I. COURSE DOMAIN AND OUTLINE

In this course, we will explore the history, key theoretical debates, policy implications, and advocacy strategies related to the human rights movement. The class will approach human rights issues and situations from the perspective of a social worker and policymaker. We will examine the different formal and informal institutions that work to promote, as well as hinder, the realization of human rights using case studies. Finally, the class will explore the effectiveness of different advocacy tools to address human rights violations in various contexts.

II. CORE COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior.</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity, promote plurality and alternative in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and all forms of social and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage with grassroots organizations, advocacy and policy making.</td>
<td>C5</td>
</tr>
<tr>
<td>Assess social action and request organizations to be accountable.</td>
<td>C6</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

`Student Handbook 2017-2018`
**Accommodations:** If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The [Disability Resource Center](#), a University-wide resource, provides diagnostic and academic accommodations support and referrals.

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [English Language Program](#) (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon sexual assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the
specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

V. READINGS

There is no required textbook for this course. All the readings are available online and from the WUSTL library system (https://library.wustl.edu). The reading list for the course is provided, session by session, in section IX corresponding to the course outline.

VI. ROLE OF INSTRUCTOR AND STUDENTS

A. Instructor’s Role.
The instructor is responsible for the learning environment and to guide the students on course materials, resolving questions that may arise during the student’s engagement in the readings. The instructor will grade assignments and provide appropriate feedback. The instructor will be available to answer questions on the domains of the course and course projects. The instructor is available by appointment and by email.

B. Students’ role.

Class attendance and participation: The developmental nature of learning in this class requires that students keep up with readings, assignments, and attend class sessions. Students are expected to attend all class sessions unless illness or other emergencies make attendance impossible. If a student is unable to attend class, he/she should contact the instructor in advance, or failing that, immediately afterwards. It is the student’s responsibility to obtain class notes or updates from another student when class is missed. Students are expected to participate in class. It is the student’s responsibility to seek guidance and feedback from the instructor as needed to assure progress.

Writing requirements: *If you did not write it, then you have to cite it.*

Seeking assistance: Proactive and creative problem solving is an essential social work competency. Prior to seeking assistance about an assignment, students are expected to A) have completed all the relevant readings; B) have attempted to frame the problem clearly and succinctly; C) have developed at least two alternative solutions with a list of the pros and cons for each; and, D) have a clear and concise question or request for assistance. This is what an employer would expect of you in a professional setting.

Academic honor: Academic honesty in the composition of assignments is expected. If the instructor believes an act of academic dishonesty has been committed during drafts or final submissions (e.g., inappropriate citation or failing to cite), the student will receive sanction in accordance with the university/school’s policies and procedures.

*There is zero tolerance for violations of academic honesty in the preparation of assignments (e.g., copying or plagiarizing published work or the work of another student, falsifying data, etc.).*

VII. ASSIGNMENTS AND GRADING CRITERIA

Please stick to the due dates. Late assignments will be penalized on the grade (a penalty of 2 marks per day) unless a solid justification is provided, demonstrated and approved by the instructor before the due date. We use the APA referencing style for class papers.

First half of the course: two brief position papers and a mid-term individual in class presentation. Second half of the course: a group paper and a presentation in class. The course requires active class preparation and participation throughout the semester. Deadlines are specified after the description of the assignments, and the assignments have to be uploaded to the Blackboard.
platform on the due date.

- **POSITION PAPERS** (a total of 20% of the student’s final course grade): each student will be asked to write two short position papers of 500 words maximum each paper (a total of 1000 written words). The first position paper will be about session 2. The second position paper will be about either session 4 or 5, the students are free to choose based on preference. These position papers have to show a deep understanding of the readings assigned to the related session, must show critical thinking and must contain a thesis, a counter thesis and a synthesis. Do not forget to use references on text and add a reference list at the end.

