COURSE SYLLABUS
HUMAN RIGHTS: GLOBAL PERSPECTIVES (RVD)
IDH3035 /4008

GENERAL INFORMATION • IMPORTANT INFORMATION • COURSE DETAIL • COURSE CALENDAR

GENERAL INFORMATION

PROFESSOR INFORMATION

<table>
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COURSE DESCRIPTION

Upper division Honors V, VI, VII, VIII, “Aesthetics, Values and Authority”

Human Rights: What is it to be human? What is a right? Do we humans share equality on Earth? Do we treat everyone with the same dignity that we wish to receive ourselves? These questions and how the claims for Human Rights fit in our lives (through an in depth view into the nature of humanity) are examined in this two-semester Honors course, fall 3034/4007 and spring 3035/4008. 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” morality. Is life sacred so that moral dilemmas about the value of life create a need for decision-making or value judgments worldwide? These questions and humanity’s treatment of each other regarding war, peace, gun control and the death penalty are addressed in this semester.

COURSE OVERVIEW

A review from the fall semester: This Blackboard fully online Honors course examines the claim for human rights and how it fits our lives in the 21st Century. These rights, the “due unto others…” notion are indicative of how one should want to be treated by others, locally and globally. The course examines (from the fall) the claims through the evolution of human rights from classical perspectives of Plato-Aristotle-Aquinas-Grotius in the west, and Confucius and the Buddha in the east. The modern perspective displays the ideas from Hobbes-Locke-Paine-Kant-Bentham...
and Marx, and through contemporary philosophers like Hart-Pogge-Nickel-Nussbaum-Rority-Reisman and Wiessner. Appropriate works of art, music (genres- classical including opera, rock and roll, punk, ska, rap), texts, PPT’s, DVD’s, links to electronic readings and active live participation through Adobe Connect form the foundation for this study of human rights. Again, the legal documents required are MANY, including the English Bill of Rights, US Declaration of Independence-Constitution-Bill of Rights, the French Declaration of Rights that offer the basis for the failed League of Nations, and eventually led to the United Nations and the Universal Declaration of Human Rights (UDHR), a carry-over from fall semester. Other documents include the African Charter, the Organization of American States Commission and Court, the International Court of Justice and the United Nations systems. Conventions that deal with war and peace through examining treaties like the Vienna Declaration, the Geneva Convention, the Dayton Accords and the Convention on Biodiversity are used throughout the two semesters. Human Rights issues of main concern this semester involve whether or not we should rethink gun control in the US and the death penalty. Of interest may be cyber attacks like the recent one supposedly from North Korea on Sony.

The professor reserves the right to make changes or additions as deemed necessary during the semester. Information regarding updated postings is sent through the course announcements and via course messaging; 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 ARE DOUBLE-LINE SPACED with your name (word count if required). You are expected to view, listen and reference the DVD’s, electronic readings, music and art works in your essay assignments. Discussion blogs and live chat questions are single-line spaced and do not require a word count. (See the information regarding academic papers posted on the homepage for more information). Live online chats are required using Adobe Connect.

**COURSE OBJECTIVES/ GLOBAL LEARNING OBJECTIVES/OUTCOMES**

Upon successful completion of this course, students will be able to complete the following in conjunction with the Global Learning Initiatives objectives listed below:

- Define a “right” By virtue of being human, the students are able to define a “right” or “rights” in legal terms (Module 1, fall; review Modules 1-3 in spring)
- Explain what it means to have rights by the virtue of being human Students can understand and demonstrate the awareness of human rights in their lives and the lives of others (fall and spring)
- Analyze the complex foundation and evolution of human rights and how these rights have historically shaped the world (Module 1, fall; reviewed in spring)
- Apply, define and conceptualize philosophical issues from classical to contemporary perspectives involved in human rights on a global, national and international scale (fall)
- Students can contrast and compare the value placed on being human in global perspectives. (All modules, fall and spring)
Students interpret, recognize, and construct the path of human rights in cultural settings by proposing how these rights can improve the quality of life on Earth (fall and spring)

Incorporate issues of human rights to explain universal versus cultural perspectives: social, political and legal policies that relate to International Law (fall and spring)

Recognize diversity among peoples regarding the nature of societies and how these differences can be utilized to solve conflicts that arise today in acts of war, genocide and ethnic cleansing (fall and spring)

Expand and evaluate knowledge regarding US (Federal laws) and the practice of International Law (Module 3, fall, Modules 1-3 spring).

