



Foundations and Frameworks of Human Rights

HMRT 3000 (4 Credits / 60 class hours)

International Honors Program (IHP):
Human Rights: Foundations, Challenges, and Advocacy

PLEASE NOTE: This syllabus is representative of a typical term. 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 Nepal, Jordan, 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 four program sites.*

Course Objectives

- 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 four 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 country 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.

<i>Pre-Departure Assignment</i>	<i>10 Points</i>
<i>Nepal Written Assignment</i>	<i>30 Points</i>
<i>Jordan Written Assignment</i>	<i>30 Points</i>
<i>Chile Written Assignment</i>	<i>30 Points</i>

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. New York City, USA

Session 1: The Deep Roots of Human Rights

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

Buergenthal, T. (1997) ‘The Normative and Institutional Evolution of International Human Rights’, *Human Rights Quarterly*: November 1997, Volume 19 (4): 703-723.

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: Articulations and Fissures

Richardson, L (2015): Economic, Social and Cultural Rights (and Beyond) in the UN Human Rights Council. *Human Rights Law Review*, 15 (3): 409-440

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

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/>

II. Nepal

Session 3: History of Democracy, Identity, and Plurality in Nepal

Lal, C. K. (2012). Chapter 2 *To be a Nepalese...* Chautari.

Whelpton J. 'Political Violence in Nepal from Unification to Janandolan I, The Background to 'Peoples' War' in Martin Chautari, and Marie Lecomte-Tilouine (ed.) (2013) *Revolution in Nepal*, Oxford University Press. pp 27-54

Session 4: The Development Project & Nepal

Panday, D. R. (2011). *Looking at Development and Donors: Essays from Nepal*. S. Tamang (Ed.). Martin Chautari. pp. 1 – 6, 401--411

Bista, D. B. (1991). *Fatalism and development: Nepal's struggle for modernization*. Orient Blackswan. pp 1-28

Session 5: Politics of Dignity & Human Rights in Nepal

Unofficial Translation of the Comprehensive Peace Agreement concluded between the Government of Nepal and the Communist Party of Nepal (Maoist) (November 21, 2006). Available at:

https://www.usip.org/sites/default/files/file/resources/collections/peace_agreements/nepal_cpa_20061121_en.pdf

Jha, Prashant (2014). *The Madheshi Mutinies. Battles of the New Republic*. Aleph Book Company, New Delhi. pp 164-189

Robins, Simon (2016). Transition but not Transformation: How Nepal's liberal peace fails its citizens. In: Adhikari, P. Ghimire, S. and Mallik, V. ed. *Nepal Transition to Peace: A Decade of Peace Accord (2006-2016)*. Nepal Transition to Peace. Kathmandu. pp 66-84

Session 6: Third World Resistance Movements: From Non-Alignment to the World Social

Forum

Prashad, V. (2008). 'Introduction', and 'Bandung' *The darker nations: a people's history of the Third World*. The New Press. pp 31-50

Prashad, V. (2013). 'Introduction' and 'A Dream History of the Global South' *The poorer nations: A possible history of the global south*. Verso Books. pp. 1-13

Fisher, W. F., & Ponniah, T. (2003). *Another world is possible: popular alternatives to globalization at the World Social Forum*. Zed Books. pp. 279 – 289

III. Jordan

Session 7: Jordan: A Brief Introduction

Please watch: Iskandarella (2011), Yuhka ana (song),
https://www.youtube.com/watch?v=0Re_apgGOLM

Retired Veteran Association (2010), Economic paper

Sykes-Picot Agreement (1916), http://avalon.law.yale.edu/20th_century/sykes.asp

'The Husayn-McMahon Correspondence, Negotiating the Establishment of an "Arab Kingdom" in the Middle East, 1915,' in Akram Khater ed., *Sources in the History of the Modern Middle East* (2004): 128-131.

George, Alan (2005), *Living in the Crossfire* (Zed Books) Read pp. 21-39, 47-48, 50-53, 55-62.

Tell, Tariq Moraiwed (2013), *The Social and Economic Origins of Monarchy in Jordan*, read pp.73-88

Session 8: The Palestinian-Israeli Conflict from the Mandate to 1948

Balfour Declaration (1917) http://avalon.law.yale.edu/20th_century/balfour.asp

The Palestine Mandate http://avalon.law.yale.edu/20th_century/brwh1939.asp

“The Resolution of the General Syrian Congress at Damascus Proclaims Arab Sovereignty over Greater Syria, July 2, 1919,” in Khater, *Sources*: pp. 200-203

Pappe, Ilan (2006), *The Ethnic Cleansing of Palestine*, (One World, Oxford) pp. 1-35, 111-113, 127-145, 235-247

Ziadah, Rafeef, ‘Anger’ <https://www.youtube.com/watch?v=LdPGOwWGQHo>

See additional recommended reading on this topic at the end of the syllabus.

