

United States International University  
School of Humanities & Social Sciences

Semester:

Course: Introduction to Human Rights

Lecturer:

Time/Days:

Venue:

Credit: 3

Office Hours:

Contact: \_\_\_\_\_

### 1. Course description

The concept of humans having rights is so central to world politics that it is almost impossible to understand contemporary political discourse without it. International conventions, both global and regional, refer to a large number of human rights. Governments justify their legitimacy, and sometimes their use of force, with the idea of upholding human rights. Many non-governmental organizations make their *raison d'être* to observe human rights practices, and the media makes constant references to human rights policies.

Consequently, the knowledge of the theory and practice of human rights is essential in order to make sense of contemporary international politics and contested social issues. By approaching these issues, and the related theories, from a multicultural perspective, human rights deepen the awareness of shared humanity and social responsibility, while upholding the idea of the uniqueness of each culture. However, a systematic study of human rights cannot limit itself to political and social issues, for the idea of human rights also has historical, cultural, ethical and religious dimensions. Understanding these dimensions is essential to evaluating the arguments put forward in the name of human rights today.

#### 1.1 Prerequisites

This course is designed for seniors. Students taking this course should have successfully completed IRL 2000 – Foundations of International Relations.

### 2. Link to university mission outcomes and program learning outcomes

The aims of the *Introduction to Human Rights* course are to:

1. Provide a systematic and critical study of the theory and practice of human rights.
2. Develop the capacity to identify, analyse and evaluate theories, concepts and arguments about human rights.
3. Develop understanding of contemporary human rights issues.
4. Develop the ability to communicate knowledge and understanding of human rights clearly and consistently.
5. Promote the understanding of the nature and methods of an interdisciplinary approach.
6. Encourage tolerance, international understanding and awareness of different cultural perspectives.

### 3. Expected learning outcomes

Having followed the *Introduction to Human Rights* course, the students will be expected to:

1. Demonstrate knowledge and understanding of **(a) the theory of human rights**, **(b) the practice of human rights** and **(c) a contemporary human rights issue**.
2. Demonstrate the ability to create links and interpret **(a) the theory and practice of human rights**, and **(b) a contemporary human rights issue** in the light of the knowledge of the theory and practice of human rights.
3. Identify, critically analyse and evaluate **concepts**, **theories** and **arguments** related to human rights.
4. Demonstrate the ability to synthesis **knowledge** and **concepts** of the subject matter.
5. Demonstrate awareness of **cultural** and **ideological biases** related to **human rights** and offer **alternative interpretations**.
6. Present **clear**, **concise**, **relevant** and **well-substantiated arguments** related to **human rights**.
7. **Evaluate**, **interpret** and **use source material critically**.

### 4. Content and class schedule

#### Week One: Assessment Objectives

##### (a) Learning outcome

The students should be able to discuss key skills that include: *knowledge & understanding, interpretation & application and evaluation & analysis understanding.*

**(b) Topic/sub-topic: Introduction**

- Introduction of lecturer and student
- Introduction to course
- Introduction to key study and writing skills

**(c) Readings**

*Course Outline and Skills, Writing an Essay in Human Rights and Command Terms*

**(d) Assignment/quiz/test:**

Read: *Course Outline* and hand-outs on: *Skills, Writing an Essay in Human Rights Skills and Command Terms*

**Week Two: The History of Human Rights**

**(a) Learning outcome**

The students should be able to discuss the development and threats to human rights within the West from a historical perspective.

**(b) Topic/sub-topic: Pre-World War 1 Development**

- Antiquity: *Jus Naturale, Jus Civile*, Christianity
- The Magna Carta
- English Tradition: Bill of Rights (1689)
- Montesquieu and the Separation of Powers
- The abolition of slavery
- Universal Suffrage and Early Feminism
- The Red Cross
- The Labour Movement and Socialism
- Why did the League of Nations Fail?
- Strategic Bombing and the use of the Atom Bomb
- German, Russian, and Japanese treatment of prisoners in World War 2

**(c) Readings**

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press  
*Labour and Socialism* by Dr Anton Pannekoek:

<http://www.marxists.org/archive/pannekoek/1908/labor-movement.htm>

*Why did the League of Nations Fail?* By Jari Eloranta, Ph.D

[http://www.ata.boun.edu.tr/ehes/Istanbul%20Conference%20Papers-%20May%202005/WHY\\_DID\\_THE\\_LEAGUE\\_OF\\_NATIONS\\_FAIL.pdf](http://www.ata.boun.edu.tr/ehes/Istanbul%20Conference%20Papers-%20May%202005/WHY_DID_THE_LEAGUE_OF_NATIONS_FAIL.pdf)

**(d) Assignment/quiz/text**

Read: R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (pages 5 – 24)

Read the following hand-out: *Labour and Socialism* by Dr Anton Pannekoek:

<http://www.marxists.org/archive/pannekoe/1908/labor-movement.htm>

*Why did the League of Nations Fail?* By Jari Eloranta, Ph.D

[http://www.ata.boun.edu.tr/ehes/Istanbul%20Conference%20Papers-%20May%202005/WHY\\_DID\\_THE\\_LEAGUE\\_OF\\_NATIONS\\_FAIL.pdf](http://www.ata.boun.edu.tr/ehes/Istanbul%20Conference%20Papers-%20May%202005/WHY_DID_THE_LEAGUE_OF_NATIONS_FAIL.pdf)

**Week Three: The History of Human Rights**

**(a) Learning outcome**

The students should be able to discuss the development and threats to human rights within the West from a historical perspective.