- **MID-TERM INDIVIDUAL IN CLASS PRESENTATION AND SERVING ONCE AS COMMENTATOR FOR ANOTHER PRESENTATION** (a total of 15% of the student’s final course grade): each student will select an article stipulated in the “Universal Declaration of Human Rights” (e.g. Article 1: All human beings are born free and equal in dignity and rights) and case around the world that allows a critical analysis of the Declaration’s article. The case will have a defined scope (must include: geographical, sociocultural, historical and political boundaries), and the analysis has to be supported with at least three peer-reviewed papers, one white paper (or technical report from a government) and one NGO type report (“grey literature”). The presentation has to include about its relevance for social mobilization and public policy. Randomly assigned a class commentator will summarize the presentation and comment of the relevance of the case. Further instruction will be provided in class.

- **CLASS PARTICIPATION** (a total of 15% of the student’s final course grade): it will be based on active participation in class that demonstrates knowledge of, and engagement with, the reading materials and the participation modality designed for the class. Regular class attendance is expected and required. Failure to attend class will affect the participation component of your grade. Participation has three in-class modalities: i) the bright side of the story, students bring to class a positive story about the topic of the corresponding section (e.g. session 10, Hunger and Food Security, a successful project in Haiti of urban farming…); ii) the international forum, it is debate using the UN model style, in which students take momentarily the political position of different agents (e.g. countries, international organizations, stakeholders, etc.); and iii) small group discussions of the readings.

- **PAPER AND PRESENTATION** (a total of 50% of the student’s final course grade): This is a group paper linked to a group presentation, developed by a randomly defined team of students who work together on a topic of their interest: derived from one of the sessions starting at week 8 to week 15. Follow the structure of a peer-reviewed paper in a discipline of your election, define a scope (as done for the individual in class presentation). Consider that your paper will be evaluated in terms of: grammatical structure, argumentation, quality of the literature cited, domain of the literature invoked, justified significance of the issues explored, quality of the analysis and significance of the discussion and conclusions. The presentation is about your paper in an academic (conference/symposium) style, and includes a section about political implications and evaluation.
This combined activity is designed in a constructive process to stimulate team work skills, capacity of providing appropriate feedback and motivate students to become professionals of excellence—who think and work impeccably about the issues that scourge humanity. To such purpose, the paper is articulated in the following way: i) one group proposal and outline (5% of the grade); ii) a full draft of the group paper and a peer-review of another group paper (10% of the grade); and iii) one group final paper (20% of the grade). The presentation is based on the paper with extension to its praxis in the real world (political implications and evaluation). Follow these guidelines for each task:

- **Proposal and outline**: the proposal informs the instructor on the topic of interest, make the case for the issue that will be discussed and shows a hint of its theoretical basis (500 words maximum). The outline shows the contents of the paper according to a structure that meets the expectations for a peer-reviewed paper in a discipline of your election (explicitly inform the instructor of your election when submitting the outline). The proposal and outline will be discussed with the instructor at a convenient time for both parties, and this will take place the week after submission. The proposal will be socialized with the class (task forces will be defined).

- **Draft**: the draft has to reflect the proposal (after it was discussed and socialized), follow the outline and the **terms of evaluated** (grammatical structure, argumentation, quality of the literature cited…). This draft will be reviewed for your peers (another group randomly selected) using the criteria established at section X (at the end of the syllabus). The review will be a blind process, the feedback has to the constructive and feasible, and respect and professionalism in this task will be carefully assessed by the instructor.

- **Paper**: the group paper is the result of your hard work incorporating in a rigorous manner the feedback from previous stages. This paper should be of high quality.

- **Presentation strategy and contents**: one pager (1 or 2 typewritten pages) about: what is the group going to present? How is the group planning to present the contents?

- **Presentation**: As said above, it will be in conference/symposium style, and must address political implications and evaluation. Time will be allocated depending on the number of groups, but be prepared for at least a 20-min presentation.

