

Course Syllabus "Human rights in Globalizing World"

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of the Master's Programme
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Number of credits	6
Contact hours	38
Self-study hours	190
Year of study	1
Educational format	With use of online course

I. Aim, Results of Mastering the Discipline and Prerequisites

The objective of the discipline "Human rights in globalizing world" is the introduction of complex relations between globalization and human rights protection/promotion in different regions and introduction to main actors of these relations on global level.

- After explaining how the concept of human rights has a history marked by philosophical controversies, and how understanding those controversies within an interdisciplinary framework helps us to illuminate the state of human rights today, we track the development of a liberal and secular perspective on human rights.

- We also survey various theories of human rights (giving special attention to contemporary sociological theories of human rights), and highlight their many unresolved tensions to explain why the practice, and not just the theory, of human rights matters.

- We also determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs. This will be accomplished with the help of a common set of readings which discuss the various institutions, national policies, and systems which create and sustain reciprocal and non-reciprocal interactions.

- We then discuss the role of the social sciences in understanding human rights, and explain why we cannot reduce human rights to legal analysis. We also discuss the relationship between culture and human rights – including the problems of cultural imperialism and cultural relativism, and the relationship between human rights and minority rights, the rights of indigenous people, women's rights and the right to self-determination. Another important area of focus in this course is the politics of human rights, and the influence of human rights on politics.

- We examine not only nation-state centered paradigms but also those that give greater attention to transnational networks of actors, including social movements, and NGOs.

- Generally, we attempt to assess how globalization and development is impacting human rights today, and the power (if any) that human rights have to shape the unfolding process of globalization and the institutions sustaining it.

As a results, students should:

- Know the major concepts of public policy and social discourse, as well as human rights theories;
- Be able to discuss and reproduce these concepts and theories, be able to find relations between them and analyze them;

- Be able to recognize important human rights problems, analyze them and suggest possible ways of solving them;
- Be able to apply those analytical tools to various stages of policy process and to various institutions, that define a framework of policy process;
- Be able to distinguish between infringements of law and human rights violations;
- Be able to identify targets, decision-makers, benefactors and other actors involved into human rights issues, their motives, strategies and methods;
- Understand who gains, and what are the motives, for framing particular issues as human rights issues;
- Understand to what extent cultural differences in the conception of human rights affect the universality of those rights as philosophical values or legal obligations.

Know:

- differences between types of global actors
- features of political, economic and cultural globalization in context of human rights
- basic concepts and theories of globalization and human rights

Be able to:

- Be able to discuss and reproduce these concepts and theories, be able to find relations between them and analyze them
- Be able to recognize important human rights problems, analyze them and suggest possible ways of solving them;
- Be able to identify targets, decision-makers, benefactors and other actors involved into human rights issues, their motives, strategies and methods

Have:

- the skill to analyze and evaluate human rights issues on global level
- the skill to compare regional and global mechanisms of human rights protection
- the skill to present and develop human rights campaigns

Basic knowledge of concepts and theories of social sciences are required for this course.

The basics of this discipline should be used in the following courses and activities:

- Global political economy
- all other program related courses

The course is strongly related and complementary to other courses on the minor

II. Content of the Course

PART I: Theory and Global Class

1. Globalisation as a Context for Development of Human Rights

Brief review of the aims and structure of the course. Introduction to the concept of Human Rights (HR). The Universal Declaration of Human Rights. Political Philosophy and Nature of HR. The role of context and discourse for studying Human Rights. New challenges and opportunities of Globalization (economic, social, political and environmental) as a current

context of Human Rights. Discussion of Human Rights' deficit and possible Human Rights' promotion strategies (protection and transformation).

Demonstration of a part of the film 'Globalisation is Good' and a follow-up discussion of the role of globalisation in the current developments in the area of Human Rights.

2. Institutional and Sociological approaches to Human Right Analysis

Discussion of institutions, gender and class as units of analysis. A very brief introduction to historic development of Human Rights and gender and class inequalities. The role of globalization in the current processes of protection of Human Rights. Introduction to the United Nations' system as an institution of Human Rights and its instruments. Documentary 'The History of the United Nations'. Discussion of the function of the UNHCHR. Review of different levels of the current institutions and instruments for protection of Human Rights.

