

PAD 704/ PAD 401: Human Rights and Humanitarian Policy

Buffalo State College, Spring 2022

Instructor: Dr. Suparna Soni

Class Location: Bacon Hall 223

Class Time: Thursday 6:30pm -8:15pm

Office Hours: Wednesday, 2:00–4:00 PM or, by appointment

Office: Cassety Hall 213

Contact: sonis@buffalostate.edu

Course Overview:

This course provides an overview of various developments that have taken place around human rights. Throughout this course, we will examine the philosophical and theoretical foundations of human rights and explore the evolution of the concept of human rights, particularly in the period following World War II. We will discuss various dramatic transformations that have taken place in the international system and how those changes popularized the concept of "human rights" in addition, we shall examine various international human rights treaties and customary international laws that serve as guidelines in ensuring that all persons are treated equally, and all forms of discrimination are eliminated. Furthermore, we examine some international human rights bodies tasked to ensure that countries protect the human rights of their citizens. Finally, we will examine several human rights issues worldwide and discuss various solutions that could be applied to protect the victims of human rights abuses.

Student Learning Outcomes:

- Analyze the philosophical and theoretical foundations of human rights.
- Deconstruct international human rights treaties and their role as guidelines of human rights principles worldwide.
- Judge the role of international and regional organizations in promoting and protecting human rights worldwide.
- Examine various human rights issues around the globe and analyze the state party's positions in addressing those issues.

Required Text:

DeLaet, D. L. (2007). The Global Struggle for Human Rights: Universal Principles in World Politics. Social Work Education, 26(1).

*Supplemental reading will be posted on the Blackboard site for this course. Therefore, students are encouraged to check the site regularly.

BLACKBOARD

This course makes use of Blackboard for the posting of grades dissemination of class-related information. Make sure you are familiar with each feature of Blackboard and check it often.

Grading Schema:

Class Participation	10%
Reflection Paper	20%
Midterm	25%
Final	30%
Presentation	15%

Class Participation (10%):

Students are expected to have completed each of the required readings before coming to class. You should read carefully and reflectively all reading materials, emphasizing understanding the key points and summarizing each assigned reading. You are expected to participate in corresponding weekly classroom sessions. You should be prepared to discuss assigned readings during class. Debates, questions, and commentary on assigned readings are strongly encouraged. Student's participation grade highly depends on the active student participation and the quality of the discussion as demonstrated by the student during class discussion

Reflections (20%):

You will be required to write *eleven (11)* reflection papers that must be between 200 and 300 words. Reflections are due by Wednesday night before each class. Reflections are supposed to expose you to writings about specific human rights topics. In addition, they are designed to provide you with experience at analyzing and critiquing academic research and theory, which is needed in developing informed ideological positions. Therefore, within a reflection, you should discuss and reference **all** the readings assigned within a specific learning module and explain the relevance of the reading with public administration. I am also interested in real-world cases that are relatable to each topic. Instructions for each reflection will be placed within the *Assignments* folder on the course's Blackboard page. *The lowest reflection grade will be dropped at the end of the course.*

Exams (55%):

This course will include a take-home mid-term (25%) and a final take-home examination (30%), including multiple-choice, short, and long answer type questions. Late assignments will not be accepted unless there is a convincing reason, and if (only if) I was informed earlier.

Presentation (15%):

Students will be required to complete an in-class presentation on a human rights issue of their choice (relevant to the course). The presentation will be graded on accuracy, persuasiveness, and ability to adhere to a five-minute time limit. The exercise is intended to provide students with an opportunity to conduct an executive-level briefing on human rights with public administration.

