



RICHMOND

THE AMERICAN INTERNATIONAL

UNIVERSITY

IN LONDON

Rome Study Center

**Department of Humanities, Social Sciences and
Communications**

COURSE:	INR 306 - Human Rights (3 credits)
SEMESTER:	Spring 2013
INSTRUCTOR:	Gabriele Simoncini (Ph.D.)
CLASS LOCATION:	Y (Piazza S. Andrea della Valle, 6)
SCHEDULING:	Monday 1:00pm – 2:40pm Wednesday 1:00pm – 2:40pm
OFFICE:	PIAZZA S. ANDREA DELLA VALLE, 6 – ROMA
OFFICE HOURS:	After class or by appointment.
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PREREQUISITES:	N/A

COURSE DESCRIPTION

This course will cover the evolution of international human rights and of the various national, regional and international mechanisms designed for their protection. It will examine the theoretical foundations of the idea of human rights in various civilizations and cultures, evaluate its legacy within western and non-western traditions, and examines its meaning and relevance in addressing major issues in the contemporary world.

The class principally draws on the theories and methodological approaches of the following disciplines: Sociology, International Law and International Relations.

The course analyzes the specific content and interpretation of today's internationally recognized human rights treaties and conventions. Emphasis is placed upon the human rights framework of the United Nations and on the role and significance of the Human Rights Council. Regional and non-governmental experiences to codify and enforce standards of human rights protection are also studied. The historical, cultural and ideological background of human rights are reviewed.

COURSE AIMS AND OBJECTIVES

- To introduce students to the main theoretical literature on human rights, and to discuss how human rights issues intersect with political agendas and arenas.
- To provide students with the opportunity to explore the diversity in human rights theory and practice.
- To explore contemporary debates about the meaning of human rights and the strategies currently being deployed by government and non-government agencies to deal with different case studies.

LEARNING OUTCOMES

At the end of this course, successful students are expected to:

- have a critical perspective on processes and concepts of global human rights.
- be able to contextualize and explain the process of global human right development, and to be able to relate them to current human rights politics.
- be able to apply theoretical approaches to various case studies and demonstrate an increasing ability to put forward lucid arguments.

- d) be able to critically analyse the changing realities of global human rights and to relate politics, events, and players within the global arena.

Threshold criteria:

- 1) Students must give proof of a developed ability to conduct basic research on human rights, and organize and present their findings in a logical and independent way.
- 2) Students must show understanding of current human rights events and relate them to the issues studied in class.

TEACHING METHODS

A political, historical, and sociological approach to the issues of ethnicity and identity in Europe in relation to the global scenario. The class format includes lectures, discussion, team work, presentations, and audiovisual materials. The students will be asked to produce a research project, making extensive use of information and communication technology. Films, documentaries, guest speakers, and field trips are planned.

CLASS POLICIES

Eating, drinking and smoking in class is prohibited. All mobile phones are expected to be switched off for the entire duration of the lecture. Students may use computers and other electronic devices during a class for note-taking and other academic purposes only with express permission from the instructor.

No student shall use any electronic device during class to:

- a. Access email,
- b. Access instant messaging services,
- c. Access the Internet,
- d. Engage in any electronic communication, or
- e. Make a video or audio recording of class activities.

Instructors have the discretion, for pedagogical reasons, to restrict or prohibit the use of computers and other electronic devices in their classrooms.

Punctuality is strongly recommended. Walking into a classroom once a lesson has already begun is considered to be quite offensive to professors in Italy. Students who need to leave the classroom during a lecture must raise their hand and ask permission. Entering and exiting a class is limited to the time the class begins, at the break (if there is a break), and at the end of the class. Entering and exiting the class outside of these times is not permitted.

Additionally, wearing hats or caps in classroom, putting one's feet on the chairs, slouching against the walls or the furniture, failing to acknowledge the presence of the instructors or interrupting their conversation are considered extremely disrespectful behaviours.

ATTENDANCE POLICY

A demonstrably regulated attendance policy is required by our accreditation bodies. Attendance is also of key pedagogical importance. Successful progress towards a degree depends on the full cooperation of both students and faculty members. Most courses at Richmond utilize lectures and classroom discussions, which means that regular attendance and active participation in classes are essential parts of the educational process.