3. Role of Civil Society in Institutionalization of HR. Concept of Global Governance.

Discussion of the components (professional experts, think tanks, grassroots, NGOs) and functions of civil society (expertise, watch-guard and legitimisation) and their role in protection of Human Rights. Brief case study of International Helsinki Federation for Human Rights. Associational Democracy and Human Rights. Concept of Global Governance. Its two meanings. Discussion of the current cases of involvement of NGOs in social riots and the framework of Human Rights in these processes. Discussion on how much NGOs could promote and protect Human Rights.

4. Social Justice and Human Rights

Introduction of the concept of Social Justice. Discussion of poverty and income inequalities from the perspective of Human Rights. Social Justice as the concept realised in concrete projects. Global Justice Movement. Vienna Declaration and Program of Action and VDPA+20.

5. Other Concepts in Understanding Human Rights.

Introduction of the concept of Vulnerability and a brief review of main vulnerable groups of Human Rights holders (children, women, minorities etc.). Discussion of major causes of vulnerability at a global level. Examples of ex post coping. Theory of Justice and development of Capability Approach. Examples of Capability deprivation. Discussion of CA's critique of traditional welfare economics and relation to Human Rights. Individual Freedom as Social Commitment. Collective Capabilities. Discussion of John Rawls' "A Theory of Justice" and basic liberties. The UN Human Development Index.

6. Typology of Human Rights

Human needs and Human Rights. Generations and Categories of Human Rights (Civil and Political Rights and Economic Social and Cultural Rights). Discussion of children's welfare in Russia as the complex example of socio-economic rights.

7. Environment and Human Rights

Discussion of the impacts of current human development on Nature. Introduction to the concept of sustainability. 'Weak' sustainability versus 'Strong' sustainability. Introduction to 'Environmental' Human Rights: Right to Natural Resources, Right to Environment free of pollution. Brief review of Environmental movements. Social and environmental campaigns: Environmental Human Rights as a Tactical Device for campaigns. Environmental Human Rights Legal Instruments.

8. Human Rights and International Security

Human rights to security in the globalizing world. Indicators of Human Security. Terrorism, Human Security, and Human Rights in the XX-th century. Trends and dilemmas in guaranteeing Human Rights under the current threats. Questioning the rightfulness of detentions under the Anti-Terrorism Crime and Security as such an example. Discussion of possible policy addresses to terrorism in a general framework of Human Rights.

9. Culture, Ethnic Conflicts and Human Rights

Introduction to Cultural Rights as Human Rights. Current definitions and objectives. Discussion of examples and possible objects of cultural protection (language, traditional knowledge). Heritage ethics as an instrument to resolve cultural conflicts. Concept of Diversity and the Universal Principle of Human Rights in Diverse Cultures. Cultural Diversity and the Universal Character of Human Rights. Agenda 21 for Culture. UNESCO. Current examples of violation of Cultural Human Rights (dynamiting the Buddha statues in Damiyan in 2001, destruction of the Sufi sites in Tripoli in 2011). Discussion of the abuse of cultural relativism against Human Rights (violations against women).

PART II: Online course

Course “Introduction to Human Rights”

<https://www.udemy.com/introduction-to-human-rights/>

Duration: 6 weeks 6-8 hpw

III. Grading

Homework (presentations, blogs)	25%
Online course	25 %
Written Exam	50%

Formula:

$$O_{\text{accumulative}} = 0,5 * O_{\text{homework}} + 0,5 * O_{\text{online}}$$

$$O_{\text{final}} = O_{\text{exam}} * 0,5 + O_{\text{accumulative}} * 0.5$$

If the final grade is non-integer, it is rounded according to algebraic rules. If has a half (.5) at the end, we are rounding upward.

IV. Grading Tools

Blogs

To comment on the blog, please, follow the link below:

<http://globalizationandhumanrights.ning.com/>

You are required to write a weekly blog. This blog should critically reflect on the material discussed and read for that week. This is, however more than just a simple summary of the material. For this you are to identify at least 3 news articles that explicitly deal with some aspect of the week discussions or readings. Only one of these news articles can come from the U.S. and Russia. Your critical reflection of the class material will use these articles as a means by which you explore, evaluate and utilize the material presented.

You are required to respond to at least one featured blog per week. You don't have to respond to the same blog each week, and keep in mind that you may have to get a free username to other sites in order to view all blogs. Comments for a week's posts are due by Sunday by 11:59 pm.

each week. These will be posted on our NING site. They should be a minimum of 500-700 words, and critically reflect on not only the blog but relevant class material. (Note: These will not start till Sept 25.)