Session 9: Orientalism & Discourse

Sa’id, Edward, *Orientalism* (Penguin Books, 1978): 1-15; 25-28

Foucault, Michael (1978) *History of Sexuality 1*, Penguin (p.81-102)

Session 10: At the Forefront of the Struggle for Gender Justice? The Case of the Jordanian Women’s Movement

Watch: Musawah Opening Video (2009), <https://www.youtube.com/watch?v=G6J6k6k4pSY>

Massad, Joseph (2001) *Colonial Effects: The Making of National Identity in Jordan*. Read Chapter 2 *Different Species of Citizens: Women and Bedouins* (pp.73-100)

Jad, Islah (2007) *NGOs between Buzzwords and Social Movements*, *Development in Practice*, Vol. 17, No. 4/5 (Aug., 2007) (pp. 622-629)

IV. Chile

Session 11: 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>

Montes, J. Esteban and Tomas Vial (2005). *The role of constitutional-building processes in democratization. Case Study Chile*. Available at http://www.constitutionnet.org/files/cbp_chile.pdf

See additional recommended readings at the end of the syllabus.

Session 12: Chile’s Opening to Global Economy: Free trade and Investment Agreements and their Human Rights Implications

Aylwin, Jose (2010) “The TTPA and Indigenous Peoples: Lessons from Latin America”, in Jane Kelsey, *No Ordinary Deal. Unmasking the Trans-Pacific Partnership Free Trade Agreement*, Bridget Williams, Auckland, 2010, pp. 70-81

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>

UN experts voice concern over adverse impact of free trade and investment agreements on human rights. Available at <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=16031#sthash.UiCZCzwU.dpuf>

Session 13: Social Movements in Chile and the Struggle for Human Rights From the Dictatorship Until Today

Bickford, Luis (2000), *Preserving Memory: The Past and the Human Rights Movement in Chile*. Paper presented for LASA 2000, available at <http://lasa.international.pitt.edu/Lasa2000/Bickford.PDF>

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

Saavedra U., Jorge (2014) *Social movements in the neoliberal Chile*, *IC Revista de Información y Comunicación*, pp. 79-101, available at https://ipena44.files.wordpress.com/2014/12/saavedra_selecta.pdf

Session 14: The Emergence of the Mapuche Indigenous Movement and the Struggle for Collective Human Rights

Carruthers, David and Patricia Rodriguez. (2009) *Mapuche Protest, Environmental Conflict and Social Movement Linkage in Chile*. *Third World Quarterly*, 30, 743-760

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

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.

Grading Scale

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

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.

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

Foundations and Frameworks of Human Rights (FFHR) Nepal Assignment

Assignment Title: Understanding contested socio-political issues of Nepal in the global context

Broad Areas of Assignment: Evolution of National Identity; Contestations for Democracy and Development; Politics of Dignity and Human Rights; Third World Resistance Movements

The enjoyment of human rights and fundamental freedoms are universal in nature. However, the notion of national sovereignty implies that the State is the primary agency entrusted with the task of protecting and promoting universally accepted rights and freedoms. That makes an appreciation of the context—history, culture, society, polity, governance, economy, social movements and diplomatic relations of a specific country—extremely important to understand existing condition of human rights.

Formation of a nation-state in a ‘multi-national’ country (Where two or more national communities share the same political space) is often fraught with violence. That leads to contestations over the very idea of national identity. For example, even after nearly 250 years of its evolution, the relevance of ‘what exactly does it mean to be a Nepali?’ continues to vex the polity and societies of Nepal. In conflicting visions of ‘cultural nationalism’ (A national ideology which defines the nation on the basis of shared culture) and ‘civic nationalism’ (A political community based on shared values of rule of law, equality and social justice), issues of general concern such as democracy, development and quest for equality and dignity for all citizen often get mixed-up. It is important to examine any of these issues in relation to other factors that influence the process.

It is being assumed that you will closely examine Readings in light of your previous coursework. Several questions will then emerge in your mind. Thus prepared, you shall be able to explore a specific issue that interests you in some detail during lectures and interactions. An appreciation of the complexity of the issue at hand may then evolve. Your paper is expected to summarize your understanding.