**(b) Topic/sub-topic: Human Rights Under Threat: The Challenge of Totalitarianism**

- Nazi Genocide, Warfare and Racism
- Communist Mass Murder of Class Enemies and Labour Camps

**(c) Readings**

*Communist Treatment of Prisoners of War:*

[http://www.loc.gov/rr/frd/Military\\_Law/pdf/comm\\_treat\\_POW.pdf](http://www.loc.gov/rr/frd/Military_Law/pdf/comm_treat_POW.pdf)

**(d) Assignment/quiz/text**

Read the following hand-out: *Communist Treatment of Prisoners of War:*

[http://www.loc.gov/rr/frd/Military\\_Law/pdf/comm\\_treat\\_POW.pdf](http://www.loc.gov/rr/frd/Military_Law/pdf/comm_treat_POW.pdf)

**Week Four: The Idea of Human Rights**

**(a) Learning outcome**

The students should be in a position to introduce the concept of human rights from philosophical, ethical and legal perspectives. The students should also be able to argue for and against the idea of universal human rights.

**(b) Topic/sub-topic: Nature of rights**

- Moral Rights and Legal Rights
- Negative and Positive Rights
- Three Generations of Human Rights

**(c) Readings**

Hand-out on *Moral Rights*: <http://www.isu.edu/~baerralp/MoralRights.pdf>

**(d) Assignment/quiz/text**

Read hand-out on *Moral Rights*: <http://www.isu.edu/~baerralp/MoralRights.pdf>

**Week Five: The Idea of Human Rights**

**(a) Learning outcome**

The students should be in a position to introduce the concept of human rights from philosophical, ethical and legal perspectives. The students should also be able to argue for and against the idea of universal human rights.

**(b) Topic/sub-topic: Justification and Critique of Universal Human Rights**

- Human Nature: Needs, Moral Capacity
- Natural Law Doctrines
- Social Contract Theories (Hobbes, Locke, Rousseau)
- Utilitarianism (Bentham, Mill)
- Freedom of Speech (Mill)

**(c) Readings**

*Moral Rights*: <http://www.isu.edu/~baerralp/MoralRights.pdf>

*Is Morality Innate?* by Jesse J. Prinz: <http://subcortex.com/MoralityInnatePrinz.pdf>

**(d) Assignment/quiz/text**

Read the following hand-outs: *Moral Rights* <http://www.isu.edu/~baerralp/MoralRights.pdf>

*Is Morality Innate?* by Jesse J. Prinz: <http://subcortex.com/MoralityInnatePrinz.pdf>

**Week Six: The Idea of Human Rights**

**(a) Learning outcome**

The student should be in a position to introduce the concept of human rights from philosophical, ethical and legal perspectives. The student should be able to present arguments for and against the idea of universal human rights.

**(b) Topic/sub-topic: Justification and Critique of Universal Human Rights**

- Libertarian and Socialist View of Rights (Nozick versus Rawls)
- Kantian Approach (The Moral Imperative)
- Rights as 'Trumps' (Dworkin)
- Declaration of Human Responsibilities – the Challenge of "Asian Values"

**(c) Readings**

*Rights Theory* by George W. Rainbolt:

[http://www.blackwellpublishing.com/pdf/compass/PHCO\\_003.pdf](http://www.blackwellpublishing.com/pdf/compass/PHCO_003.pdf)

*Dworkin's Liberal Egalitarianism by Dorlei Dall Agonol:*  
[http://socialsciences.scielo.org/pdf/s\\_kr/v2nse/scs\\_a03.pdf](http://socialsciences.scielo.org/pdf/s_kr/v2nse/scs_a03.pdf)

**(d) Assignment/quiz/text**

Read the following hand-outs: *Rights Theory* by George W. Rainbolt:  
[http://www.blackwellpublishing.com/pdf/compass/PHCO\\_003.pdf](http://www.blackwellpublishing.com/pdf/compass/PHCO_003.pdf)  
*Dworkin's Liberal Egalitarianism by Dorlei Dall Agonol:*  
[http://socialsciences.scielo.org/pdf/s\\_kr/v2nse/scs\\_a03.pdf](http://socialsciences.scielo.org/pdf/s_kr/v2nse/scs_a03.pdf)

**Week Seven: Culture and Human Rights**

**(a) Learning outcome**

The students should be in a position to discuss the challenges of philosophical and anthropological cultural relativism to the universality of human rights. They should also be able to discuss non-Western conceptions of human rights and the impact of globalization on culture and human rights.