Students will be able to express a design for a course that teaches youth human rights, not only from an historic perspective, but also concurrent with today’s societal cross-cultural views. (spring)

Students will be able to express, explain and engage each other regarding the importance of human rights in areas on a global scale where these rights are lacking, and how these rights can be implemented. (fall and spring)

Gun control in the US provided by Amendment II in the Bill of Rights is under extreme scrutiny. Students should be able to make decisions regarding the control that enhances the humanitarian rights of all the US citizens using current and pertinent statistics to support their attitudes for or against gun control. (Modules 1,2,3 spring,)

Capital punishment is a highly debated topic of positions for or against. Students should be able to etate their case for or against what many now be considered “cruel and unusual punishment” (from the English Bill of Rights and Amendment VIII to the US Constitution). (Module 3 spring).

GLOBAL LEARNING INITIATIVE The Honors College Seminars, “Aesthetics, Values, and Authority” examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions focus on these paradigms and the relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies are utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College facilitates students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness to engage in problem solving in diverse settings. Global Awareness (GA)- Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic and other values) that shape the aesthetics, values, and authority paradigm in diverse cultural contexts. Global Perspectives (GP)- Students will be able to analyze multiple global forces that shape their and others understanding of intercultural problems and be able to articulate the causes and contributions that exist to help solve these problems. Global Engagement (GE)- Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these
problems. This is accomplished through pre/post problem solving in essays, discussions and live chats that display a willingness to consider traditional and non-traditional approaches through human rights information. Appropriate assignments are designated GA, GP, and GE, respectively on the syllabus.

**GRADING**

**COURSE REQUIREMENTS**

**PRE AND POST COURSE GLI SURVEYS ARE REQUIRED @ 5 POINTS**

- Discussions (8)  
  Weight: 10%

- Midterm Exam: 45 multiple choice, matching, true/false items@ 2 points, 1 short essay@10 points  
  Weight: 20%

- Live Chats w/Adobe Connect, participation required (3)  
  Weight: 10%

- Essays/PPT projects (#1-7), @250-450 word requirements or PPT slides; see course calendar for each  
  Weight: 20%

- Part A Essay or PPT preparation (#8) includes a thesis statement, outline, abstract (200-250 words) and bibliography for a course design in human rights, young people, ages K-8 or 9-12; this may be presented as a PPT  
  Weight: 10%

- Part B Final course essay or PPT project, #8 (1,500-word minimum) A human rights course for young people; this may also be presented as a PPT, minimum of 25 slides that cover the major topics in human rights  
  Weight: 30%

**Total**  
Weight: 100%

**LETTER GRADE RANGE**

- **A** Above 93
- **A-** 90 - 92
- **B+** 87 - 89
- **B** 84 - 86
- **B-** 81 - 83
- **C+** 77 - 80
- **C** 74 - 76
- **C-** 71 - 73
- **D+** 67 - 70
- **D** 64 - 66
- **D-** 61 - 63
- **F** < 61

**TEXTBOOKS**
Electronic readings and documents are posted online.

_Inventing Human Rights, A History_
Lynn Hunt
W.W. Norton & Co, 2007
ISBN: 978-0-393-33199-8 This book should be used for references in the spring

_A World Made New, Eleanor Roosevelt and the Universal Declaration of Human Rights_
Mary Ann Glendon
Random House, 2002
ISBN: 0-375-76046-6 This book should be used for references in the spring

_Murder at the Supreme Court_
Martin Clancy and Tim Obrien
Amherst: Prometheus Books, 2013
ISBN 978-1-61614-649-8 (ebook) or 978-1-61614-648-1

Click here to buy your textbook online at the FIU Bookstore.