Topics listed below are intentionally broad so that you can frame your own question to examine should you wish to do so. However, you are free to just pick up a subject of your choice and write a deliberative essay.

- Quest for political identity and dignity and encounters with structural violence.
- Delivering development to a society rooted in the culture of fatalism.
- Restructuring of the state as a tool of conflict resolution and institutionalizing democracy.
- Critically engage with arguments of Simon Robins in his essay “Transition but not Transformation: How Nepal’s liberal peace fails its citizens”.

Each paper should be 1250—1500 words and use appropriate citation format of your institution, including a bibliography at the end.

Assessment Criteria Include:

- **Clarity of purpose:** You should be able to express why you framed the issue the way you did somewhere in the opening paragraph.
- **Clear proposition:** Your premise—the thesis—on the issue needs to be clear at the beginning so that everything else follows from it.
- **Organization:** Is the paper's structure logical and easy to follow? Are paragraphs focused? Are there good transitions- i.e. do each paragraph flow from the previous one?
- **Development:** Does the paper adequately introduce the topic, present convincing evidence to support the writer's position, and summarize findings? Are arguments well thought-out and does the presentation offer a reasonable conclusion?
- **Mechanics:** Is the paper generally free of spelling, typographical and grammatical errors?

Prior consent of the course teacher for your specific framing of the topic is not necessary. However, should you need a clarification, please feel free to discuss the issue during sessions.

Foundations and Frameworks of Human Rights (FFHR) Jordan Assignment

Assignment Title: Reading and Self-Reflection Journal

Over the course of the four lectures the issue of voice has come up time and again. Who can speak? Who is being heard? Why can we not hear some voices but are able to hear others? What does this tell us about ourselves? More importantly, how is this related to hegemonic discourses and power structures? Where do we fit in in this power grid? How do we want to fit in? How can we use academia to change/reproduce dominant power structures?

It is not only the outside world, however, in which some voices are louder than others, we as students, citizens, educators, aid workers, practitioners also relate more to some groups of people and sometimes find ourselves unable to understand or even hear others. In this assignment I want you to use the material we have covered to look inward. During your semester so far, which group of people, idea, or concept has been hardest for you to understand (hear)? How do you explain this difficulty based on your own upbringing, belief system, and socialization? How might this play itself out if you had to work in a project or with people who were related to this idea? In other words I want you to use the readings and lectures to reflect on your own subject position. Use this journal as a way to learn about yourself and your academic belief system.

In your academic training you have been taught to construct an argument, debate, agree or disagree with something. Now I want you to use the arguments of others to learn more about yourself and why you believe what you believe.

Address the questions raised above in a 1,500-2,500 word journal. This journal should include five sections (in addition to the bibliography): one section for each lecture and a conclusion. In this journal I would like you to reflect on one of the topics raised in each lectures and –at least- one of the readings you had to do for this lecture. Briefly (in one or two sentences) describe the author’s main argument or one of the author’s arguments that you found especially intriguing (**make sure you cite the reading properly (author, year, page number)**). Relate this to the lecture and then discuss your reaction to the reading/lecture. Do you agree with the author? Why do you think you reacted this way? Have you ever encountered anything similar? Does your personal experience confirm or contradict what the author argues? Can you think of wider discourses which confirm/negate your own opinion? How might your reaction impact you as a future practitioner? You might also want to reflect on an event that happened outside class (in your host families for example), which touches upon one of the themes that we discussed in class.

Make sure you write each section of your journal right after the seminar. Do not wait until the day before the assignment is due. For you to be able to reflect properly you need to give yourself time. Reflect after you finish the readings and the class. Move to the second class, reflect, then the third, then the fourth. Then come back to your reflections and study them to write the conclusion.

Just as you dissect and analyze the literature before you I want you to brutally scrutinize your reactions, beliefs and self-perception as a result of the readings and your stay here. Open yourself up to the readings, not just on the level of your mind but also on the level of your soul and emotions. Have your ideas changed? Why? Why not? What are you learning about yourself in light of the readings? In a world in which human rights are deeply personal for many, how does your reaction to certain topics underlay your personal connection to them? What do your reactions or lack of reactions tell you about yourself and your relationship to the topic? Can you emotionally detach yourself? Should you? What is the role of emotions and passion in

Human Rights work? If you find yourself unable to connect emotionally, think about what issues make you emotional. What is personal for you? How would working on something personal change your reaction to it?