Attendance is required in all courses. In any course, students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

In courses that meet twice per week, students may not have more than four absences.

N.B: The instructor reserves the right to modify meeting times, places and the monuments visited when and if necessary for the educational benefit of the class or due to constraints imposed by unforeseen circumstances. Communication about such changes will be effected via group email messages or verbally in class prior to the date of the affected class. It is the individual student's responsibility to stay informed of any such changes.

Absence Recording

Attendance is taken regularly by instructors. Attendance in all courses is taken from the first day of the semester, including Add/Drop week.

Absences are recorded within the attendance monitoring system as "excused" or "unexcused". It is entirely at the individual instructor's discretion whether or not to accept an excuse on the part of a student regarding an absence. **The instructor's decision is final.**

Students should note in particular that illness does not automatically excuse an absence from class, as the policies detailed above are designed with expectations as to material to be covered in the course, and in consideration of the connection between contact hours and credit awarded (for further information, see under "Student Status"). In other words, if absence due to illness means that, in the instructor's judgment, course work cannot be satisfactorily completed, the absence(s) will not be excused. If the number of unexcused absences exceeds that detailed above, regardless of the reason, an attendance failure should be issued.

Any absence from a class session does not exempt a student from the completion of all required work for a course. The student is responsible for making up any missed work, and for covering the material covered in any missed class session.

Students with a disability must provide the Program Director with the appropriate documentation in accordance with the instructions outlined at: <http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx> . The Program Director will then inform the Registrar's Office, who will liaise with instructors. Reasonable accommodation will be made for students with disabilities with regard to attendance (for instance if a hospital appointment cannot be rescheduled), but the points above concerning material to be covered in class must be observed by all students.

It should also be emphasized that if a student is late for a class session, and enters after attendance has been taken (and an absence has been registered), it is his or her responsibility to alert the instructor to this immediately after class. Changing an attendance entry from "absent" to "late" is entirely at the discretion of the instructor, and such a change will not be considered at any other time than the actual date of the late entry. Students must make themselves aware of any additional policies regarding lateness that an instructor may specify in the course syllabus, and adhere to these.

ASSESSMENT

Student work is assessed through a variety of ways using both formative and summative approaches. Feedback is intended to help improve student approach to learning and achieve better results. Assessment varies across the range of classes and disciplines.

The university's final examination schedule is published in advance in the official academic calendar. Exams are usually held in the same timeslots as class sessions. The dates of the official exam period are published in advance. Students are responsible for remaining in Rome until the end of the official examination period – the university reserves the right to make any necessary changes to the schedule.

The University is in compliance with the UK Equality Act (2010), and the Registrar's Office arranges a variety of special provisions in exams for students who have declared a disability. Students must follow the requirements outlined at <http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx> for these arrangements to be made. The student and instructor are informed of the provisions after the final day to withdraw from classes.

ASSESSMENT CRITERIA	WEIGHTING	DATE ASSESSED
Mid-Term Exam	20 %	Wednesday, March 20 th
Final Exam	25 %	Wednesday, May 8 th
Research Paper	30%	due on Wednesday, April 24 th
Presentations and reports	25%	
Total	100 %	

Mid-Term Exam

Wednesday, March 20th

The exam will have two parts of equal value. The first part is an essay, the student will choose one theme out of three proposed, and will write a well organized essay. The second part of the exam consists of ten terms to be concisely defined.

In-class written reports

Based on weekly assignments, films, guest speakers, and field trips.

Presentations (oral reports)

Students are requested to give a short individual or team presentation on a specific topic of their choice related to the class program. The presentation will be well-organized, concise, and include (when opportune) audiovisual and electronic materials.

Final Research paper

Due on Wednesday, April 24th

Students must produce a final research project (circa 3000 words) on an agreed topic that has coherent structure, articulated argumentation and draws on material that has been researched and selected through independent study.

The topic should be precisely defined and worth of investigation. In order to produce their final paper, students will keep a portfolio of research materials during the semester. The portfolio will be shared with, and evaluated by the instructor. The production of the final paper is a work in progress during the semester. According to school policy students cannot present the same paper for two (or more) different courses, such act will result in an “F” grade.