WAR, PEACE AND HUMAN RIGHTS

Module 1 Weeks 1-5, Jan 12-Feb 15

WAR

The UN and Post WWII, Other Conflicts

Weeks 1-2 Jan 12-Jan 25 (Jan 19 is ML King’s Holiday, University closed)

Viewing assignments: DVD’s, _WAR_, (#7/8) by Ken Burns; _War Made Easy_ by Norman Solomon, narrated by Sean Penn; _Cabaret_
Listen- http://www.youtube.com/watch?v=wbggEGUaE28 “Over There,”
http://www.firstworldwar.com/audio/overthere.htm

http://www.youtube.com/watch?v=2pfCFU3Mqww&feature=related

Iwo Jima

Reading assignment: Review *A World Made New*, Mary Ann Glendon; Glossary (PDF); PPT and PDF UN systems and workings of the UN with UN Documents (these are listed in weeks 12-15; (this is pre-emptive information for future Weeks 8, 9). A review: the UN in New York, Geneva, The Hague, Montreal, London, Vienna, Paris, Berne; objectives and purpose, Preamble to the Charter, the Charter itself, the general structure that includes members, committees, Peace-keeping operations, systems and conventions- UNDP, UNHCR, UNICEF, WFP, UNFPA, UNEP, UDHR, ICCPR, ECOSOC, ICJ/ICC CEDAW, IAEA, IMF, ILO, WHO, ICAO, WTO, UNESCO, UNIDO, IMO, ITU, UPU, FAO. The glossary is a list of abbreviations for the UN documents and regarding peace-keeping operations from Bruce Oswald, Helen Durham, Adrian Bates *Documents on the Law of UN Peace Operations*, New York: Oxford University Press 2011; http://www.stripes.com/news/middle-east/marine-pullout-offers-preview-of-what-us-leaves-behind-for-afghan-troops-1.313791

https://newsela.com/articles/wars-procon/id/3061/

Writing Assignment: Essay #1, due Jan 18 at 23:55; Essay, 250 words, “Why the League of Nations Did Not Work” (GA, GP, GE)

Complete the semester beginning survey for Global Initiatives by Jan 25 at 23:55.

Discussion #1 (Week 2) initial post due Jan 22 at 23:55. 3 responses by Jan 25 at 23:55: We are still “over there” post Iraq and Afghanistan, despite the end to the conflicts…10,000 troops remain but the destruction of the base and equipment has been shipped out of Afghanistan. Post your thoughts and responses to others (GA, GP, GE)
Weeks 3-5 Jan 26-Feb 15

Week 3 Jan 26-Feb 1

**Viewing assignments:** DVD’s- *Hotel Rwanda, Black Hawk Down*, [http://www.youtube.com/watch?v=UtVo6TOcASg](http://www.youtube.com/watch?v=UtVo6TOcASg); (electronic reading attachment) images of war

**Listening assignments:**

[http://www.youtube.com/watch?v=6v64zTRIrmno&feature=related](http://www.youtube.com/watch?v=6v64zTRIrmno&feature=related)

[http://www.youtube.com/watch?v=8iv7_6qqfZI&feature=fvwrel](http://www.youtube.com/watch?v=8iv7_6qqfZI&feature=fvwrel)

[http://www.youtube.com/watch?v=bg9e4B3pLQA&feature=related](http://www.youtube.com/watch?v=bg9e4B3pLQA&feature=related)

[http://www.youtube.com/watch?v=CGBDWER-wU1&feature=related](http://www.youtube.com/watch?v=CGBDWER-wU1&feature=related)

[http://www.youtube.com/watch?v=k5JkHBC5lDs](http://www.youtube.com/watch?v=k5JkHBC5lDs)