Please feel free to think through and describe your emotions freely in this exercise. One of the main aims of this assignment is for you to work through your emotions. Don't be afraid to address these emotions.

While this is not a diary, one of the main aims of the journal is to connect the reading to your personal life, both in your home country and in Jordan. The journal is thus a critical reflection both on the reading, but also on yourself in relation to the reading. Over the four journal entries please think centrally about your own limits of hearing (understanding). What have you learned about yourself through this trip, its lectures and activities? How does this impact who you are and how you might act as a practitioner?

The aim of the reading and self-reflection journal is twofold. On the one hand, it is an exercise in developing your critical understanding and analysis of the texts covered and fieldtrips attended. On the other hand, the journal aims to help you raise self-awareness of your subject position in relation to your reading and stay in Jordan. Thus this journal will help you develop the skills necessary to become a self-reflexive researcher and practitioner, in addition to someone who can use emotions and feelings and connect them to academia.

Format

The journal should include:

- One Word Document that includes five separate entries (four for each lecture and related activity and one for the conclusion)
- A 500 word conclusion which ties together the theme that you develop over the four journal entries
- A bibliography of all the works cited in the journal
- Proper citation of any idea that does not stem from you
- Page numbers
- A title that summarizes or speaks to the main theme you are addressing

Assessment Criteria

Each paper should be a 1,500—2,500 (including the 500 word conclusion) words Word Document, double spaced, use appropriate citation format, including a bibliography at the end. Please also make sure that all your pages are numbered and that you chose a title for your journal. The paper is worth 30% of your grade.

Assessment criteria include:

- Clear and well written argument
- Clear analytical connections to theoretical concepts we have discussed in class
- Ability to demonstrate understanding of the reading material and field visits
- Connecting intellectual discussion to emotions and feelings and discussing these feelings self – reflectively
- A title, bibliography, page numbers and the use of proper citation when discussing the ideas of others (be they the authors you read, the lecturers you heard or your fellow students)

Foundations and Frameworks of Human Rights (FFHR) Chile Assignment

Assignment Description:

Students will be required to write a paper on a subject covered during the lectures, which will be handed in at the end of the program.

General Guidelines:

- Each paper should be 900-1200 words not including references.
- Use APA style for citations in text, such as (Smith, 2013) and include a bibliography section.
- Primary sources such as guest lectures and interviews can be included in the bibliography in alphabetical order.
- This assignment counts for 30% of the Foundations and Framework of Human Rights grade.
- Assessment criteria are listed and explain in a rubric, which is included in this document.

Assessment Criteria:

1. *Content*—The topic is relevant to the course. Overall treatment of topic is critical and incorporates original thought
2. *Organization/Clarity*—Determined by logical ordering of ideas, transitions between paragraphs, coherence, conciseness, sufficient level of detail, depth, development of ideas, appropriate length
3. *Grammar/Vocabulary/Mechanics*—Correct spelling and grammar, accurate word choice
4. *Citation*—Proper use of citations, support for major ideas, use of visual aids

Supplementary reading from Professor Hakim Williams:

Ignatieff, M. (2003): "Human Rights as Idolatry" (pp 53-100) in *Human Rights as Politics and Idolatry*.

Donnelly, J. (2007). The Relative Universality of Human Rights. *Human Rights Quarterly*, Volume 29, Number 2, May 2007, pp. 281-306 (Article):
<https://sph.umich.edu/symposium/2010/pdf/donnelly1.pdf>

Normand, R., & Zaidi, S. (2008). "Chapter 7: The Human Rights Covenants" *Human rights at the UN: The political history of universal justice*. Indiana University Press.

Ibhawoh, B. "The Subject of Rights and the Rights of Subjects." *Imperialism and Human Rights: Colonial Discourses of Rights and Liberties in African History*. Albany: State U of New York P, 2007.

Marthoz, JP, & Saunders J. Religion and Human Rights: Religion and the Human Rights Movement:
<https://www.hrw.org/legacy/wr2k5/religion/religion.pdf>

Moyn, S. (2014). The Universal Declaration of Human Rights of 1948 in the history of cosmopolitanism. *Critical Inquiry*, 40(4), 365-384. Liu, L. H. (2014). Shadows of Universalism: The Untold Story of Human Rights around 1948. *Critical Inquiry*, 40(4), 385-417.

Moyn, S. (2012). Imperialism, self-determination, and the rise of human rights. *The Human Rights Revolution: An International History*, 159-78. Burke, R. (2006). "The compelling dialogue of freedom": Human rights at the Bandung conference. *Human Rights Quarterly*, 28(4), 947-965.

