

HUMAN RIGHTS: GLOBAL VISIONS IDH 3034/4007 and IDH 3035/4008, Section: RVE (fully online through Learn 9; Mary Lou Pfeiffer, Instructor Office DM 233, The Honors College; phone 305-348-4100; fax 305-348-2118; office hours by appointment; email through Learn 9 course mail or <Pfeiffer@fiu.edu>

Human Rights: What is it to be human? What is a right? Do we humans share equality? Do we treat everyone with the same dignity that we wish to receive ourselves? The course examines how the claims for Human Rights fit in our lives through an in depth view into the nature of humanity. By virtue of being human, one has rights or moral claims for her/his economic, social, cultural and political realities that should offer a “do unto others as you would have them do unto you.” Is life sacred so that moral dilemmas on the value of life create a need for decision-making or value judgments?

This two-semester Learn 9 fully online Honors course examines the claim for human rights and how it fits in our lives in the 21st Century: by virtue of being human, one has rights or moral claims for economic, social, cultural and political realities. These rights should offer a “due unto others...” notion of how one wants to be treated by others, locally and globally. The course examines the evolution of human rights with a range of readings from classical perspectives through contemporary thought (Plato-Aristotle-Aquinas-Grotius-Confucius-the Buddha-Hobbes-Locke-Paine-Kant-Bentham-Marx-Hart-Pogge-Nickel-Nussbaum-Rority-Reisman-Weissner, *inter alia*) accompanied by appropriate art works/musical pieces. Active live participation through Adobe Connect, PPT’s, DVD’s form the foundation for the study of human rights.

Legal documents are many...including the English Bill of Rights; US Declaration of Independence-Constitution-Bill of Rights; the French Declaration of Rights; Universal Declaration of Human Rights; the African Charter, the Organization of American States Commission and Court; the International Court of Justice; the International Criminal Court; the United Nations and its conventions: ECOSOC, CEDAW, the Right of the Child, Protection of Refugees and Internally Displaced Persons, Indigenous Peoples Rights; the European Union; the African Union.

In addition, the course visualizes conventions that deal with war and peace examining treaties, Vienna Declaration, Geneva Convention, and Dayton Accords. A separate section deals with topics that affect the Earth and its protection that includes species other than humans.

Podcasts of appropriately selected music and other items for each topic in Human Rights are available for download online, and much accompanies the PPTs for each section; some lyrics are provided to accompany musical genres: classical (including operatic), rock and roll, punk, ska, rap.

Additional material (art and multimedia) is posted prior to the beginning of each semester in individual folders.

The instructor reserves the right to make changes or additions as deemed necessary. Information regarding updated postings is sent through the course announcements and via course email; thus, **it is important that you check your course email on a regular basis.**

All essays, papers and discussions are submitted online; papers and essays should be DOUBLE-LINE SPACED with your name and a word count. Discussion blogs and question responses are single-line spaced and do not require a word count. (See information regarding academic papers posted on the homepage. Live online chats are required using Adobe Connect through Learn 9.

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights from St. Thomas University School of Law and MA in Religion from Florida International University;
- Currently a Fellow and full-time instructor in The Honors College at FIU;
- Her undergraduate degrees include religious studies, biology (minor-geology) and allied health breast care in radiology;
- Owns and operates an art glass studio specializing in stained/etched glass, stone and wood sculpting;
- Studied architectural glass in Germany with renowned glass artists and sculpting with Elliot Miller;
- Her specialty areas include American tribal cultures and human rights law (rights of women, the child, internally displaced persons/refugees, global indigenous peoples) and biodiversity;
- Attended the UN Sub-Commission on Human Rights for Indigenous Working Peoples in Geneva, Switzerland for several years;
- Her research areas encompass human rights, indigenous sacred sites, earth ethics, and studies involving breast cancer and asbestosis;
- Completing a project of her uncle's original "V" mail letters from WWII, and two current manuscripts the Miami Circle, and a fictional work taken from her life as the wife of a Naval fighter pilot who participated in a "seagull society" during the Vietnam years;
- Sits the Advisory Board for Arts and Sciences at FIU, served as President of the Women's Studies Board, and past chair the Friends of Environmental Studies;
- Is a recipient of the Alumni Torch Award at FIU and has received two Outstanding Service Awards from Religious Studies; Who's Who of American Women, 2007 and Who's Who in America, 2008;
- Has two sons, both avid surfers: one is a paramedic firefighter and the other, a chef on Oahu 's north shore and 5 grandchildren
- Her other family includes 2 dogs, 3 cats, an Umbrella cockatoo and an aviary of finches.