[http://www.youtube.com/watch?v=ZCFHYyErkA0](http://www.youtube.com/watch?v=ZCFHYyErkA0)


**Written assignments:** Discussion #2, (Week 3) initial post due Jan 29 at 23:55; responses to 3 other by Feb 1 at 23:55; the necessity of war to settle conflicts and disputes- take a “pro or con” approach; The live chat involves reading everyone’s initial response and discussing the topic in the live chat using the polls. (GA, GP, GE)

**Live Chat #1 (Week 3)** Thursday Jan 29, 21:30-22:30: pro/com approach to settling disputes and conflicts with war. (GA, GP, GE)

**Essay # 2** (Week 3) Should the right to bear arms be changed to include a policy of arms control, and if so, who should be in control of the policy? In the US, citizens have the right to bear arms: The 2nd Amendment to the US Constitution (Amendment II, part of the Bill of Rights) allows citizens to protect themselves-the right to keep and bear arms- adopted on December 15, 1791. The US Supreme Court issued two decisions regarding the Second Amendment: possession of a firearm, unconnected to service in a militia and to use that arm for traditionally lawful purposes. 350-400 words, due Feb 1 at 23:55

Week 4 Feb 2-8

**Reading assignment:** Electronic information on gun control
Written assignments: Discussion #3 (Week 4) initial post due Feb 5 at 23:55; responses by Feb 8 at 23:55. Suggestions how can we deal with arms/guns/weapons control

Essay #3 (Week 4) due Feb 8 at 23:55; 400 words “Disarmament…can it work to make a more peaceful world today?” Reference the music, DVD’s, the discussions and live chat in your essay to make your argument in favor of or against disarmament.

Week 5 Feb 9-15

Live chat #2- (Week 5) Thursday, Feb 12, 21:30-22:30; “Brothers in Arms” music and lyrics by the Dire Straits-purposes, such as self-defense within the home, and McDonald v. Chicago (2010) that applies to individual states www.supremecourt.gov/opinions/09pdf/08-1521.pdf

EFFORTS TOWARD WORLD PEACE

Module 2 Weeks 6-11, Feb 10- Mar 23 (Spring Break Mar 9-15)

Week 6 Feb 16-22

Viewing assignments: DVD- Out of Africa

Reading/Listening assignments (Week 6)


http://www.lyricsmode.com/lyrics/c/curtis_mayfield/we_got_to_have_peace_curtis_mayfield.html


Written assignment: Discussion #4 (Week 6) initial post by Feb 19 at 23:55; responses by Feb 22 at 23:55, “Is global peace possible, or is it only an illusion?”

Week 7 Feb 23- Mar 1

Reading assignment: Review the following: CEDAW www.un.org/womenwatch/daw/cedaw/ the Geneva Conventions I, II, III

Read these sites on the Nobel Peace Prize for the discussion about peace and women: 95 awards to 128 Laureates- 103 individuals and 25 organizations…now 46 women (Malala Yousafzai in 2014 included); about just slightly over 1/3 awards to women, about 35% and yet it has been women like Eleanor Roosevelt who began the pressure for peace worldwide.

www.nobelprize.org/nobel_prizes/peace/

www.nobelprize.org/nobel_prizes/peace/laureates/

www.nobelprize.org/nobel_prizes/lists/women.html

www.huffingtonpost.com/.../women-nobel-prize-winners-science-award_n_3541686.html

http://www.nobelprize.org/nobel_prizes/peace/laureates/

http://www.digitaljournal.com/article/338092 the awarding of the Nobel Peace Prize to the EU; only 43 women have been awarded Nobel Prizes (Marie Curie twice- chemistry/physics since 1901 (110 years)- 3 more have been added to the 43 since the article was written.

Written Assignments: Discussion #5 (Week 7) initial post due Feb 26 at 23:55; responses due by Mar 1 at 23:55: awarding the Nobel Peace Prizes to women. Why do the odds favor men when half the world population is made up of women?