Examination

Exam 1: You will be required to answer 10 questions distributed during the exam. The assessment criteria: knowledge of factual material, reference to adequate theoretical background, analytical approach and coherent written communication.

Written papers, including exam, criteria:

1) *Logical coherence*

- Organize your thoughts and information in a clear order.
- State your observations and conclusions clearly.
- Use evidence to support your conclusions.

2) *Engagement with course issues and concepts*

- In every paper, make use of concepts/methods of analysis discussed in class.
- Be sure to incorporate at least three course readings/lectures into any research paper you write.
- Shorter critical essays must incorporate the key concepts from at least one course reading/lecture.

3) *Quality of your particular analysis*

- Try to make your paper interesting and unique.
- Try to go beyond simply re-stating someone else's argument.
- Always make sure that your paper ends with a clear and interesting conclusion.

Mark Scheme for Homework

PowerPoint Presentations

	Beginning	Satisfactory	Excellent	Score
PowerPoint Presentation				
Slides	15 points There are 1 – 3 slides.	30 point There are 4 –7 slides.	50 points There are 8 - 10 slides.	50
Bullet points	2 points 0 – 3 slides have building bullets. May have spelling / grammatical errors. Content may not be logically organized.	5 points Most slides have bullets that build. May have few spelling and/or grammatical errors. Content is logically organized.	10 points All of the bullets on each slide build. No spelling or grammatical errors. Content is logically organized.	10
Graphics or Video	0 points There are no graphics or video.	10 points There is only one graphic.	20 points There are at least two graphics or one graphic and a video.	20

Fonts	0 points There are no words	5 points Font is too hard to read or is not suited with slide or background colors.	10 points Font is colorful and appropriate.	10
Resources and External link	0 points No resources or external links were listed.	5 points Not all resources or external links were listed. External links worked.	10 points All resources and external links were listed. External links worked.	0
Total Score				100

Oral presentations

Criteria	Below expected level	At expected level	Above expected level
Introduction of topic	Topic introduced.	Topic introduced clearly, and purpose of talk was made clear.	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.
Development of topic	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well organized and developed with sufficient and appropriate details.
Ability to engage and involve audience	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.	An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation.	Speaker monitored audience and adapts presentation accordingly. An interesting or original approach taken to the topic. Speaker used techniques such as visual aids and props, anecdote, humor, surprising facts, direct audience participation.
Suitability of presentation for purpose and audience	Attempts were made to tailor the presentation content to the intended purpose of informing, interesting or persuading.	The presentation content and structure was tailored to the audience and to the intended purpose of informing, interesting or persuading.	The presentation content, structure and delivery were closely tailored to the audience and to the intended purpose of informing, interesting or persuading.
Voice: clarity, pace, fluency	Presenter occasionally spoke clearly and at a good pace.	Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent.	Presenter spoke clearly and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.

Vocabulary, sentence structure, grammar	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.
Pronunciation	Pronunciation occasionally correct, but often hesitant and inaccurate.	Pronunciation and intonation is usually correct.	Pronunciation and intonation is correct and confident.
Cultural conventions for oral presentation	Greetings and general presentation are not culturally inappropriate.	Greetings are culturally appropriate. Questions are answered appropriately.	Greetings are culturally appropriate. Gestures, stance and eye contact are appropriate. Questions are answered appropriately.
Use of visual aids	No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.	Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.
Conclusion of topic	An attempt was made to conclude the presentation.	The presentation was summed up clearly.	The presentation was summed up clearly and effectively, with key points emphasized.
Answering questions from audience	Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.