Text books:

Inventing Human Rights, A History, Lynn Hunt, W.W. Norton & Co, 2007, ISBN 978-0-393-33199-8

A World Made New, Eleanor Roosevelt and the Universal Declaration of Human Rights Mary Ann Glendon, Random House, 2002, ISBN 0-375-76046-6

The Last Utopia, Human Rights in History, Samuel Moyn, Belknap Press, 2010, ISBN 978-0-674-04872-0

Electronic readings and documents are posted online.

E-mail: Contact Prof. Pfeiffer via Learn 9 course email.

Discussions: These are posted with a Discussion Rubric and required responses about the topics and other points of general interest directly related to the course. Everyone can read Discussion postings; therefore, do not post private information.

Live Chat: Adobe Connect will be used for biweekly “live” on line chats. Recommended is a headset with a microphone. For complete information, review the Adobe Connect folder; the chats will be about 1 hour in length, on Thursday evenings from 21:00-22:00

Time is listed in the 24-hour clock to avoid confusion regarding submissions, due dates and times: ie 8 AM or 8 PM, 12:00 Noon, not midnight

All Learn 9 course material is listed in separate folders, ‘titled’ accordingly

COURSE CONTENT

Course Requirements Fall 2011

Discussions 15%

Live chats 15 %

Essays (6 @ 400-word minimum) 20%

Final essay preparation #7, thesis statement, outline, abstract (200-250 words) and bibliography 20%

Final course essay (1500-word minimum) 30%

Course Requirements Spring 2012

Discussions 10%

Live chats 10 %

Essays (6 @ 400-word minimum) 20%

Special Project: 10%

Final thesis statement, outline, abstract (200-250 words) and bibliography 20%

Final course essay (2000-word minimum) 30%

Grading: 93 and above, A; 90-92 A-; 87-89 B+; 84-86 B; 81-83 B-; 77-80 C+; 74-76 C; 71-73 C-; 67-70 D+, 64-66 D; 61-63 D-, <61 F

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Learn 9 for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.

Don't struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: <http://library.fiu.edu/>

Required weekly or bi-weekly discussion "blogs" are found under discussions and posted with a due date for initial postings. After you post your initial response to each question or topic **you and are expected to respond to your classmates' initial responses.** These are graded according to an online template, "Grading Rubric." Please be courteous and respectful of others ideas negative aggressive comments will not be tolerated. Please keep your discussion concise.

The topics are selected from:

A) Required readings, **B)** Video presentations, **C)** Music/lyrics, and **D)** Works of art [works are imaged online in each module] and throughout the texts.

Student Bio Activity

Please provide a brief biographical overview on the Student Bio Forum under Discussions. You are encouraged to include following in your bio:

Name, status in your current program, educational background to date, the reason you take this course, your expectation of this course, your experience with any aspect of online learning, work experience, career plans, and personal plans. (No longer than 200 words).

THERE ARE NO MAKE-UP ASSIGNMENTS, QUIZZES OR EXAMS FOR THIS COURSE.

PLEASE DO NOT REQUEST A CHANGE OR DELAY! All assignments are due as indicated; a zero (0) grade will be awarded for anything turned in after the due date, with the following exceptions: If some unforeseen emergency arises that prevents you from taking an exam or handing in an assignment, documentation must be provided (i.e., a summons for jury duty, letter on Physicians letterhead stating explicitly why student could not hand in assignment/take exam, etc). This documentation will be verified by contacting the appropriate individuals. Once verified a decision as to how to proceed. This will be at the discretion of the Professor.

Statement of Understanding between Professor and Student

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the University. As a student in the College of Business taking this class:

I will not represent someone else's work as my own.

I will not cheat, nor will I aid in another's cheating.

I will be honest in my academic endeavors.

I understand that if I am found responsible for academic misconduct, I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook.

Academic Honesty and Plagiarism FIU Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and Community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

- Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
- Plagiarism – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own is plagiarism. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
- Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>
FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>
FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Physical, Mental and Sensory Challenges

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require any special needs, notify the University and your instructor if you have not done so already.

This is a fully online course, meaning that all course work (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Fully online courses are not independent study courses. You will be expected to interact online with the professor and your fellow students to complete assignments, to meet deadlines, and in many classes, to work in virtual groups. In some fully online courses, you may be required to come to campus to take midterms and exams, but in most, you will take your tests online.