### Weightings toward final course grade:

Position paper 1.................................................................10
Position paper 2.................................................................10

Individual presentation.....................................................15

**Break Down**

Your presentation.........................................................10
Serving as commentator.................................................05
Class Participation.........................................................15

Break Down
The bright side of the story.................................05
UN model format discussion.............................05
Small group discussions around the readings.....05

Paper and presentation........................................50

Break Down
Proposal and outline.................................05
Draft and review.................................10
Paper........................................20
Presentation strategy and contents........05
Presentations..................................10

Total...............................................................................100


Due dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position paper 1</td>
<td>28 January 2018</td>
</tr>
<tr>
<td>Position paper 2</td>
<td>18 February 2018</td>
</tr>
<tr>
<td>Individual presentation</td>
<td>7 March 2018</td>
</tr>
<tr>
<td>Proposal and outline</td>
<td>25 February 2018</td>
</tr>
<tr>
<td>Draft</td>
<td>18 March 2018</td>
</tr>
<tr>
<td>Peer-review</td>
<td>1 April 2018</td>
</tr>
<tr>
<td>Final paper</td>
<td>15 April 2018</td>
</tr>
<tr>
<td>Presentation strategy and contents</td>
<td>22 April 2018</td>
</tr>
<tr>
<td>Group presentations</td>
<td>02 May 2018</td>
</tr>
</tbody>
</table>

*Proposal discussion: during the week of 04/March arrange a meeting with your instructor

Note 1: Written assignments can be delivered until midnight (00:00 of the 24-hour clock), assignments past midnight are considered overdue and consequently penalized.

Note 2: Presentations take place during the class time on the due day.

Note 3: The group presentation should take the form of a small event

VIII. COMPETENCY ALIGNMENT TO ASSIGNMENTS

<table>
<thead>
<tr>
<th>Graded assignments</th>
<th>Competencies</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Papers (x2)</td>
<td>C1, C2, C3, C4</td>
<td>Values, knowledge, cognitive processes</td>
</tr>
<tr>
<td>Mid-term individual presentation</td>
<td>C1, C2, C3, C4, C5</td>
<td>Values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>Group paper and presentation</td>
<td>C1, C2, C3, C4, C5, C6</td>
<td>Values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Class Participation</td>
<td>C1, C2, C3, C4, C5</td>
<td>Values, knowledge, skills, cognitive processes</td>
</tr>
<tr>
<td>Additional activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Guest Lectures</td>
<td>C1, C2, C3</td>
<td>Values, knowledge, skills, cognitive processes</td>
</tr>
</tbody>
</table>

**IX. COURSE OUTLINE**

Week 1: 17 January 2018

**Topic:** Introductory Session, Syllabus Review & “International Crisis” Exercise

**Required reading:**

General Assembly of the United Nations, Rules of procedure: XII. Plenary Meetings  

**Recommended readings:**

General Assembly of the United Nations, Rules of procedure, other sections. Full procedures available at:  
http://undocs.org/en/A/520/rev.18

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Week 2: 24 January 2018

**Topic:** What is a right? Philosophical, Political and Pragmatic Positions

**Required readings:**


**Recommended reading:**

Stanford Encyclopedia of Philosophy, Human Rights *(First published Fri Feb 7, 2003; substantive revision Sat Nov 8, 2014)*. Available from:  
https://plato.stanford.edu/entries/rights-human/
Week 3: 31 January 2018

**Topic:** Hegemony, League of Nations and Geneva Conventions

**Required readings:**


International Committee of the Red Cross: The Geneva Conventions of 1949 and their Additional Protocols, Overview, Available from:  

**Note:** Arrive to class with a good understanding of the four conventions

**Recommended readings:**


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Week 4: 7 February 2018

**Topic:** UN system, Universal Declaration of Human Rights and international organizations at the human rights arena

**Required readings:**

UN, (1948), *Universal Declaration of Human Rights*. Declaration available at:  

Visit (required):
Human Right Watch: https://www.hrw.org
International Amnesty: https://www.amnesty.org/en/
Note: Come to class prepared to discuss about these organizations

Recommended readings:


________________________________________

Week 5: 14 February 2018

Topic: Human rights intersections with pacts and treaties (e.g. American exceptionalism?)

