

## Foundations and Frameworks of Human Rights (FFHR) HMRT 3000 (4 credits)

### International Honors Program (IHP) 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 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 three 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 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 start 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>Nepal Written Assignment</i>	<i>30 Points</i>
<i>Jordan Written Assignment</i>	<i>30 Points</i>
<i>Ecuador Written Assignment</i>	<i>30 Points</i>
<i>Course Participation</i>	<i>10 Points</i>

### **Attendance and Participation**

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

### **Late Assignments**

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an ‘F’ for the assignment.

## **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. Introduction to the Course

### 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: Doutje 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 9<sup>th</sup> 1960 in the Atlanta Constitution Newspaper. Available at:  
<https://www.historyisaweapon.com/defcon1/anappealforhumanrights.html>

## II. Nepal

### Session 2: 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 3: The Development Project & Nepal

Lal, C.K. (2017) ‘Development Deliberations’ transcribed lecture translated to English

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

#### **Session 4: 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](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

#### *III. Jordan*

#### **Session 5: Jordan: A Brief Introduction**

Please watch: Iskandarella (2011), Yuhka ana (song), [https://www.youtube.com/watch?v=0Re\\_apgGOLM](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](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 6: The Palestinian-Israeli Conflict from the Mandate to 1948**

Balfour Declaration (1917) [http://avalon.law.yale.edu/20th\\_century/balfour.asp](http://avalon.law.yale.edu/20th_century/balfour.asp)

The Palestine Mandate [http://avalon.law.yale.edu/20th\\_century/brwh1939.asp](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

Queen Noor (2005), *Leap of Faith: Memoirs of an Unexpected Life* (Miramax), pp. 60-79 Ziadah, Rafeef,

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

### **Session 7: Orientalism & Discourse**

Sa’id, Edward, *Orientalism* (Penguin Books, 1978): 1-15; 25-28 Foucault, Michael (1978) *History of Sexuality I*, Penguin (p.81-102)

#### *IV. Chile*

### **Session 9: 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>

### **Session 10: The Emergence of the Mapuche Indigenous Movement and the Struggle for Collective Human Rights**

Bidegain, Germán, “From Cooperation to Confrontation: The Mapuche Movement and Its Political Impact, 1990–2014” in Donoso, Sofía, von Bullow, 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](http://www.iwgia.org/iwgia_files_publications_files/0760_THE_INDIGENOUS_ORLD_2017_eb.pdf)

### **Session 11: 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, Sofía, 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](https://ias.wustl.edu/files/ias/imce/kerfoot_wuir_sp15.pdf)

### **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
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
< 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, Family Educational Rights and Privacy Act (FERPA), 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.

## **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 1000—1250 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**

Over the course of the three lectures and field trip 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. Use this journal and the readings to analyze yourself.

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 lecture 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. Use Harvard style citation: (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.

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 (three for each lecture and related activity, one for the critical bus tour of Amman 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. Use Harvard Style citation.
- Page numbers.
- A title that summarizes or speaks to the main theme you are addressing.
- The journal should not be longer than 2,500 words.

Please note that I will not accept any papers that are submitted more than 10 days after the due date unless the student has already cleared this with me in advance. Anyone submitting more than 10 days after the due date will be given a zero out of thirty.

#### **Assessment Criteria:**

Each paper should be a 1,500—2,500 (including the (up to) 500 word conclusion) words—Word Document, double spaced, use appropriate Harvard 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.

### **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:**

**Content**—The topic is relevant to the course. Overall treatment of topic is critical and incorporates original thought

**Organization/Clarity**—Determined by logical ordering of ideas, transitions between paragraphs, coherence, conciseness, sufficient level of detail, depth, development of ideas, appropriate length

**Grammar/Vocabulary/Mechanics**—Correct spelling and grammar, accurate word choice

**Citation**—Proper use of citations, support for major ideas, use of visual aids