**(b) Topic/sub-topic: Cultural Relativism and the Critique of Universal Human Rights**

- Idea of universal rights based on values common to all cultures
- The challenge of cultural relativism
- Theories of cultural relativism

**Non-Western Conception of Human Rights**

- Human rights in Africa
- Human rights in South Asia

**Religion and Human Rights**

- The challenge to universal human rights of Sharia law
- The right to life: Catholicism and born-again Christianity versus a woman's choice in the abortion debate

**(c) Readings**

*Cultural Relativism and Universal Human Rights* by Jack Donnelly:  
[http://www.agoraproject.eu/papers/Donnelly\\_cultural\\_relativism.pdf](http://www.agoraproject.eu/papers/Donnelly_cultural_relativism.pdf)  
*Human Rights: An Examination of Universalism and Cultural Relativism* by Elizabeth Reihert:  
[http://socialwork.siu.edu/resourcecenter/RJCS\\_A\\_152282.pdf](http://socialwork.siu.edu/resourcecenter/RJCS_A_152282.pdf)  
*"Western" versus "Islamic" Human Rights Conceptions? : A Critique of Cultural Essentialism in the Discussion on Human Rights* by Heiner Bielefeldt:  
<http://insct.syr.edu/uploadedFiles/insct/uploadedfiles/PDFs/Beilefelt.2000.Cultural%20Relativism%20Critique.pdf>

**(d) Assignment/quiz/test:**

Read the following hand-outs: *Cultural Relativism and Universal Human Rights* by Jack Donnelly:  
[http://www.agoraproject.eu/papers/Donnelly\\_cultural\\_relativism.pdf](http://www.agoraproject.eu/papers/Donnelly_cultural_relativism.pdf)  
*Human Rights: An Examination of Universalism and Cultural Relativism* by Elizabeth Reihert:  
[http://socialwork.siu.edu/resourcecenter/RJCS\\_A\\_152282.pdf](http://socialwork.siu.edu/resourcecenter/RJCS_A_152282.pdf)  
*“Western” versus “Islamic” Human Rights Conceptions? : A Critique of Cultural Essentialism in the Discussion on Human Rights* by Heiner Bielefeldt:  
<http://insct.syr.edu/uploadedFiles/insct/uploadedfiles/PDFs/Beilefeldt.2000.Cultural%20Relativism%20Critique.pdf>

### **Week Seven: Mid-semester exam**

This is a written 1 ½ hour’s examination where students are required to discuss and conclude on the topics: **Theory and History of Human Rights**.

### **Week Eight: Human Rights and International Relations**

#### **(a) Learning outcome**

The students should be in a position to discuss state and non-state actors in international relations and consider the problems of international political economics from a human rights perspective.

#### **(b) Topic/sub-topic: State and International Relations**

- Liberalism, realism and world-system theory
- States and protection of human rights
- Human rights and foreign policy
- Humanitarian intervention
- Case studies: Bosnia, East Timor and Iraq
- Topic questions- Can humanitarian intervention be justified?

#### **Non-Western Conception of Human Rights**

- Intergovernmental Organizations (IGOs)
- Non-governmental Organizations (NGOs)

#### **(c) Readings**

D. A. T. Farrell, *International Law and International Relations*, 2007, Cambridge University Press

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press

*Globalization and Transnational Social Movement* by Jackie Smith:

<http://webuser.bus.umich.edu/organizations/smo/protected/resources/2002/globalization.pdf>

*Transnational Social Movements: An Assessment* by Robin Cohen:

<http://www.transcomm.ox.ac.uk/working%20papers/cohen.pdf>

*Human Rights and Comparative Foreign Policy: Foundations of Peace* by David P. Forsythe:  
<http://library.northsouth.edu/Upload/Human%20Rights.pdf>

*World Systems Theory* by C.A. Martinez-Vela:  
<http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf>

*Causes of Underdevelopment and Concepts for Development- An Introduction to Development Theories* by Dr Frithjof Kuhnen: <http://www.professor-frithjof-kuhnen.de/publications/pdf/Causes%20of%20underdevelopment%20and%20concepts%20for%20development.pdf>

*State Sovereignty and the Protection of Fundamental Human Rights: An International Law Perspective* by Alain Pellet: <http://www.pugwash.org/reports/rc/pellet.htm>

*Is Humanitarian Intervention Ever Morally Justified?* By Ahmed Khaled Rashid:  
<http://www.e-ir.info/2012/03/13/is-humanitarian-intervention-ever-morally-justified/>

*Is Humanitarian Military Intervention in the Affairs of Another Ever Justified?* By Rudi Guraziu:  
<http://www.atlantic-community.org/app/webroot/files/articlepdf/Is%20humanitarian%20military%20intervention%20ever%20justified.pdf>

*Justifying Humanitarian Intervention to the People who pay for it* by Ned Dobos:  
<http://www.castela.net/praxis/vol1issue1/JUSTIFYING%20HUMANITARIAN%20INTERVENTION%20TO%20THE%20PEOPLE%20WHO%20PAY%20FOR%20IT.pdf>

*Debating... Is Humanitarian Intervention Justified?*  
<http://www.palgrave.com/politics/global/about/Is-Humanitarian-Intervention-Justified.pdf>

**(e) Assignment/quiz/test:**

Read: R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (pages 11– 14 and 222-251)

Read: D. A. T. Farrell, *International Law and International Relations*, 2007, Cambridge University Press (pages 69-95)

Read the following hand-outs:

*Globalization and Transnational Social Movement* by Jackie Smith:  
<http://webuser.bus.umich.edu/organizations/smo/protected/resources/2002/globalization.pdf>

*Transnational Social Movements: An Assessment* by Robin Cohen:  
<http://www.transcomm.ox.ac.uk/working%20papers/cohen.pdf>