The Indivisibility of Economic and Political Rights By Linda M. Keller: (review of *Development as Freedom* by Amartya Sen): <http://www.du.edu/korbel/hrhw/volumes/2001/1-3/keller-sen.pdf>

Conceptual Foundations of the Universal Declaration of Human Rights: Human Rights, Human Dignity and Personhood:
<http://heinonline.org/HOL/LandingPage?handle=hein.journals/ajlph37&div=9&id=&page=>

Islam and Human Rights: Beyond the Universality Debate: Religion and the Universality of Human Rights: <http://www.cie.ugent.be/CIE/an-naim1.htm>

Supplementary reading on Palestinian—Israeli Conflict from Professor Ababneh:

Herzl, Theodor. "Local Groups", "Society of Jews and Jewish State" and "Conclusion" in *The Jewish State*. (Dover 1988). <http://www.jewishvirtuallibrary.org/jsource/Zionism/herzl2.html>

Khalidi, Rashid (2006), *The Iron Cage* (One World: Oxford) pp.31-64 (the Palestinians and the British Mandate), pp.105- 124 (The Revolt, 1948, and Afterward).

Walid Khalidi, *Before Their Diaspora: A Photographic History of the Palestinians, 1876-1948*, 1984: peruse the photographs in all five chapters. Try to incorporate the photographs as primary sources in your essay. (See pages 41, 49, 74, 78, 83-87, 97-113, 125, 131, 163-166, 189-191)

Jabotinsky, Ze'ev (Vladimir). "The Iron Wall: We and the Arabs; 1923" read at <http://www.marxists.de/middleeast/ironwall/ironwall.htm>

Arthur Hertzberg, ed. *The Zionist Idea: A Historical Analysis and Reader*, 1981: ("Introduction").

Ted Swedenberg, "The Role of the Palestinian Peasantry in the Great Revolt (1936-1939)." In *The Modern Middle East*, edited by Albert Hourani et al, 1993: Pg 467-501.

Alternative Tourism Group, Sabri, Giroud, Scheller-Doyle, Carol (trans) (2005), *Palestine and the Palestinians: A Guidebook*(Alternative Tourism Group). Read the historical section

Shlaim, Avi (1995) "Debates about 1948." *International Journal of Middle East Studies*, 27(3): 287-304.

Said, Edward (1992) "Zionism from the Standpoint of its Victims." *Social Text* 1: 7-58.

Cleveland, William (2004) *A History of the Modern Middle East* (pp. 239- 271)

"Interview of a Deputation of the Arab Women's Committee in Jerusalem at Government House on Thursday, 24 March 1938," in *The Modern Middle East: A Sourcebook for History*, edited by Camron Michael Amin et al, 2007: Pg 205-213.

[The Nationalism Project](http://www.nationalismproject.org/index.htm) <http://www.nationalismproject.org/index.htm>

[Essential Texts of Zionism](http://www.geocities.com/Vienna/6640/zion/essential.html) <http://www.geocities.com/Vienna/6640/zion/essential.html>

[Jewish Virtual Library](http://www.jewishvirtuallibrary.org/jsource/index.html) <http://www.jewishvirtuallibrary.org/jsource/index.html>

Supplementary Reading On Human Rights in Chile—from Professor Jose Aylwin

Session 11:

Couso, Javier (2015) "Chile's quest to introduce a Constitution elaborated under democratic conditions" Available at: <http://www.constitutionnet.org/news/chiles-quest-introduce-constitution-elaborated-under-democratic-conditions>

Pastor, Daniel. The origins of the Chilean binomial election system. *REVISTA DE CIENCIA POLÍTICA / VOLUMEN XXIV / N° 1 / 2004* pp 38-57. Available at <http://www.scielo.cl/pdf/revcipol/v24n1/art02.pdf>

Session 12:

Aylwin, Jose, *The TPP and its implications for sovereignty and human rights in Latin*. Paper presented at Indigenous Peoples' International Seminar on Free Trade Agreements, Bilateral Investment Treaties and Large Scale Investment Projects (Megaprojects) and their Impacts on the Rights of Indigenous Peoples, Lima 25-26 April 2016.

UN Special Rapporteur on the Rights of Indigenous Peoples (Victoria Tauli Corpuz) (2015). *Report of the Special Rapporteur of the Human Rights Council on the rights of indigenous peoples on the impact of international investment and free trade on the human rights of indigenous peoples*. United Nations, General Assembly, A/70/30/ 7 August 2015.

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