Required readings:


________________________________________

Week 6: 21 February 2018

Topic: Biopolitics, Governance and Interventionism

Required readings:


Recommended reading:


Week 7: 28 February 2018

**Topic**: Decolonization & Culture

**Required readings:**


**Recommended reading:**


Week 8: 07 March 2018

**Mini-lecture**: Gender, intergenerational and special rights

**In-class individual presentations**

Week 9: 14 March 2018

**Topic**: Relax, recharge and enjoy your break!
Week 10: 21 March 2018

**Topic:** Hunger, Food Security and Food Sovereignty

***Special Guest Lecturer: Dr. Lora Iannotti***

**Required readings:**


**Visit (required):**

*La Via Campesina*: [https://viacampesina.org/en/](https://viacampesina.org/en/)

**Note:** Come to class prepared to discuss about the organization

**Recommended readings:**


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Week 11: 28 March 2018

**Topic:** Indigenous people and intercultural rights

**Required readings:**


Recommended readings:


Week 12: 04 April 2018

**Topic:** Human trafficking, modern slavery and exploitation

***Special Guest Lecturer: Amanda Colegrove***

**Required readings:**


Week 13: 11 April 2018

**Topic:** Environment and Climate Change

***Special Guest Lecturer: Dr. Bret Gustafson***

**Required reading:**


**Recommended readings:**


Week 14: 18 April 2018

**Topic**: Forced displacement, refugees & asylum seeking

***Special Guest Lecturer: Dr. Stephen Legomsky***

**Required reading:**


Week 15: 25 April 2018

**Topic**: Social Mobilization, advocacy and evaluation of social action

**Required reading:**


Week 16: 02 May 2018
Topic: Group Presentations

FINAL CLASS

X. PEER-REVIEW EVALUATION GUIDELINES.

SUMMARY EVALUATION FOR PAPER DRAFTS

PLEASE EVALUATE THIS MANUSCRIPT IN TERMS OF EXPRESSION, ARGUMENTATION, QUALITY OF THE LITERATURE REVIEW, SIGNIFICANCE OF THE ISSUES EXPLORED, QUALITY OF THE ANALYSIS AND SIGNIFICANCE OF THE CONCLUSIONS. PLEASE CIRCLE OR HIGHLIGHT THE CATEGORY NEAREST YOUR JUDGEMENT.

• EXPRESSION AND STYLE:
   VERY POOR  POOR  AVERAGE  GOOD  EXCELLENT

• ARGUMENTATION:
   VERY POOR  POOR  AVERAGE  GOOD  EXCELLENT

• QUALITY OF LITERATURE REVIEW:
   VERY POOR  POOR  AVERAGE  GOOD  EXCELLENT

• SIGNIFICANCE OF ISSUES:
   VERY POOR  POOR  AVERAGE  GOOD  EXCELLENT

• QUALITY OF ANALYSIS:
   VERY POOR  POOR  AVERAGE  GOOD  EXCELLENT

• SIGNIFICANCE OF CONCLUSIONS:
   VERY POOR  POOR  AVERAGE  GOOD  EXCELLENT

RECOMMENDATIONS FOR A SUBMISSION TO A JOURNAL

Please tick or highlight the most appropriate statement:

1) The manuscript is unsuitable for publication in its present form and is unlikely to improve significantly with further editing.
2) The manuscript is unsuitable for publication in its current form but it may benefit from substantial revision and may be worth re-submitting.

3) The manuscript is acceptable for publication subject to completion of substantial editing.

4) The manuscript is acceptable for publication and requires only minor editing by the author.

5) The manuscript is acceptable for publication and required no further editing.

**DETAILED COMMENTS AND ADVICE:**

[COMMENTS SHOULD BE OFFERED IN AN EFFORT TO HELP THE AUTHOR IMPROVE THEIR WORK AND WILL BE SENT, WITHOUT IDENTIFICATION OF SOURCE, TO THE AUTHORS.]