Paper format:

- Cover page: title, student’s name, course name, instructor’s name, semester, and year.
- Text pages: a well organized research paper with:
 - an introduction,
 - a body with critical analyses and evidence presented,
 - a conclusion.
- Standard English style with footnotes (when appropriate) is requested.
- Additional materials (when appropriate) - charts, maps, photos, other materials.
- Bibliography pages, listing the journal articles and electronic references.

Note:

Handwritten papers are not accepted. Late papers may not be accepted. Plagiarism will result in an “F” grade.

Final Exam

Wednesday, May 8th

The exam will cover the entire semester programme. The exam will have two parts of equal value. The first part is an essay, the student will choose one theme out of three proposed, and will write a well organized essay. The second part of the exam consists of ten terms to be concisely defined.

Please note that according to academic regulation, make up examinations will only be given in the event of medically documented illness or family death. Students leaving the program early will not be granted credit. Please make travel arrangements in accordance with this pre-arranged course schedule.

MARKING SCHEME

The requirements for each piece of assessed work are clearly specified in the assignment details. However, the following general criteria apply to all work:

Grade A applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more advanced command of the language
- gives evidence of extensive knowledge of the grammar, culture and communication elements studied
- superior (A-) or outstanding (A)

Grade B applies to work which:

- goes beyond the foundation level to master the language structures studied
- goes beyond the basic required knowledge
- indicates an increasing ability in written and oral communication
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- good quality (B-), very good (B), or excellent (B+)

Grade C applies to work which:

- is basically competent, although undeveloped
- fulfils the requirements of the assignment at a foundation level, involving:
 - adequate coverage of the essential information specified, and
 - the skill to present that material coherently
- just below average (C-), average (C), or showing signs of reaching above average (C+).

Grade D applies to work which:

- has been done without proper understanding of the requirements
- shows very limited knowledge of grammar, culture and communication elements
- uses incorrect, or confused information
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+).

Grade F, a fail, applies to:

- non-submission of work or work which is illegible
- late work after one extension has been given
- lacks knowledge of basic grammar, cultural and communication elements.

ACADEMIC DISHONESTY

Academic dishonesty is *any action by which a student seeks to claim credit for the intellectual or artistic work of another person or uses unauthorized materials or fabricated information in any academic exercise.*

Academic dishonesty includes receiving or giving assistance in tests and examinations; intentionally impeding or damaging the academic work of others; submitting another person's work as your own, or providing work for this purpose; submitting work purchased from an essay mill or a ghost scholar service or an e-tutor; submitting work of your own that has been substantially edited and revised by another person, or providing an editing service for others; submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference; paraphrasing material from a source without appropriate reference and citation; submitting substantially the same piece of work in more than one course without the explicit consent of all of the instructors concerned; assisting other students in any of the above acts.

Students who are academically dishonest will receive a penalty for the work in question or the course as a whole or to their degree classification, depending on the importance of the work to the overall course grade and the judgment of the instructor and the Academic Standards Committee.

REQUIRED TEXTS/READING

- Donnelly J., *International Human Rights*. Westview, 2007.
- Smith R. K. M., *Textbook on International Human Rights*. Oxford, 2007.

Throughout the syllabus, **assigned readings** will come from The Economist and from contemporary journals or newspapers depending on the progress of the class, your personal research interests, and current Human Rights issues.

RECOMMENDED READINGS AND ADDITIONAL RESOURCES

- Churchill R. P., *Human Rights and Global Diversity*. London, 2005
- The Economist, On Human Rights. 2012/2013.
- The International Herald Tribune, On Human Rights. 2012/2013

- Alston P., et al., *International Human Rights in Context: Law, Politics, Morals*. Oxford 2007.
- Clapman A., *Human Rights: A very Short Introduction*. Oxford, 2007.
- Gandhi P. R., *Blackstone's International Human Rights Documents*. Oxford, 2006.
- Ishay M., *The History of Human Rights: from Ancient Times to the Globalization Era*. San Francisco, 2004.
- Maxwell J. A., Friedberg J. J., *Human Rights in Western Civilization: 1600 to Present*. New York, 1999.
- Human Right Watch, *Human Rights Watch World Report 2012*. London, 2013.