GRADING GUIDANCE

94-100	A	77-79	C+
90-93	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	67-69	D+
80-82	B-	60-66	D
		0- 60	E

EV=Failure never attended

I= Incomplete

W= Withdrew

****Please note, no make-up assignments/late submissions will be given unless proper documentation is provided (medical documentation, obituary, etc.) and approved.**

****Up to 3 additional points towards their overall course grade for active class participation.**

Email Policy

eMail: Students can expect to receive a response to their email **within 24 hours** (except on weekends and holidays). **Please address all of your emails to me as "Dr. Soni or Professor Soni"** and other students by their last name and appropriate salutation (e.g., Mr/Ms). Also, **please write PAD 704/ PAD 401 and your full name in the subject line of your email.**

General email communication: Please do not send vague emails such as "what can I do to improve my grade on a quiz/discussion board post/ in the course?" or "how should I study for the quiz?" Also, please do not send an email requesting extra credit. Finally, please do not attempt to negotiate final course grades and request that I give a higher grade due to x reason (I need to graduate, I am not doing well in my other courses, I have never received a grade x before).

Office Hours (in-person/ via zoom)

Please send me an email notifying me that you want to meet in person or set up a zoom one-on-one meeting. In addition, please state the question(s)/issue(s) that you would like to discuss during the meeting.

Academic Integrity

Students are expected to fully adhere to the academic integrity regulations set forth by SUNY Buffalo State. Any violation of the regulations will result in appropriate disciplinary action as outlined in university policy. Additional information regarding university policy is available at: <http://academicstandards.buffalostate.edu/>.

Accommodating Special Needs

The Americans with Disabilities Act (ADA) is a federal anti-discrimination law that provides comprehensive civil rights protection for persons with disabilities. The legislation requires that all students with disabilities be guaranteed a learning environment that offers reasonable accommodation for their disabilities. If you have a disability requiring accommodation, please contact me immediately. You have the right to reasonable accommodations to complete this class, and the BSC disability office can help arrange these. If you suspect you will require accommodations, contact the Director of Services for Students with Disabilities as soon as possible: 120 South Wing (Twin Towers), 716-878- 4500. See <http://disabilityservices.buffalostate.edu> for further information.

Classroom Etiquette

Students are expected to follow the University Classroom Conduct regulations. **Cell phone use will not be tolerated (in-class use can reduce grade).** Additional information regarding classroom etiquette is available at: <http://academicaffairs.buffalostate.edu/viii-student-conduct>.

CLASS SCHEDULE AND READINGS

Week 1 (2/03): Syllabus and Course Overview No Readings

Week 2 (2/10): Roots of Human Rights

Reflection 1 is due on all of the following readings:

Delaet, Debra.2006. *The Global Struggle for Human Rights: Universal Principles in World Politics*. Belmont, CA: Wadsworth, Chapter 1&2(Pp.10-43).

Welch, Claude E. 2008. *The Universal Declaration at Sixty*. January 9, 2013.

<http://iipdigital.usembassy.gov/st/english/publication/2008/11/20081119115005xjyrrep0.5346033.html#axzz2r98dQMnP>

Week 3 (2/17): Are Human Rights Universal

Reflection 2 is due on all of the following readings

Delaet, Debra.2006. *The Global Struggle for Human Rights: Universal Principles in World Politics*. Belmont, CA: Wadsworth, Chapter 3(Pp.44-61).

Kausikan, Bilahari. 1993. "Asia's Different Standard". *Foreign Policy* 92 (p.24-41)

Weston, Burns H. 2008. "Human Rights and Nation-Building in Cross-Cultural Settings." *Maine Law Review* 60(2):318-346

Baehr, P. (2000) Controversies in the Current International Human Rights Debate, *Human Rights Review*, Volume 2 (1)

Week 4 (2/24): Human Rights in the USA

Reflection 3 is due on all of the following readings

Delaet, Debra.2006. *The Global Struggle for Human Rights: Universal Principles in World Politics*. Belmont, CA: Wadsworth, Pp.147-157

Liptak, A. (2008). Inmate count in US dwarfs other nations. *New York Times*,23.