Content – Structure / Ideas

Introduction				Comments
Introduced the topic clearly	Yes	To some extent	No	
Outlined the main areas to be covered	Yes	To some extent	No	
Created interest in the topic	Yes	To some extent	No	
Body of presentation				
Main idea /thesis was communicated clearly	Yes	To some extent	No	
Supporting ideas were communicated clearly	Yes	To some extent	No	
Backed up ideas with examples where necessary	Yes	To some extent	No	
Ideas well linked / sequenced. Sign posted sections of talk well. (eg. First, Next, etc.)	Yes	To some extent	No	

Visual aids				
Clear / well prepared	Yes	To some extent	No	
Added to presentation, relevant	Yes	To some extent	No	
Well managed	Yes	To some extent	No	
Conclusion				
Strong concise summary	Yes	To some extent	No	
Thought provoking	Yes	To some extent	No	
Ideas drawn together	Yes	To some extent	No	
Language				
Used language appropriate to discipline	Yes	To some extent	No	
Used appropriate level of formality for audience / situation	Yes	To some extent	No	
Explained specialist vocabulary where necessary	Yes	To some extent	No	
Delivery				
Spoke at appropriate volume	Yes	To some extent	No	
Spoke at appropriate speed (didn't rush, used pauses well)	Yes	To some extent	No	
Spoke fluently (not too many hesitations, appropriate word and sentence stress)	Yes	To some extent	No	
Used lively / appropriate intonation	Yes	To some extent	No	
Sounded confident	Yes	To some extent	No	
Body language				
Stood or sat appropriately	Yes	To some extent	No	
Used appropriate facial expressions	Yes	To some extent	No	
Used appropriate hand gestures	Yes	To some extent	No	
Made eye contact with all listeners	Yes	To some extent	No	
Question time				
Questions warmly invited	Yes	To some extent	No	
Questions well answered	Yes	To some extent	No	
Question time well managed	Yes	To some extent	No	
Other				
Notes and visuals well managed.	Yes	To some extent	No	

Overall effectiveness of presentation

RESULT	GRADE	DESCRIPTION
PASS	10	Extraordinary
	9	Excellent
	8	Very good
	7	Good
	6	Good enough
	5	Satisfactory
	4	Weak
FAIL	3	Bad
	2	Very bad
	1	Extraordinary bad

V. Sources

5.1. Main Literature

1. Cotesta, Vittorio. *Global Society and Human Rights*, BRILL, 2012. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=867717>
2. Jørgensen, Rikke Frank. *Human Rights in the Global Information Society*, edited by Ernest J., III Wilson, MIT Press, 2006. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3338490>
3. *Educating for Human Rights and Global Citizenship*, edited by Ali A. Abdi, and Lynette Shultz, State University of New York Press, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3407553>
4. Erman, Eva. *Human Rights and Democracy : Discourse Theory and Global Rights Institutions*, Routledge, 2005. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=4758257>

5.2. Additional Literature

1. Kim, D. (2013). International Nongovernmental Organizations and the Global Diffusion of National Human Rights Institutions. *International Organization*, 67(3), 505-539. Retrieved from <http://www.jstor.org/stable/43282075>
2. Ghosal, S. (2010). HUMAN RIGHTS: CONCEPT AND CONTESTATION. *The Indian Journal of Political Science*, 71(4), 1103-1125. Retrieved from <http://www.jstor.org/stable/42748940>
3. Selya, R. (2012). A Geography of Human Rights Abuses. *Human Rights Quarterly*, 34(4), 1045-1083. Retrieved from <http://www.jstor.org/stable/23352239>
4. Tsutsui, K., & Wotipka, C. (2004). Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations. *Social Forces*, 83(2), 587-620. Retrieved from <http://www.jstor.org/stable/3598341>
5. Landman, T. (2004). Measuring Human Rights: Principle, Practice, and Policy. *Human Rights Quarterly*, 26(4), 906-931. Retrieved from <http://www.jstor.org/stable/20069767>

5.3. Software

№	Name	Access conditions
1.	MicrosoftWindows 7 Professional RUS MicrosoftWindows 10 MicrosoftWindows 8.1 Professional RUS	<i>From the university's internal network (contract)</i>
2.	Microsoft Office Professional Plus 2010	<i>From the university's internal network (contract)</i>

5.4. Professional databases and reference systems. Internet resources (electronic educational resources)

№	Name	Access conditions
<i>Professional databases and reference systems</i>		
1.	Consultant Plus	<i>From the university's internal network (contract)</i>
2.	URAIT Electronic library system	URL: https://biblio-online.ru/
<i>Internet resources (electronic educational resources)</i>		
1.	Open Education	URL: https://openedu.ru/

5.5. Material and technical support

Classrooms for lectures on the discipline provide for the use and demonstration of thematic illustrations corresponding to the program of the discipline, consisting of:

- PC with Internet access (operating system, office software, antivirus software);
- multimedia projector with remote control.