*Human Rights and Comparative Foreign Policy: Foundations of Peace* by David P. Forsythe:  
<http://library.northsouth.edu/Upload/Human%20Rights.pdf>

*World Systems Theory* by C.A. Martinez-Vela:  
<http://web.mit.edu/esd.83/www/notebook/WorldSystem.pdf>

*State Sovereignty and the Protection of Fundamental Human Rights: An International Law Perspective* by Alain Pellet: <http://www.pugwash.org/reports/rc/pellet.htm>

*Is Humanitarian Intervention Ever Morally Justified?* By Ahmed Khaled Rashid:  
<http://www.e-ir.info/2012/03/13/is-humanitarian-intervention-ever-morally-justified/>

*Is Humanitarian Military Intervention in the Affairs of Another Ever Justified?* By Rudi Guraziu:  
<http://www.atlantic->



[community.org/app/webroot/files/articlepdf/Is%20humanitarian%20military%20intervention%20ever%20justified.pdf](http://community.org/app/webroot/files/articlepdf/Is%20humanitarian%20military%20intervention%20ever%20justified.pdf)

*Justifying Humanitarian Intervention to the People who pay for it by Ned Dobos:*

<http://www.castela.net/praxis/vol1issue1/JUSTIFYING%20HUMANITARIAN%20INTERVENTION%20TO%20THE%20PEOPLE%20WHO%20PAY%20FOR%20IT.pdf>

*Debating... Is Humanitarian Intervention Justified?*

<http://www.palgrave.com/politics/global/about/Is-Humanitarian-Intervention-Justified.pdf>

## **Week Nine: Human Rights and International Relations**

### **(a) Learning outcome**

The students should be in a position to discuss state and non-state actors in international relations and consider the problems of international political economics from a human rights perspective.

### **(b) Topic/sub-topic: State and International Relations**

#### **Non-Western Conception of Human Rights**

- Trans-national Movements and Organizations
- Multinational Companies (MNCs)

#### **International Political Economy**

- Free Trade, Protectionism and Economic Globalization
- World Trade Organisation (WTO)
- World Bank, International Monetary Fund (IMF) and the Third World Debt
- Underdevelopment, the right to education and Human Rights
- Neo-Liberalism and the future of the state
- Is the North-South model of development and debt obsolete?
- What are the human rights implications of the rise China and oil rich Russia for international aid and support of Human Rights violating states?

### **(c) Readings**

What is International Political Economy? By Micheal Veseth:

<http://www2.ups.edu/ipe/whatis.pdf>

*Causes of Underdevelopment and Concepts for Development- An Introduction to Development Theories* by

Dr Frithjof Kuhnen: [http://www.professor-frithjof-](http://www.professor-frithjof-kuhnen.de/publications/pdf/Causes%20of%20underdevelopment%20and%20concepts%20for%20development.pdf)

[kuhnen.de/publications/pdf/Causes%20of%20underdevelopment%20and%20concepts%20for%20development.pdf](http://www.professor-frithjof-kuhnen.de/publications/pdf/Causes%20of%20underdevelopment%20and%20concepts%20for%20development.pdf)

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press

### **(d) Assignment/quiz/test:**

Read the following hand-outs:

What is International Political Economy? By Micheal Veseth:

<http://www2.ups.edu/ipe/whatis.pdf>

*Causes of Underdevelopment and Concepts for Development- An Introduction to Development Theories* by Dr Frithjof Kuhnen: <http://www.professor-frithjof-kuhnen.de/publications/pdf/Causes%20of%20underdevelopment%20and%20concepts%20for%20development.pdf>

*Development and Underdevelopment* by David Mayer- Foulkes: <http://www.international.ucla.edu/economichistory/summerhill/foulkes.pdf>

Read: R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (pages 317 - 330)

## **Week Ten: Human Rights Protection Systems**

### **(a) Learning outcome**

The students should be in a position to discuss human rights related intergovernmental (IGO) and non-governmental (NGO) organizations including their purposes, structures and functions in the protection of human rights on global and regional levels.

### **(b) Topic/sub-topic: The Structure of the UN**

- The General Assembly
- The Security Council
- The Economic and Social Council
- Commission on Human Rights
- The Human Rights Council

### **Other Relevant Councils and Commissions**

- The International Court of Justice
- Other Relevant UN Courts and Tribunals
- UNESCO
- International Labour Organization (ILO)

### **Key Treaties**

- The International Court of Justice
- Other Relevant UN Courts and Tribunals
- UNESCO
- International Labour Organization (ILO)

### **Other Major UN Human Rights Treaties on:**

- Racial Discrimination
- Sexual Discrimination
- Torture
- Children's Rights

### **The UN in Action**

- Paralysis: The UN and human rights in the Cold War
- The UN after the Cold War-is it improving?
- The Problem of Security Council- the failure of the UN in Rwanda

### (c) Readings

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press

*Multiplication of International Courts and Tribunals and Conflicting Jurisdiction – Problems and Solutions* by Karin Oellers-Frahm:

[http://www.mpil.de/shared/data/pdf/pdfmpunyb/oellers\\_frahm\\_5.pdf](http://www.mpil.de/shared/data/pdf/pdfmpunyb/oellers_frahm_5.pdf)