FILMS/DOCUMENTARIES

- Kusturica E., *The Time of the Gypsies*, 1988.
- George T., *Hotel Rwanda*, 2004.
- Scorsese M., *Kundun*, 1997.
- Snore E., *The Soviet Story*, 2008.
- Joffe R., *The Killing Fields*, 1984.
- Hersonski Y., *A Film Unfinished*, 2008.
- Färberböck M., *Anonyma*, 2010.

ASSISTANCE

The University staff and faculty are available to all students who need help with academic writing. Venues and times are announced on the academic calendar.

STUDENTS WITH DISABILITIES

A student with a diagnosed learning disability must provide the Admissions Office with the appropriate documentation and a disability self-declaration form at the point of admission to the Program, or as soon as possible after enrolment. For those conditions diagnosed after enrolment, declaration to the Program Director should be made immediately upon diagnosis. The University will make all reasonable accommodations for students with disabilities, but students must report their requirements in a timely fashion in order for what can be quite complex arrangements to be made. Please see:

<http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx>

Course Schedule – Spring Semester 2013

INR 306

Week 1

Monday, February 11 – Wednesday, February 13

Introduction. Methodology. Terminology. The Concept of Human Rights. Identity, Ethnicity, Race, and Nation.

Reading Assignments:

- *Assigned readings (handouts).*
from The Economist, The International Herald Tribune, journals, newspapers.

Recommended Additional Readings:

- Hunt L., *Introduction.* In: *Inventing Human Rights.* New York, 2008.

Film/Documentary (complete or partial, *t.b.s.*)

Week 2

Monday, February 18 – Wednesday, February 20

Human Rights as an Issue in World Politics. Reasoning about Human Rights. International Human Rights Norms.

Reading Assignments:

- Donnelly, p. 1-20;
- *Assigned readings (handouts).*

Recommended Additional Readings:

- Murphy J. F., *International Institutions.* In: *The Evolving Dimension of International Law.* Cambridge, 2010.
- Donnelly J., *Cultural Relativism and Universal Human Rights.* In: *Universal Human Rights in Theory and Practice.* Cornell, 2003.

Film/Documentary (complete or partial, *t.b.s.*)

Week 3

Monday, February 25 – Wednesday, February 27

The Nature of Human Rights. Historical Background. Theories of Human Rights. The Source of Justification of Human Rights. From Natural Rights to Human Rights.

Reading Assignments:

- *Smith, p. 1-23;*
- *Donnelly, p. 20-36;*
- *Assigned readings (handouts).*

Recommended Additional Readings:

- Hunt L., *The Soft Power of Humanity.* In: *Inventing Human Rights.* New York, 2008.
- Richards D. L., *Measuring Human Rights: Some Issues and Options.* In: Callaway R. L., Hurrelson-Stephens J., (eds.) *Exploring International Human Rights.* London 2007.

Film/Documentary (complete or partial, *t.b.s.*)

Week 4

Monday, March 4 – Wednesday, March 6

The United Nations. The International Bill on Human Rights. The Relative Universality of Human Rights. Conceptual and substantive Universality.

Reading Assignments:

- *Smith*, p. 24-48;
- *Donnelly*, p. 37-58;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Churchill R.P., *The Anikwata Case*. In: *Human Rights and Global Diversity*. London 2005.
- Center for the Study of Human Rights Columbia University, *Regional Instruments*. In: *Twenty-Five Human Rights Documents*. New York, 1994.

Film/Documentary (complete or partial, *t.b.s.*)

Week 5

Monday, March 11 – Wednesday, March 13

The United Nations Organizational Structure. Regional Protection of Human Rights. Domestic Politics of Human Rights. Universalism versus Exceptionalism.

Reading Assignments:

- *Smith*, p. 49-79;
- *Donnelly*, p. 59-78;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Shestack J. J., *The Philosophical Foundation of Human Rights*. In: Callaway R. L., Hurrelson-Stephens J., (eds.) *Exploring International Human Rights*. London 2007.
- Donnelly J., *Equal Concern and Respect*. In: *Universal Human Rights in Theory and Practice*. Cornell, 2003.