Essay #4 or PPT due Mar 1 at 23:55, 400 words or 15 slides on the “Nobel Peace Prize” awards (you may use the discussion posts in your essay, or construct from any of the websites; Judith Stiehm (FIU professor of Political Science) author of Champions for Peace, Women Winners of the Nobel Peace Prize, Roman and Littlefield Publishers, 2006 remarks: “Historians too often praise reckless and arrogant leaders who send troops to wage war. This book is intended to encourage and to humor those who seek to avoid war without relinquishing the pursuit of peace.”

Written Assignments: Discussion #6 (Week 8) Rights of the Child, initial post due Mar 5 at 23:55, responses due Sunday, Mar 8 at 23:55

Essay #5 or PPT (Week 8), (400-word minimum or 15 slides) due Mar 8 at 23:55; “For the children and future generations, a world of war or a world of peace.

Week 9 (Spring Break Mar 9-15)
Module 3 Weeks 10-15. Mar 16-April 26

THE UNITED NATIONS, SYNTHESIZING HUMAN RIGHTS,

AND THE DEATH PENALTY

Week 10-Mar 16-22

Written assignment: Midterm Exam opens Mar 18 at 08:00, closes Mar 22 at 23:55, Information from Weeks 1-9, 45 questions @ 2 points (randomized multiple choice, true/false, matching), 1 short response questions @ 10 points

Week 11 Mar 23-29

Viewing assignment: DVD Beyond Borders

Reading assignment: Murder at the Supreme Court; and review some of the UN documents are repetitive from the fall semester; review all UN documents and the UN Charter <treaties.un.org/doc/Publication/CTC/uncharter.pdf>


ICCPR http://www2.ohchr.org/english/law/ccpr.htm


Protection of refugees www.unhcr.org/4371d9482.pdf

CERD www2.ohchr.org/english/bodies/cerd/

Convention Against Torture http://www.hrweb.org/legal/cat.html

Convention on Biodiversity http://www.cbd.int/

Written assignment: Discussion #7 (Week 11) initial post due Mar 26 at 23:55; responses to others due Mar 29 at 23:55; how can CERD be improved globally?

Week 12 Mar 30-Apr 5

Written assignment #6: PPT project (Week 12), due April 5 at 23:55, at least 10 slides minimum) Discuss CERD as a possible indicator for war, killing and the death penalty

Live chat #3 Week 12 Thursday Apr 2, 21:00-22:00 International concepts of the death penalty v. the US policies

Weeks 13-15 Apr 6- Apr 26

Reading assignment: complete all UN documents regarding international law the death penalty, complete Murder at the Supreme Court; examine the articles as posted in the death penalty folder, course content
International Criminal Court, International Criminal Law and International Criminal
Tribunals: <http://www.icc-cpi.int/Menus/ICC/> <http://www.icls.de/>

<http://www.asil.org/erg/?page=icl> <http://www.globalpolicy.org/international-
sjustice/international-criminal-tribunals-and-special-courts.html>

Week 14 Apr 13-19

Written assignment: Discussion #8 (Week 14) initial post Apr 16 at 23:55, responses to
others due Apr 19 at 23:55 Views from International law and the death penalty; consider
CRC and CERD to the Convention on the Rights of the Child, particularly in the US).

Week 15 Apr 20-26

Written Assignment Essay #7: (Week 13), due Thursday, April 23 at 23:55- on the
death penalty; you may choose a position, for or against it, or you may review one of the
cases presented in Murder at the Supreme Court, 450 words

Part A Essay or PPT preparation (#8) includes a thesis statement, outline, abstract (200-250
words) and bibliography for a course design in human rights, young people, ages K-8 or 9-12;
this may be presented as a PPT due Apr 26 at 23:55

Finals Apr 27-May 2

Written Assignment Essay or PPT #8 Part B

Part B Final course essay or PPT project, #8 (1,500-word minimum for essay or 25 slides
in a PPT). A human rights course for young people; minimum of 25 slides that cover the
major topics for teaching human rights young people, due May 1 at 23:55.