*Universal Declaration of Human Rights:*

[http://donegallpass.org/UNIVERSAL\\_DECLARATION\\_OF\\_HUMAN\\_RIGHTS.pdf](http://donegallpass.org/UNIVERSAL_DECLARATION_OF_HUMAN_RIGHTS.pdf)

*Human Rights at the UN* by Roger Normand:

[http://www.unhistory.org/reviews/NormandZaidi\\_HNet.pdf](http://www.unhistory.org/reviews/NormandZaidi_HNet.pdf)

*The UN Security Council and Human Rights* by David P. Forsythe: <http://library.fes.de/pdf-files/iez/09069.pdf>

*The UN Security Council: From the Cold War to the 21<sup>st</sup> Century* by David Malone:

<https://www.rienner.com/uploads/47d995239fdc1.pdf>

*The UN Security Council, Indifference, and the Genocide in Rwanda* by Micheal N. Barnett:

[http://home.gwu.edu/~barnett/articles/1997\\_indifference\\_ca.pdf](http://home.gwu.edu/~barnett/articles/1997_indifference_ca.pdf)

*The Rwandan Genocide: Why Early Warning Failed* by Dr Gregory Stanton:

[http://www.google.co.ke/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjAB&url=http%3A%2F%2Fwww.genocidewatch.org%2Fimages%2FArticles\\_09\\_09\\_xx\\_The\\_Rwandan\\_Genocide\\_Why\\_Early\\_Warning\\_Failed.doc&ei=CWYRUNCsNaWA0AWSvIHAaw&usq=AFQjCNHilo0O5Zf4W1opH55b2znsFba1bQ](http://www.google.co.ke/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjAB&url=http%3A%2F%2Fwww.genocidewatch.org%2Fimages%2FArticles_09_09_xx_The_Rwandan_Genocide_Why_Early_Warning_Failed.doc&ei=CWYRUNCsNaWA0AWSvIHAaw&usq=AFQjCNHilo0O5Zf4W1opH55b2znsFba1bQ)

*The True Challenge to United Nations System of the Use of Force: The Failures of Kosovo and Iraq and the Emergence of the African Union* by Jean Allain:

[http://www.mpil.de/shared/data/pdf/pdfmpunyb/allain\\_8.pdf](http://www.mpil.de/shared/data/pdf/pdfmpunyb/allain_8.pdf)

*Peace and Security Achievements and Failures* by Rosalyn Higgins:

<http://www.ejil.org/pdfs/6/1/1306.pdf>

*The Failure of the League of Nations and the Beginnings of the UN:*

[http://catalogue.pearsoned.co.uk/assets/hip/gb/hip\\_gb\\_pearsonhighered/samplechapter/1408237660.pdf](http://catalogue.pearsoned.co.uk/assets/hip/gb/hip_gb_pearsonhighered/samplechapter/1408237660.pdf)

Link: <http://www.un.org/en/ga/>

Link: <http://www.un.org/en/sc/>

Link: <http://www.un.org/en/ecosoc/>

Link: <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

Link: <http://www.icj-cij.org/homepage/>

Link: <http://lawlibraryguides.bu.edu/content.php?pid=306636&sid=2512078>

Link: <http://www.unesco.org/new/en/>

Link: <http://www.ilo.org/global/lang--en/index.htm>

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

Link: <http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx>

Link: <http://www.un.org/en/peacekeeping/operations/surge.shtml>

Link: <http://www.osce.org/>

Link: <http://hub.coe.int/>

Link: <http://europa.eu>

Link: <http://www.coe.int>

Link: <http://www.echr.coe.int>  
Link: <http://www.conventions.coe.int>  
Link: <http://www.oas.org>  
Link: <http://www.au.int/en/>  
Link: <http://www.achpr.org/>  
Link: <http://www.african-court.org/en/>

**(d) Assignment/quiz/test:**

Read the following: R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (pages 25-28; 33-34; 36-50 and 51-83)

Read the following hand-outs: *Multiplication of International Courts and Tribunals and Conflicting Jurisdiction – Problems and Solutions* by Karin Oellers-Frahm:

[http://www.mpil.de/shared/data/pdf/pdfmpunyb/oellers\\_frahm\\_5.pdf](http://www.mpil.de/shared/data/pdf/pdfmpunyb/oellers_frahm_5.pdf)

*Universal Declaration of Human Rights:*

[http://donegallpass.org/UNIVERSAL\\_DECLARATION\\_OF\\_HUMAN\\_RIGHTS.pdf](http://donegallpass.org/UNIVERSAL_DECLARATION_OF_HUMAN_RIGHTS.pdf)

*Human Rights at the UN* by Roger Normand:

[http://www.unhistory.org/reviews/NormandZaidi\\_HNet.pdf](http://www.unhistory.org/reviews/NormandZaidi_HNet.pdf)

*The UN Security Council and Human Rights* by David P. Forsythe: <http://library.fes.de/pdf-files/iez/09069.pdf>

*The UN Security Council: From the Cold War to the 21<sup>st</sup> Century* by David Malone:

<https://www.rienner.com/uploads/47d995239fdc1.pdf>

*The UN Security Council, Indifference, and the Genocide in Rwanda* by Micheal N. Barnett:

