The course is augmented by additional guest lectures, site visits, and field activities and is thereby wed to the experiential pedagogy of the program.

Course Requirements

Required readings will be available electronically by the launch of the program. Students are expected to complete the required readings before each class unit and to use them in fulfilling assignments. Students should explore local resources, such as newspapers, radio, and television, and take the initiative in seeking out other material.

Course Organization and Required Reading

In addition to the required readings, each unit of the course will draw upon guest speakers, site visits and other activities. The order of the sessions may be rearranged depending upon the specific opportunities and activities offered in each country.

Course Links to Bookmark:

A working definition of human rights:

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

The UN Declaration of Human Rights (UDHR)

<http://www.un.org/en/documents/udhr/>

International Covenant on Civil and Political Rights:

<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

Covenant on Economic, Social, and Cultural Rights:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

Human rights instruments by topic:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx>

Cairo Declaration Human Rights in Islam:

<http://www.oic-oci.org/english/article/human.htm>

I. Atlanta, USA

Session 1: The Deep Roots of Human Rights

Anderson, C. E. (2003). 'Introduction: The Struggle for Back Equality' in *Eyes off the prize: The United Nations and the African American struggle for human rights, 1944- 1955*. Cambridge University Press. pp. 1-10

Hopgood, S. (2013). *The Endtimes of Human Rights*. Ithaca: Cornell University Press, preface.

Rodríguez-Garavito, C. (2014). "Towards a Human Rights Ecosystem", in: Douthett Lettinga & Lars van Troost (editors), *Debating The Endtimes of Human Rights Activism and Institutions in a Neo-Westphalian World*, Amnesty International Netherlands, pp. 39-45

Atlanta University Consortium (1960) *An Appeal for Human Rights*. Originally printed March 9th 1960 in the Atlanta Constitution Newspaper. Available at:

<https://www.historyisaweapon.com/defcon1/anappealforhumanrights.html>

Session 2: The 1948 Human Rights Framework: An Introduction

Mazower, M. (2009). 'Introduction' *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations*. Princeton-Oxford, pp. 1-27

Normand, R., Zaidi, S. (2008) 'The Human Rights Covenants' *Human Rights at the UN: The Political History of Universal Justice*. Indiana University Press. pp. 197-242

Session 3: A Southern Case Study: Immigrants' Struggle for Human Rights in Georgia

Artfeh, M. Duperrault, J. & Wejsa, S. (2018) *A Dream Deferred: The Devastating Consequences of Restricting Undocumented Student Access to Higher Education in Georgia*. Freedom University & Project South, pp. 6-37. Available at: <https://projectsouth.org/wp-content/uploads/2018/08/A-Dream-Deferred.pdf>

Communication with various UN Bodies Requesting Action on the Stewart and Irwin County Detention Centers: <https://projectsouth.org/wp-content/uploads/2018/05/UN-Communication-Re-Detention-Conditions-in-GA-Facilities.pdf>

Communication with various UN Bodies Requesting Action on the Ban on Public Higher Education for Undocumented Students in Georgia: https://projectsouth.org/wp-content/uploads/2018/12/2018.12.10_FINAL-UNSR-Communication.pdf

II. NYC

Session 4: From Vision to Accountability: Establishing Covenants & Treaty Bodies

International Service for Human Rights. (2010). *Guide to UN Treaty Bodies*. Geneva Switzerland, pp. 1-34

Steinert, E & Wallace, M. M. (2009) 'Mechanisms Established by UN Human Rights Treaties' in *United Nations Protection of Human Rights*. University of London Press. pp. 9-22

'Justice Delayed: The International Criminal Court and South Africa' (2015, June 20). *The Economist*. Retrieved from <http://www.economist.com>

Taylor, A. (2015, June 15 'Why So Many African Leaders Hate the International Criminal Court' *The Washington Post*. Retrieved from <http://www.washingtonpost.com>

Session 5: Internationalism and Human Rights

Ibhawoh, B. (2008). 'Ch. 1: The Subject of Rights and the Rights of Subjects' in *Imperialism and human rights: Colonial discourses of rights and liberties in African history*. SUNY Press. pp.1-28

Moyn, S. (2012) "Humanity before Human Rights" in *The Last Utopia: Human Rights in History* pp. 11-43

Bauer, J. (2003). The challenges to international human rights. *Constructing Human Rights in the Age of Globalization*, 30, 2005.

Session 6: Articulations and fissures: the divide between positive and negative rights

Keller, L. M. (2001). The indivisibility of economic and political rights. *Human Rights and Human Welfare*, 1(3), 9-14.