Glossary of terms and abbreviations are posted in the Introduction folder, definitive to the course; artwork is posted in a folder to be accessed for each section, read the lyrics and listen to the music presented. Examples include operatic arias from Wagner's *Das Rheingold*, Aaron Copland's "Fanfare for the Common Man; many pieces from "rock and roll, and recent releases of reggae, ska, contemporary pieces. A folder of the global documents is posted for the entire course that includes the English Bill of Rights, Declaration of Independence, Bill of Rights (US Constitution), the French Declaration, UDHR, the African Charter, the American Charter, the Vienna Convention, the Geneva Convention, Indigenous Rights documents, the Prevention of Genocide, CEDAW, Rights of the Child and Biodiversity.

DVD's include *The War* by Ken Burns series on war; *Faith & Doubt at Ground Zero*; *Religion, War, Violence: The Ethics of War and Peace*; *War Made Easy, How Presidents and Pundits Keep Spinning Us to Death* by Norman Solomon; *Hotel Rwanda*; *Maxine Hong Kingston on Peace and War* from Bill Moyers Journal

Discussion topics are posted for each week. Discussions (protocol): Discussions are conducted through online posts and online "live" chats. An initial post by each student for each topic listed is required, 5 points. After the initial post is complete, each one needs to read posts by others, select and respond to a MINIMUM of four classmates posts. Total points for grading purposes, 10 points. Discussion grades depend on the quality of your posts in addition to the quantity. Missing or minimal responses result in a deduction of 2 points. All discussions are due by the assigned date at 12:00. A zero grade will be assessed for no posts or missing the due date.

Essay Assignments

Essays are a major part of the online course used to assess your abilities in the class. A zero "0", grade will be assigned for any late work or lack of work submitted.

Reading assignments are posted by modules and weeks.

Fall 2011

Module 1 INTRODUCTION TO HUMAN RIGHTS and HISTORICAL PERSPECTIVES: Weeks 1-6, Aug 22-Oct 2

Week 1 Aug 22-28

Reading Assignment: <<http://amitghate.blogspot.com/2007/03/excerpts-from-platos-republic.html>> <http://thinkexist.com/quotes/hugo_grotius/> <<http://newdeal.feri.org/wallace/haw17.htm>>; Electronic posting from Hayden: PPT lecture, "An Historic Timeline" excerpts from Patrick Hayden's *The Philosophy of Human Rights*; (includes classical, modern, contemporary and Non-Western ideas) read "Fanfare for the Common Man," the and listen to the 3 versions of Copeland's "Fanfare..." and Fanfare Copeland.text"

Discussion #1 Due Aug 28 at 12:00 PM; Listen to Copeland's "Fanfare..." (3 versions) [http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/32o\]5V?src=5](http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/32o]5V?src=5) <http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/3LjVGO?src=5> [rendition by Emerson, Lake and Palmer] <http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/3lFlgu?src=5> [rendition by The Rolling Stones]. "Disregarding the gender reference in Copeland's title, does the music have a global appeal or does it seem too American? Post your response to the poll by listing which version you prefer and why

Week 2 Aug 29-Sept 4

Reading assignment: http://en.wikipedia.org/wiki/Natural_law; continue with excerpts from Hayden's *Philosophy of Human Rights*; read UDHR < <http://www.un.org/en/documents/udhr/>> regarding justice/fairness?" Allow your

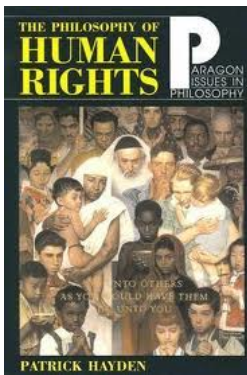
Discussion#2 Your personal definition of Human Rights (Use the natural law perspective- a higher authority, like God or a creator god and or the Greek ideas of Plato, Aristotle and the Stoics. For this discussion continue reading excerpts from Hayden. (Remember to keep posts concise) Discussion #2, discussion closes Sunday, Sept 4 at 12:00

Essay #1: Write your own definition of justice in terms of human rights terms from the readings/ and media presentations. Review "Academic Paper/Essay Recommendations). Use the assigned text readings, media and electronic posts. (400-word minimum) Due Sept 4 at 12:00 PM

Week 3 Sept 5-11

Reading assignment < http://en.wikipedia.org/wiki/The_Golden_Rule>

Live Chat #1 Sept 15, from 21:00-22:00 participate in “live” online chat (Thursday); Do you think the Golden Rule, “Do unto others...” is practiced on a globally scale? (Use the book cover page for Hayden’s text and the electronic post). Poll a ‘yes’ or ‘no’ vote; results will display after voting is complete followed by discussion. The chat will appear online; no posted discussion required this week.