[http://home.gwu.edu/~barnett/articles/1997\\_indifference\\_ca.pdf](http://home.gwu.edu/~barnett/articles/1997_indifference_ca.pdf)

*The Rwandan Genocide: Why Early Warning Failed* by Dr Gregory Stanton:

[http://www.google.co.ke/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjAB&url=http%3A%2F%2Fwww.genocidewatch.org%2Fimages%2FArticles\\_09\\_09\\_xx\\_The\\_Rwandan\\_Genocide\\_Why\\_Early\\_Warning\\_Failed.doc&ei=CWYRUNCsNaWA0AWSvIHAaw&usq=AfQjCNHilo0O5Zf4W1opH55b2znsFba1bQ](http://www.google.co.ke/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjAB&url=http%3A%2F%2Fwww.genocidewatch.org%2Fimages%2FArticles_09_09_xx_The_Rwandan_Genocide_Why_Early_Warning_Failed.doc&ei=CWYRUNCsNaWA0AWSvIHAaw&usq=AfQjCNHilo0O5Zf4W1opH55b2znsFba1bQ)

*The True Challenge to United Nations System of the Use of Force: The Failures of Kosovo and Iraq and the Emergence of the African Union* by Jean Allain:

[http://www.mpil.de/shared/data/pdf/pdfmpunyb/allain\\_8.pdf](http://www.mpil.de/shared/data/pdf/pdfmpunyb/allain_8.pdf)

*Peace and Security Achievements and Failures* by Rosalyn Higgins:

<http://www.ejil.org/pdfs/6/1/1306.pdf>

Look at the following links:

Link: <http://www.un.org/en/ga/>

Link: <http://www.un.org/en/sc/>

Link: <http://www.un.org/en/ecosoc/>

Link: <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

Link: <http://www.icj-cij.org/homepage/>

Link: <http://lawlibraryguides.bu.edu/content.php?pid=306636&sid=2512078>

Link: <http://www.unesco.org/new/en/>

Link: <http://www.ilo.org/global/lang--en/index.htm>

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

Link: <http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx>

Link: <http://www.un.org/en/peacekeeping/operations/surge.shtml>

## Week Eleven: Human Rights Protection Systems

### (a) Learning outcome

The students should be in a position to discuss human rights related intergovernmental (IGO) and non-governmental (NGO) organizations including their purposes, structures and functions in the protection of human rights on global and regional levels.

### (b) Topic/sub-topic: Regional Courts

#### The European system

- The Council of Europe and Related Institutions
- The European Convention of Human Rights
- The Enforcement Mechanism of the Convention
- The Convention and the European Union
- The European Social Charter
- Organisation for Security and Co-operation in Europe (OSCE)
- The European Union And Human Rights (Charter of Fundamental Rights of the European Union)

#### The Inter-American Human Rights System

- The Organization of American States
- The American Declaration of the Rights and Duties of Man
- The American Convention of Human Rights
- The Inter-American Commission on Human Rights
- The Inter-American Court of Human Rights

#### The African System of Human and Peoples' Rights (Banjul Charter)

- The Organisation of African Unity
- A new model – the formation of the African Union
- The African Commission on Human and People's Rights
- The African Charter on Human and People's Rights
- The African Court of Human Rights

### (c) Readings

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press  
*Charter of Fundamental Rights of the European Union*:

[http://www.europarl.europa.eu/charter/pdf/text\\_en.pdf](http://www.europarl.europa.eu/charter/pdf/text_en.pdf)

*The European Convention on Human Rights*:

[http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/CONVENTION\\_ENG\\_WEB.pdf](http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/CONVENTION_ENG_WEB.pdf)

*The EU Charter of Fundamental Rights and the European Court of Justice* by Francis G. Jacob:

[http://www.ecln.net/elements/conferences/book\\_berlin/jacobs.pdf](http://www.ecln.net/elements/conferences/book_berlin/jacobs.pdf)

*The Inter-American Commission on Human Rights* by Fernando Volio

<http://www.wcl.american.edu/journal/lawrev/30/volio.pdf>

Link: <http://www.osce.org/>

Link: <http://hub.coe.int/>  
Link: <http://europa.eu>  
Link: <http://www.coe.int>  
Link: <http://www.echr.coe.int>  
Link: <http://www.conventions.coe.int>  
Link: <http://www.oas.org>  
Link: <http://www.au.int/en/>  
Link: <http://www.achpr.org/>  
Link: <http://www.african-court.org/en/>

**(d) Assignment/quiz/test:**

Read the following: R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (84-147)

Read the following hand-outs:

*Charter of Fundamental Rights of the European Union:*

[http://www.europarl.europa.eu/charter/pdf/text\\_en.pdf](http://www.europarl.europa.eu/charter/pdf/text_en.pdf)

*The European Convention on Human Rights:*

[http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/CONVENTION\\_ENG\\_WEB.pdf](http://www.echr.coe.int/NR/rdonlyres/D5CC24A7-DC13-4318-B457-5C9014916D7A/0/CONVENTION_ENG_WEB.pdf)

*The EU Charter of Fundamental Rights and the European Court of Justice by Francis G. Jacob:*

[http://www.ecln.net/elements/conferences/book\\_berlin/jacobs.pdf](http://www.ecln.net/elements/conferences/book_berlin/jacobs.pdf)