Taking stock: Human rights after the end of the Cold War - See more at:

<http://blog.oup.com/2013/12/human-rights-after-the-cold-war-pil/#sthash.MXMRL9f1.dpuf>: OUP Blog:
<http://blog.oup.com/2013/12/human-rights-after-the-cold-war-pil/>

III. Chile

Session 7: The 1980 Constitution and the Institutionalization of Pinochet's Authoritarian and Neoliberal Project

Couso, Javier (2012) "Trying democracy in the shadow of an authoritarian legality: Chile's transition to democracy and Pinochet's Constitution of 1980". *Wisconsin International Law Journal*, Vol. 29 N° 2, 393. Available at

<http://hosted.law.wisc.edu/wordpress/wilj/files/2013/01/Couso.pdf>

Larraín, Sara, "Human Rights and Market Rules in Chile's Water Conflicts: A Call for Structural Changes in Water Policy" *Environmental Justice* Volume 5, Number 2, 2012. Available at

<http://online.liebertpub.com/doi/pdf/10.1089/env.2011.0020>

Lear, John and Joseph Collins, "Retiring on the Free Market: Chile's Privatized Social Security", *NACLA* Volume 35, 2002, Issue 4. Available at <https://nacla.org/article/retiring-free-market-chiles-privatized-social-security>

Session 8: Social Movements in Chile and the Struggle for Human Rights From the Dictatorship Until Today

Somma, Nicolás M. (et al.), "Shifting Relationships Between Social Movements and Institutional Politics", in Donoso, Sofia, von Bullow, Marisa (Eds.) *Social Movements in Chile. Organization, Trajectories, and Political Consequences*, New York, Palgrave Macmillan, 2017, pp 29-61.

Kerfoot, Abey (ND), Inequality, organization and change: How Students mobilized a nation behind the cause of education reform, available at https://ias.wustl.edu/files/ias/imce/kerfoot_wuir_sp15.pdf

Kurtz, Lester R. Chile. Struggle against a military dictator (1985-1988). June 2009, Available at https://www.nonviolent-conflict.org/wp-content/uploads/2016/02/kurtz_chile.pdf

Session 9: The Emergence of the Mapuche Indigenous Movement and the Struggle for Collective Human Rights

Bidegain, German, "From Cooperation to Confrontation: The Mapuche Movement and Its Political Impact, 1990–2014" in Donoso, Sofia, von Bulow, Marisa (Eds.) *Social Movements in Chile. Organization, Trajectories, and Political Consequences*, New York, Palgrave Macmillan, 2017, pp 99-129.

IWGIA (Observatorio Ciudadano), The Indigenous World 2017 (Chile), Copenhagen, IWGIA, 2017, pp, 259- 272. Available at http://www.iwgia.org/iwgia_files_publications_files/0760_THE_INDIGENOUS_ORLD_2017_eb.pdf

Session 10: Evaluating Human Rights Law and Its Impact

Landman, T. (2013) "Social Magic and the Temple of Human Rights: Critical Reflections on Stephen Hopgood's Endtimes of Human Rights", in: Douthett Lettinga & Lars van Troost (editors), *Debating...*, pp. 25-32.

Samuel Moyn, (2012) *The Last Utopia*, Harvard University Press, prologue and pp. 225-227.

See additional recommended readings from each Local Faculty member at the end of the syllabus.

Evaluation and Grading Criteria

It is useful for faculty and students to view final grades in this way. An "A" represents truly outstanding work, exemplifying rigorous analysis, superior insights, and precise presentation. A "B" signifies highly competent work that completes the assignment very well, with considerable thought, reasonable analytical results and an effective presentation. A "C" represents acceptable work, satisfying the basic requirements, but lacking distinction, original analytical insights or organization. A "D" grade indicates poorly or partially completed work, reflecting a lack of initiative, inconsistent analytical conclusions and/or a disorganized presentation. Pluses and minuses for the four letter grades indicate better or poorer work. There is no "A+" grade.

