**PAD 704/ PAD 401: Human Rights and Humanitarian Policy**

Buffalo State University, Spring 2023

**Instructor**: Dr. Suparna Soni

**Class Location**: Online (asynchronous)

**Office Hours**: Tuesday 10 am to 12noon or by appointment

**Office**: Cassety Hall 213

**Contact**: [sonis@buffalostate.edu](mailto: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 global human rights issues and analyze the state party's positions in addressing those issues.

**Require Tex**

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

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

**Brightspace**

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

**Grading Schema:**

Online discussion Posting/leading 20%

Reflection Paper 30%

Midterm 25%

Final 25%

**Online Discussion Posting and Class leading (20%)**

Students are expected to complete the required readings every week. You should read carefully and reflectively all reading materials, emphasizing understanding the key points, and should be able to summarize each assigned reading. Each student will be required to lead a class during the course, in which the assigned student will post a discussion question and facilitate the class discussion online. I will be providing more information on it. Stay tuned.

**Reflection Paper (30%)**

You must write ***nine (9)*** reflection papers between 200 and 300 words. Reflections are due by Monday night of each week. Reflections are supposed to expose you to writings about specific human rights topics. In addition, they are designed to provide you with experience in 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 to 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 Brightspace page. *The lowest reflection grade will be dropped at the end of the course.*

**Exams (50%)**

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

**GRADING GUIDANCE**

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

EV=Failure never attended

I= Incomplete

W= Withdrew

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

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

***Email Policy***

**Please –use Brightspace for the communication system.** 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?" 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 reasons (I need to graduate, I am not doing well in my other courses, and 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 an 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.

***Students with Military Obligations***

Buffalo State College policies regarding students who are called to military duty are modeled on New York State employment law concerning employees who have military obligations. The college makes every effort to respond to the needs of such students, including tuition refunds, grading of incomplete grades, etc. See "Procedures for Students Called to Active Military Duty," which is available in the Registrar's Office, Moot Hall 210.

**CLASS SCHEDULE AND READINGS**

**Week 1 (1/29-2/2):** **Syllabus and Course Overview No Readings**

**Week 2 (2/5-2/9): 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 (2/12-2/16): 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 (2/19-2/23): 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). The inmate count in the 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 (2/26-3/1): Human Rights in the EU**

Reflection 4 is due on all of the following readings

Charter Of Fundamental Rights of The European Union

Horng, 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 (3/4-3/8): 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 (3/11-3/15): 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 8 (3/18-3/22): Midterm**

**Week 9 (3/25-3/29): Spring Recess No Class**

**Week 10 (4/1-4/5): 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 (4/8- 4/12): No class**

**The instructor will be attending the ASPA Conference**

**Week 12 (4/15-4/19): 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 13 (4/22-4/26): NGOs and Human Rights**

Reflection 9 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.

**Week 14 (4/29-5/3): Current Human Right Issue**

**Week 15 (5/6-5/10): Final Exam Posted**

**Final Exam Due on Sunday (5/12)**

**\*This Schedule is tentative and subject to change.**