Film/Documentary (complete or partial, *t.b.s.*)

Week 6

Monday, March 18 – Wednesday, March 20

Monday, March 18

Review for Mid-Term Exam

Wednesday, March 20

*** MID-TERM EXAM**

Week 7

Monday, March 25 – Wednesday, March 27

Regional Protection of Human Rights. Europe. The Organization of American States. The Multilateral Politics of Human Rights. Diversity, Human Rights, and Cross-Cultural Negotiation.

Reading Assignments:

- *Smith*, p. 80-142;
- *Donnelly*, p. 79-114;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Council of Europe, *Factsheets on Roma History*. Strasbourg, 2010. www.coe.int/education/roma
- Fraser A., *Modern Times*. In: *The Gypsies*. Oxford, 1992.

Film/Documentary (complete or partial, *t.b.s.*)

Monday, April 1

SPRING BREAK

Friday, April 5

Week 8

Monday, April 8 – Wednesday, April 10

Monitoring, Implementing, and Enforcing Human Rights. The African Union. Human Rights and Foreign Policy. Anticommunism and American Exceptionalism.

Reading Assignments:

- *Smith*, p. 125-162;
- *Donnelly*, p. 115-148;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Donnelly J., *The Question of Foundations*. In: *Universal Human Rights in Theory and Practice*. Cornell, 2003.
- Hunt L., *Torrents of Emotions*. In: *Inventing Human Rights*. New York, 2008.

Film/Documentary (complete or partial, *t.b.s.*)

*** RESEARCH PAPER TOPIC CONFIRMED**

Week 9

Monday, April 15 – Wednesday, April 17

Substantive Rights. Equality and Non-Discrimination. The Impact of International Action. The Strategy of Worldview Integration.

Reading Assignments:

- *Smith*, p. 163-193;
- *Donnelly*, p. 149-170;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Donnelly J., *Non-Western Conceptions of Human Rights*. In: *Universal Human Rights in Theory and Practice*. Cornell, 2003.
- Murphy J. F., *Human Rights*. In: *The Evolving Dimension of International Law*. Cambridge, 2010.

Film/Documentary (complete or partial, *t.b.s.*)

Week 10

Monday, April 22 – Wednesday, April 24

The Right to Life. Freedom from Torture. Right to Liberty of Person. Humanitarian Intervention against Genocide. Justifying Humanitarian Interventions.

Reading Assignments:

- *Smith*, p. 194-234;
- *Donnelly*, p. 171-196;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Valentino B. A., *Mass Killing and Genocide*. In: *Final Solutions*. Cornell, 2004.
- Jones A., *Genocide and Structural Violence*. In: *New Directions in Genocide Research*. London, 2012.

Film/Documentary (complete or partial, *t.b.s.*)

Wednesday, April 24

* **FINAL RESEARCH PAPER DUE**

Week 11

Monday, April, 29

Equality before the Law. The Right to Self-Determination. Globalization, the State, and Human Rights. Minority Rights. Terrorism and Human Rights. The Retreat of Human Rights.

Reading Assignments:

- *Smith*, p. 235-348;
- *Donnelly*, p. 197-241;
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Donnelly J., *Group Rights and Human Rights*. In: *Universal Human Rights in Theory and Practice*. Cornell, 2003.
- Hurrelson-Stephens J., *Achieving Human Rights: The Globalization Debate*. In: Callaway R. L., Hurrelson-Stephens J., (eds.) *Exploring International Human Rights*. London 2007.

Film/Documentary (complete or partial, *t.b.s.*)

Week 12

Monday, May 6 – Wednesday, May 8

Monday, May 6

Review for Final Exam

Wednesday, May 8

* **FINAL EXAM**

HIGHLIGHTS:

Field trips: The Italian Parliament, the Jewish Ghetto, the “Gypsy” community, others. Guest speakers: Italian politician, Ethnicity representative, others.

NOTE:

Activities, such as field trips and guest speakers, are tentative and subject to change/cancellation due to subjective conditions. To be confirmed during the semester.