Assessment

<i>Pre-Departure Assignment</i>	<i>10 Points</i>
<i>Georgia Written Assignment</i>	<i>30 Points</i>
<i>New York Written Assignment</i>	<i>30Points</i>
<i>Chile Written Assignment</i>	<i>30 Points</i>

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+

74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Expectations and Policies

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Course faculty must approve requests for extensions on assignment deadlines in advance of the deadlines written in the syllabus. Late submissions that are not approved by faculty in advance of the deadline will be penalized by one point deducted per day late. Extensions are granted at the discretion of your course faculty, according to the timelines that they deem suitable.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

Supplementary Reading

Session 1: The Deep Roots of Human Rights

Burke, R. (2011) "Introduction: The Politics of Decolonization and the Evolution of the International Human Rights Project" (1-10), and "Chapter one: Human Rights and the Birth of the Third World: The Bandung Conference" (11-34), in *Decolonization and the Evolution of International Human Rights*. University of Pennsylvania Press

Session 2: A Southern Case Study: Immigrants' Struggle for Human Rights in Georgia

Imprisoned Justice: Inside Two Georgia Immigrant Detention Centers. https://projectsouth.org/wp-content/uploads/2017/06/Imprisoned_Justice_Report-1.pdf

Inside Atlanta's Immigrant Cages: A Report on the Conditions of the Atlanta City Detention Center.
https://projectsouth.org/wp-content/uploads/2018/08/InsideATL_Imm_Cages_8_DIG.pdf

Letter to the Georgia Congressional Delegation to Request an Investigation of Stewart and Irwin:
<https://projectsouth.org/wp-content/uploads/2017/11/Letter-to-Congress-Georgia-Detention-Centers.pdf>

Azadeh Shahshahani and Chaka Washington, "Shattered Dreams: An Analysis of the Georgia Board of Regents' Admissions Ban from a Constitutional and International Human Rights Perspective." 10 *Hastings Race & Poverty L.J.* 1 (2013).

Azadeh Shahshahani and Kathryn Madison. "No Papers? You Can't Have Water: A Critique of Localities' Denial of Utilities to Undocumented Immigrants." *Emory International Law Review* (2017).
<http://law.emory.edu/eilr/content/volume-31/issue-4/article/water-critique-localities-denial-undocumented-immigrants.html>

Supplementary Reading on Human Rights in Chile

Session 9: The 1980 Constitution and the Institutionalization of Pinochet's Authoritarian and Neoliberal Project

Pastor, Daniel. The origins of the Chilean binomial election system. *REVISTA DE CIENCIA POLÍTICA / VOLUMEN XXIV / Nº 1 / 2004* pp 38-57. Available at <http://www.scielo.cl/pdf/revcipol/v24n1/art02.pdf>

Solimano, Andres. (2011) "Prosperity without equity: the Chilean experience after the Pinochet regime". Available at <http://www.andressolimano.com/andressolimano/wp-content/uploads/2012/06/growth-without-equality-chile-solimano-september-24-2011.pdf>

Session 10: Social Movements in Chile and the Struggle for Human Rights From the Dictatorship Until Today

Escobar, Cristobal (2015), Social movements in Chile and the call for a constitutional assembly, 2015, available at <https://www.opendemocracy.net/cristobal-escobar/social-movement-in-chile-and-call-for-constitutional-assembly>

Sepulveda, Monse, Chileans mobilize to replace a constitution written by a military dictatorship. January 27, 2017. Available at <https://wagingnonviolence.org/feature/chileans-mobilize-to-replace-constitution/>

Report of the Special Rapporteur on the rights to freedom of peaceful assembly and of association on his mission to Chile (Maina Kiai 2016). Available at <http://www.ohchr.org/EN/Issues/AssemblyAssociation/Pages/AnnualReports.aspx>

Session 11: The Emergence of the Mapuche Indigenous Movement and the Struggle for Collective Human Rights

Edwards, Sam and Charlotte Karrlsson- Willis (2014), Mapuche leader Mijael Carbone on the separatist movement, *The Santiago Times*, February 7, 2014, available at <http://santiagotimes.cl/qa-mapuche-leader-mijael-carbone-separatist-movement/>

Kowalczyk, Anna Maria (2013), "Indigenous Peoples and Modernity. Mapuche mobilizations in Chile". In *Latin American Perspectives*, 191, Vol. 40 No. 4, July 2013 121-135. Available at [http://www.academia.edu/8442934/Indigeneous Peoples and Modernity Mapuche Mobilisations in Chile](http://www.academia.edu/8442934/Indigeneous_Peoples_and_Modernity_Mapuche_Mobilisations_in_Chile)

Warren, Sarah (2013), A nation divided: Building the cross-border Mapuche nation in Chile and Argentina, *Journal of Latin American Studies*, 45, pp. 235-264. Available at <https://www.cambridge.org/core/journals/journal-of-latin-american-studies/article/a-nation-divided-building-the-cross-border-mapuche-nation-in-chile-and-argentina/ED6F71E3A042781139AC7E702C07F0DE>