Walt, S. M. (2011). The myth of American exceptionalism. *Foreign Policy*, 11.

http://www.foreignpolicy.com/articles/2011/10/11/the_myth_of_american_exceptionalism?print=yes&hidecomments=yes&page=full

Week 5 (3/3): Human Rights in EU

Reflection 4 is due on all of the following readings

Charter Of Fundamental Rights of The European Union

Hornig, D. C. (2003). The human rights clause in the European Union's external trade and development agreements. *European Law Journal*, 9(5), 677-701.

Donno, D., & Neureiter, M. (2018). Can human rights conditionality reduce repression? Examining the European Union's economic agreements. *The Review of International Organizations*, 13(3), 335-357.

Week 6 (3/10): Women's Right

Reflection 5 is due on all of the following readings

Delaet, Debra.2006. *The Global Struggle for Human Rights: Universal Principles in World Politics*. Belmont, CA: Wadsworth, Chapter 7(p.119-134).

Eltahawy, Mona.2012. Why do they hate us? *Foreign Policy* January 8, 2013.

http://www.foreignpolicy.com/articles/2012/04/23/why_do_they_hate_us

Week 7 (3/17): Midterm in Class

Week 8 (3/24): Torture

Reflection 6 is due on all of the following readings

Stern, 'Torture Debate'

Delaet, Debra.2006. *The Global Struggle for Human Rights: Universal Principles in World Politics*. Belmont, CA: Wadsworth, Pp.119-129;

Keck, Margret E. & Sikkink, Kathryn. 1998. *Activists beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press, pp. 51-78 and. 65-98

Week 9 (3/31): Spring Recess: No Class

Week 10 (4/7): Children's Right

Reflection 7 is due on all of the following readings

Singer, P.W. 2006. *Children at War*. Berkley, CA: University of California Press. Chapters, 1, 2&3 (p.3-56)

Felton, 'Child Soldiers' available at:

<http://resourcecentre.savethechildren.se/sites/default/files/documents/5331.pdf>

Kiener, R. (2011). Rescuing Children. *Childhood and Adolescence in Society: Selections From CQ Researcher*, 1.

Week 11 (4/14): Slavery and Human Trafficking

Reflection 8 is due on all of the following readings

Bales, Kevin. 1999. *Disposable People: New Slavery in the Global Economy*. Berkley, CA: University of California Press Chapter 1&3(p.1-33 and p.80-120)

Masci, D. (1994). *Human trafficking and slavery*. CQ Press.

Week 12 (4/21): Refugees

Reflection 9 is due on all of the following readings

Felton, E. (2015). Migrants, refugees, and mobility: how useful are information communication technologies in the first phase of resettlement? *Journal of Technologies in Society*, 11(1), 1-13.

Case Study

Week 13 (4/28): LGBT-person, Individuals with Disabilities

Reflection 10 is due on all of the following readings

'Gay couple in Malawi get maximum sentence,'

<http://www.nytimes.com/2010/05/21/world/africa/21malawi.html>;

Economist, 'A well-locked closet,' <http://www.economist.com/node/16219402>;

Convention on the Rights of persons with disabilities http://compa/en.wikipedia.org/wiki/Convention_on_the_Rights_of_Persons_with_Disabilities

Case Study

Week 14 (5/5): NGOs and Human Rights

Reflection 11 is due on all of the following readings

Keck, Margret E. & Sikkink, Kathryn. 1998. *Activists beyond Borders: Advocacy Networks in International Politics*. Ithaca, NY: Cornell University Press, Pp. (p.1-163)

Baehr, P. R. (1994). Amnesty International and its self-imposed limited mandate. *Neth. Q. Hum. Rts.*, 12, 5.

Welch, C. E. (2001). Amnesty International and Human Rights Watch: A Comparison. *NGOs and Human Rights: Promise and Performance*, 85, 107.

Case Study

Week 15 (5/12): Student Class Presentations

Final Exam in CEP week