Essay #2 “Should we legislate a “do unto others” law? Does the UDHR attempt to serve this purpose? (400-word minimum) Due Sept 11 at 12:00 PM

Week 4- Sept 12-18

Reading assignments: view the Human Rights Philosophy Rubric; begin reading Lynn Hunt’s *Inventing Human Rights, A History*, “Introduction” and “Ch 1, 3” (pp 15-69, 113-145)

Discussion # 3 Due Sept 18 at 12:00, Reference the rubric of Human Rights Philosophy and excerpts from Hayden’s *Philosophy of Human Rights*. Define your own ideas from the assigned text readings and electronic posts. You may compare and contrast your classmates’ opinions.

Week 5- Sept 19-25

Reading assignment Samuel Moyn, *The Last Utopia*, “Prologue” and Ch1 (pp1-43)

Live Chat #2 online, Sept 22 from 21:00-22:00 participate in “live” online chat. Which of the philosophies in the Human Rights Rubric appears to be the more “just” on a global scale? Use the poll to vote. No posted discussion required

Week 6 – Sept 26-Oct 2

Reading assignment- readings from Week 4-5; read the Convention on the Elimination of the Discrimination Against Women <http://www.un.org/womenwatch/daw/cedaw/> (We will revisit this again in the spring when we delve into the UN)

Discussion #4 “Why is liberty perceived as a lady when women lacked equality?” Due Oct 2 at 12:00

Listen to the Beach Boys: <http://grooveshark.com/#/s/Lady+Liberty/2zuMsH?src=5>

Listen to Cletus Got Shot: <http://grooveshark.com/#/s/Lady+Liberty/2Mlv41?src=5>

Essay #3 Locate an image that depicts women as lesser humans than the male gender. Discuss the image regarding equal status for the female gender? (Use historical data. 400-word minimum,) Due Oct 2 at 12:00 PM

Google images of Lady Liberty

http://www.google.com/search?tbm=isch&hl=en&source=hp&biw=933&bih=596&q=lady+liberty+coin&gbv=2&oq=Lady+Liberty&aq=3&aqi=g10&aql=&gs_sm=c&gs_upl=487889149047611499297112111012121012431156611.6.2l9l0#hl=en&gbv=2&tbm=isch&sa=1&q=lady+liberty+&pbx=1&oq=lady+liberty+&aq=f&aqi=g10&aql=&gs_sm=e&gs_upl=53052153052101547321111010101170117010.1110&bav=on.2,or.r_gc.r_pw.&fp=ee9ee8c8118b9d8c&biw=933&bih=596

Google images of Lady Liberty coin

http://www.google.com/search?tbm=isch&hl=en&source=hp&biw=933&bih=596&q=lady+liberty+coin&gbv=2&oq=Lady+Liberty&aq=3&aqi=g10&aql=&gs_sm=c&gs_upl=487889149047611499297112111012121012431156611.6.2l9l0#hl=en&gbv=2&tbm=isch&sa=1&q=lady+liberty+coin&oq=lady+liberty+coin&aq=f&aqi=g1&aql=&gs_sm=e&gs_upl=11038611108151011140914131012121018318311110&bav=on.2,or.r_gc.r_pw.&fp=ee9ee8c8118b9d8c&biw=933&bih=596

Module 2, Weeks 7-10 Human Rights Philosophy

Week 7 Oct 3-9

Reading assignment: complete Hunt’s *Inventing Human Rights...* with particular attention to the “Appendix” (pp215-229); PDF from Hayden’s *Philosophy of Human Rights* excerpts in the electronic reading online

Discussion #5, “Are rights really self-evident?” What about race, gender, religious affiliation? Due Oct 9 at 12:00.

Week 8- Oct 10- 16

Reading assignment- Samuel Moyn, *The Last Utopia*, Ch 3 and “Epilogue: The Burden of Morality” (pp 84-119, 212-227) www.un.org/esa/socdev/unpfii/en/drip.html <
untreaty.un.org/cod/avl/ha/ga/ga_61-295/ga_61-295.html>

Live Chat online #3 Oct 12 (Columbus Day) 21:00-22:00 participate in “live” online chat (Wednesday); “Should there be a national holiday celebration of Columbus Day?” Was America really discovered by the Europeans, and what about the indigenous tribes that inhabited the US? The chat will appear online; no posted discussion required

Listen to Walela’s “Is Everybody Here?”