*The Inter-American Commission on Human Rights by Fernando Volio*

<http://www.wcl.american.edu/journal/lawrev/30/volio.pdf>

Look at the following links:

Link: <http://www.osce.org/>  
Link: <http://hub.coe.int/>  
Link: <http://europa.eu>  
Link: <http://www.coe.int>  
Link: <http://www.echr.coe.int>  
Link: <http://www.conventions.coe.int>  
Link: <http://www.oas.org>  
Link: <http://www.au.int/en/>  
Link: <http://www.achpr.org/>  
Link: <http://www.african-court.org/en/>

**Week Twelve: Human Rights and International Law**

**(a) Learning outcome**

The students should be in a position to discuss the creation and enforcement of international law and also deal with issues of armed conflicts, humanitarian law and war crimes.

**(b) Topic/sub-topic: Sources of International Human Rights Law**

- Custom
- Declarations and conventions?

- The UN resolutions
- Jus Cogens, General Principles, Subsidiary Sources
- “Soft Law”

### **The Enforcement of International Human Rights Law**

- Jurisdiction of national courts
- European Court of Justice
- European Court of Human Rights
- Inter-American Court of Human Rights
- African Court of Human Rights
- International Court of Justice (UN)
- International Criminal Court

#### **(c) Readings**

D. A. T. Farrell, *International Law and International Relations*, 2007, Cambridge University Press

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press

Link: <http://www.eurofound.europa.eu>

#### **(d) Assignment/quiz/test:**

Read: D. A. T. Farrell, *International Law and International Relations*, 2007, Cambridge University Press (pages 151-177)

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (pages 6-7 and 27-29)

Look at the following links:

Link: <http://www.eurofound.europa.eu>

## **Week Thirteen: Human Rights and International Law and Campaigning for a Better World**

### **(a) Learning outcome**

The students should be in a position to discuss the creation and enforcement of international law and also deal with issues of armed conflicts, humanitarian law and war crimes. In addition, the student should be able to discuss real life struggles for human rights in the world today including the threat to Third Generation human rights to a sustainable future.

### **(b) Topic/sub-topic: Non-Judicial Enforcement**

- Human Rights Monitoring and Reporting
- Humanitarian Intervention
- Bilateral Foreign Policy Action
- Human Rights and Humanitarian Law in Warfare
- The Red Cross and Humanitarian Law
- The Geneva Conventions
- War crimes

- Case Study- The Nuremberg trials
- International Criminal Tribunals
- International Criminal Court (UN)
- Case Study: Immediate Justice versus Justice Delayed – Rwanda and Bosnia versus Cambodia and Ethiopia

### **Campaigning for a Better World**

- The Campaign for Racial Equality and the End of Apartheid
- Feminism – the Campaign for Women’s Rights
- The Campaign for Democracy and Democratic Rights
- Children’s Rights: Child Soldiers, Street Children and AIDS
- The Environmental Movement

### **(c) Readings**

R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press  
 ICRC, *International Humanitarian Law and International Human Rights Law*  
[http://www.ehl.icrc.org/images/resources/pdf/ihl\\_and\\_ihrl.pdf](http://www.ehl.icrc.org/images/resources/pdf/ihl_and_ihrl.pdf)

### **(d) Assignment/quiz/test:**

Read: R.K. M. Smith, *Textbook on International Human Rights*, 3<sup>rd</sup> ed., 2007, Oxford University Press (11-14; 26 ; 29- 30 and 149-175)

Read the following hand-outs:

ICRC, *International Humanitarian Law and International Human Rights Law*  
[http://www.ehl.icrc.org/images/resources/pdf/ihl\\_and\\_ihrl.pdf](http://www.ehl.icrc.org/images/resources/pdf/ihl_and_ihrl.pdf)

## **Week Fourteen: Final Exam**

This is a written 1 ½ hour’s examination where students are required to discuss and conclude on the topic: **The Practice of Human Rights.**

## **5. Teaching Approaches**

- **Readings:** Students are expected to complete the required readings before class. Additional readings may follow later during the course.
- **Lectures:** Lectures offer an established basis for delivering core knowledge about the subject. Most sessions will start with a lecture, typically followed by classroom discussions or group work. If possible, guest lectures will be invited to give presentations on topics within their expertise.
- **Consultation Hours:** Students are encouraged to utilize the consultation hours allotted to them. The lecturer will use these hours to address individual problems or difficulties. Students should make appointments with the lecturer in this regard.



- **Student participation** : Students are required to interact in class. The students' skills that will be developed include the development and presentation of oral skills directed towards international law discourse
- **Current Affairs:** Students are meant to familiarize themselves with news from around the world for further discussion in class. Students should demonstrate some background knowledge of the news they read.