Essay #4- “...that all men are created equal...” How would you change 1) the “Declaration of Independence,” <www.ushistory.org/declaration/document/> and 2) the French Declaration on the Rights of Man and the Citizen http://en.wikipedia.org/wiki/Declaration_of_the_Rights_of_Man_and_of_the_Citizen to promote equality...submit an introduction, then your rewritten documents. Draw conclusions in summation. Due Oct 16 at 12:00 PM

Week 9-Oct 17-23

Reading assignment Hunt’s *Inventing Human Rights...* Ch 2 “Bone of Their Bone” (pp70-112) with particular emphasis to the figures 3, 4, 5, 6, 9, 10

Discussion #6 What makes us sympathize with someone being tortured? Due Oct 23 at 12:00. (View Figs. 3-6, 9-10 from Hunt, pp.71/73)

<http://www.ibiblio.org/wm/paint/auth/goya/goya.shootings-3-5-1808.jpg>

Week 10- Oct 24-30

Reading assignment UN Convention Against Torture <www.hrweb.org/legal/cat.html>

Discussion #7 “Why must rights be declared? (ie Will declaring rights make a difference in peoples’ opinions?)Due Oct 30 at 12:00

Essay #5 Locate a recent image of torture; formulate your essay about the image and whether or not you agree with the attempts to eliminate torture globally. Due Oct 30 at 12:00PM

Module 3 Weeks 11-15 The Documents and Conventions

Week 11- Oct 31- Nov 6

Reading assignment- reread UDHR, Hunt's Ch 5 and "Appendix" (pp176-229); PDF, review http://avalon.law.yale.edu/17th_century/england.asp; review the French Declaration on the Rights of Man and the Citizen http://en.wikipedia.org/wiki/Declaration_of_the_Rights_of_Man_and_of_the_Citizen

Essay #6 Grotius v Locke in defining rights, compare and contrast. (Hunt p 119; PPT from Week 1 and Hayden's excerpts) Due Nov 6 at 12:00 PM

Week 12- Nov 7-13

Reading assignment: UN documents on Veterans- <http://www.okww.ru/en.html>; <http://www.okww.ru/en1.html>; excerpt about Maxine Hong Kingston and her book *Veteran's of War, Veteran's of Peace*; view the interview from Bill Moyers with MHKingston

Live online chat #4: Nov 10, Thursday 21:00-22:00. Friday is Veteran's Day, a national holiday for the US. How should we view this globally? Do we treat Veteran's (military women/men) fairly because they defend and serve the US? What about Veterans during the World Wars v Vietnam era? No posted discussion for this week.

Essay #7 Submit an outline, thesis statement, abstract (200-250 words) and bibliography (resources) for you final course essay (#8) for "Global Human Rights" Use outside resources in addition to the course materials, DVD's, art, and music. Due Sunday, Nov 13 at 12:00 PM.

Week 13- Nov 14-20

Reading assignment: <http://www.un.org/en/ecosoc/>
<http://www.un.org/en/ecosoc/president/index.shtml>
<http://www.un.org/en/ecosoc/about/>
<http://www.un.org/en/ecosoc/newfunct/index.shtml>; PDF on ECOSOC

Discussion #8- Does ECOSOC promote global issues that favors one nation over another? Due Nov 20 at 12:00 PM

(The Economic and Social Council serve as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system. It is responsible for:

- promoting higher standards of living, full employment, and economic and social progress;
- identifying solutions to international economic, social and health problems;
- facilitating international cultural and educational cooperation; and
- encouraging universal respect for human rights and fundamental freedoms

Week 14- Nov 21-25 Thanksgiving Holiday Week

Reading assignment: <http://www2.ohchr.org/english/law/ccpr.htm>

Week 15 Nov 28-Dec 4

Reading assignment: www.un.org/en/documents/charter/index.shtml

Final Course Essay #8- 1,500-word minimum “Global Human Rights.” Due Dec 5 at 12:00 PM

Finals Dec 5-10

Winter break recommendation: Read *A World Made New, Eleanor Roosevelt and the Universal Declaration of Human Rights* by Mary Ann Glendon, Random House, 2002 ISBN 0-375-76046-6

Spring semester examines the concept of the United Nations: WOLRD PEACE, the UN and its individual areas that pertain to Human Rights: Conventions such as CCPR, CEDAW, CRC, CAT, UNHCR and the Convention on Refugees, ECOSOC, UNICEF (formerly the United Nations International Childrens Emergency Fund; now call the United Nations Childrens Fund) UNAIDS, WHO and NGO's, and International Law.