## 6. Key Institutional Academic Policies

According to USIU rules, students who miss 7 classes will receive an F grade. *Students are required to attend on time, and anyone attending the class late will be counted as absent.*

## 7. Course Texts and other Readings

### Course textbooks:

- Smith, Rhona K.M., *Text book on International Human Rights*, 2007, Oxford University Press
- Armstrong, David et al, *International Law and International Relations*, 2007, Cambridge: Cambridge University Press

### Other textbooks:

- Donnelly, Jack, *International Human Rights*, 1998, Westview Press
- Forsythe, David P., *Human Rights in International Relations*, 2000, Cambridge University Press
- Donnelly, Jack, *Universal Human Rights in Theory and Practice*, 1989, Cornell University Press
- Hayden, Patrick, *The Philosophy of Human Rights*, 2001, Paragon House
- Steiner Henry J, Alston Philip, *International Rights in Context: Law, Political Morals*, 2000, Oxford University Press

## Internet resources

### General educational resources

Columbia University Human Rights Links:

<http://www.columbia.edu/cu/humanrights/linksgen.html>

Human Rights Centre: <http://160.94.193.60/catalog/>

Human Rights Internet: <http://globetrotter.berkeley.edu/humanrights/>

Human Rights Syllabi: <http://www.hri.ca/>

Human Rights Syllabi for the College Classroom: <http://globetrotter.berkeley.edu/AIUSA-syl/>

Human Rights Web Resources Page: <http://www.hrweb.org/resource.html>

*People's Decade of Human Rights Education:* <http://www.pdhre.org/>

The Electronic Resource Centre for Human Rights Education: <http://erc.hrea.org/>

*The Internet Gateway to International:* <http://www.webcom.com/hrin/>

*Human Rights and Humanitarian Relief*

University of Denver Links for Human Rights:

<http://www.du.edu/humanrights/advocacycenter/links.htm>

University of Iowa Center for Human Rights: <http://www.uiowa.edu/~uichr/resource/index.shtml>

University of Minnesota Human Rights Library: <http://www1.umn.edu/humanrts/>

Oneworld.Net: <http://www.oneworld.net>

BBC World Service 'I have a right to':

<http://www.bbc.co.uk/worldservice/people/features/Ihavearightto/index.shtml>

### Some human rights organizations

Amnesty International: <http://www.amnesty.org/>

Council of Europe: <http://www.coe.int/>

European Court of Human Rights: <http://www.dhcour.coe.fr/>

Human Rights Watch: <http://www.hrw.org/>

Inter-American Court of Human Rights: [http://corteidh-oea.nu.or.cr/ci/HOME\\_ING.HTM](http://corteidh-oea.nu.or.cr/ci/HOME_ING.HTM)

Organisation of African Unity: <http://www.oau-oua.org/>

Organization of American States: <http://www.oas.org/>

United Nations: <http://www.un.org>

## 8. Course Evaluation

The evaluation method will be as follows:

▪ Attendance and/or participation	10%
▪ Term Paper	30%
▪ Mid-semester Exam	30%
▪ Final Exam	30%
<b>Total</b>	<b>100%</b>

### Examination

There will be two examinations; the mid-semester and final exam. Each examination consists of a paper, where students must elaborate on a number of issues and problems relevant to the course. These two examinations form 60% of the overall assessment. Besides, students are required to undertake research on a theme within the various sub-topics on **Contemporary Human Rights Issues**. This research will lead to term paper or commentary of a minimum 2000 and a maximum of 4000 words which must be handed over to the lecturer.

The term paper will be assessed against three assessment criteria:

<b>Knowledge and Understanding</b>	10 marks
<b>Interpretation and Application</b>	10 marks
<b>Evaluation and Analysis</b>	10 marks
<b>Total</b>	<b>30 marks</b>

### Contemporary Human Rights Issues

## **1. Minorities and Disadvantaged Groups**

This subtopic concentrates on discrimination against minorities and disadvantaged groups. A student is to choose one of the following themes and find a specific sample case.

- Racial Minorities
- Religious Minorities
- Political and other Dissidents
- Minorities of Sexual Orientation
- The Aged
- Children
- Women
- The Challenged

## **2. Environment and Technology**

This subtopic links environmental and technological issues to human rights. It examines such questions as the right to a clean and safe environment; technological change and emerging human rights issues; and the right of access to technologies. A student is to choose one of the following themes and find a specific sample case.

- Environment, Resources and Human Rights
- Medical Technologies and Human Rights
- Technologies, Development and Equality
- Access to Technologies and Power

## **3. Economics, Trade and Labour**

This subtopic studies the role of economics, trade and labour in the context of human rights. A student is to choose one of the following themes and find a specific sample case.

- Development
- Hunger
- Poverty
- Third World Debt
- North-South Relations
- Migrant Workers
- Labour Rights

## **4. Conflicts and Human Rights**

This subtopic studies the implications of conflict and war for human rights. A student is to choose one of the following themes and find a specific sample case.

- Arms Race and Arms Trade
- Violence, Conflicts and Human Rights
- War, War Crimes and Human Rights
- Prisoners of War
- Genocide
- Amnesty
- Terrorism
- Humanitarian Intervention

### **5. Political and Religious Systems and Paradigms**

This subtopic links political ideas, systems and paradigms to human rights. A student is to choose one of the following themes and find a specific sample case.

- Democracy and Human Rights
- Non-democratic Political Systems and Human Rights
- Religion and Human Rights
- Human Rights and Political Legitimacy
- Ideological Conflicts and Human Rights
- The Cold War
- Human Rights in a theocracy – the challenge of Iran and Sharia Law

### **9. UISU Grading System**

A	90-100
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	62-63
D-	60-61
F	0-59 (or missed classes)