<table>
<thead>
<tr>
<th>Class code</th>
<th>FA14_LWSOC-UA_9251_1_001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Details</td>
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<tr>
<td>Name:</td>
<td>Dr Sophie LEMIERE</td>
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<tr>
<td>NYUHome Email Address:</td>
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<tr>
<td>Office Hours:</td>
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<tr>
<td>Villa Ulivi Office Location:</td>
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<tr>
<td>Villa Ulivi Office Extension:</td>
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<td>Class Details</td>
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<tr>
<td>Semester:</td>
<td>Fall 2015</td>
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<tr>
<td>Full Title of Course: International Human Rights</td>
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<tr>
<td>Meeting Days and Times:</td>
<td></td>
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<tr>
<td>Classroom Location: TBA</td>
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<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
<tr>
<td>Class Description</td>
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<tr>
<td>COURSE PHILOSOPHY &amp; CONTENT</td>
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<td>Over the last decade, UN interventions in war zones have increased tremendously but Syria and Yemen remain a no-go zone, individual liberties are challenged in the name of security, and what is freedom of expression to some appears as terrible blasphemy to others: International Human Rights are a universal and contemporary question raising social, economical, political and philosophical issues. This course is a multi-disciplinary approach to International Human Rights aiming at understanding the societal controversy and issues pertaining to Human Rights, its mechanisms and nature. Beyond the legal logic this course raises a critical view on the contemporary political and social issues of the 21st century.</td>
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<td>This course emphasizes for students, the learning processes and the skills. The learning outcomes depend on efforts of both the teacher and the student. The pedagogical approach favors an autonomous but guided learning process and gives the student the opportunity to customize his/her own curriculum within the existing syllabus, according to his/her personal interests, professional project as well as preferred learning support. Debate in class will trigger critical thinking and discussion in a culturally diverse and intellectually safe environment.</td>
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<tr>
<td>CLASS ORGANISATION &amp; ASSIGNMENTS</td>
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<tr>
<td>• Oral Presentation of Case Study</td>
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<td>Each session will feature 1 or 2 presentations introducing/illustrating the topic of the day. This exercise will be done individually or by peers depending on the class size. Presentation topics are listed in the syllabus and students are required to choose the topic and possibly a study partner in the first class. The format is 6 minutes and 10 slides (TED model see on <a href="https://www.ted.com">https://www.ted.com</a>) and will be explained by the teacher at the first session. Ideally, students will give 2 presentations per semester. Peers, according to specific criteria set by the teacher, will do the assessment.</td>
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<tr>
<td>• Media Assignments</td>
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<tr>
<td>Reading and Media Assignments:</td>
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<td>Essential assignments are compulsory and must be studied prior to each session; optional assignments are optional and students may choose one or more per session according to their interests and preferred learning support (video, book, article, arts). Extra are further materials relevant to</td>
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</table>
the class that students may consult on a voluntary basis.

Group discussion: Assignments are discussed in groups (defined by the teacher) at the beginning of each session, and the main ideas/issues are reported back orally to the teacher after the discussion.

Assignment Journal: Every student is required to keep a material journal of what they have read and seen, their purpose in doing so, how they came to a decision to read the text/watch the film (why the text seemed useful to read), what other, texts/film, ideas or other authors the text links to. The teacher might control the Journal randomly.

- Participation

This course is designed to be interactive! Participation in class is strongly encouraged. During the session, questions asked by the teacher will have to be answered and written down by everyone. Students will then be picked and invited to answer in front of their peers.

- Writing Assignments
  1. Case Study

Students are required to present 5 case studies over the semester of no more than 2 pages. Cases will be chosen to illustrate the session topic. This case study will not be presented orally and thus must differ from the oral presentation topic. Please refer the list of suggestion or if you like you may suggest a relevant topic of your interest to the teacher. Papers will be due 3 days before the concerned session. Late papers will simply not be accepted.

  2. Final Paper

Final paper of 2.500 to 3.000 words (excl.bibliography) will be delivered by the 15th session of the class. The topic relevant to International Human Right Issue will be chosen by the student and approved by the teacher by the 5th session. The argumentation of this paper will be built over the entire semester.

- Class Grand Debate

The Grand debate will oppose two teams defending opposing argumentations on one human right issue to be determined (by the 8th session) by the teacher according to the interests of the students and the overall progress of the class. Depending on the number of participants 1 or 2 debates will be held. Teams will have to prepare both side of the argumentation, the position to be defended will be chosen by the teacher on the day of the debate.

- Guest Speaker

Each guest speaker will join the class in a presentation followed by a Q&A session for an hour (physically or via Skype). The aim for them to present a point of International Human Right they touch on in their professional life. The students will be required to prepare questions for the guest speaker prior to the class. The guest speaker will be invited to join the second hour of the class. Sessions featuring a guest speaker will not offer any case study presentation. Guest speaker will be confirmed at the beginning of the semester.

**Desired Outcomes**

On completion of this course, students should:

- Have improved their ability to think critically, engage in complex reasoning and clearly express their thoughts through their written work.
- Have mastered basic research methodology
- Have understand how to use and combine different sources and platforms of knowledge and learning (Arts, Video, documentary etc)
- Have developed their critical mind towards information sources
- Have develop their oral expression skills and public argumentation in an international, or culturally diverse, environment
- Be able to identify the human rights dimensions of contemporary issues.
- Have improved their understanding of the logic of human rights and the range of international enforcement mechanisms.
- Understand the historical background and philosophical foundations of the international human rights movement.
- Have enjoyed learning!

**Assessment Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Oral Presentation in Class (15 minutes with 10 minutes discussion)</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Assignments Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Final Class Debate</td>
<td>15%</td>
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</table>

Failure to submit or fulfill any required course component results in failure of the class.

**Assessment Expectations**

**Grade A:** The student makes excellent use of empirical and theoretical material from mixed sources and offers structured arguments in his/her work. The student writes or present comprehensive essays/exam questions or oral synthesis. His/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.
**Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

<table>
<thead>
<tr>
<th>Grade conversion</th>
<th>A=94-100</th>
<th>A-=90-93</th>
<th>B+=87-89</th>
<th>B=84-86</th>
<th>B-=80-83</th>
<th>C+=77-79</th>
<th>C=74-76</th>
<th>C-=70-73</th>
<th>D+=67-69</th>
<th>D=65-66</th>
<th>F=below 65</th>
</tr>
</thead>
</table>

**Grading Policy**

Please refer to Assessment Expectations and the policy on late submission of work

**Attendance Policy**

Attendance: Attendance is expected and required of all students. Any absences will negatively impact upon your course grade

Absences: In case of absence, regardless of the reason, the student is responsible for completing missed assignments, getting notes and making up missed work in a timely manner based upon a schedule that is mutually agreed upon between the faculty member and the student

**Absence Due to Illness**

- If you are sick, please see a doctor (contact the OSL for information).
- Only a medical certificate from a local medical professional will be accepted to justify an absence due to illness.
- Within 24 hours of your return to class you must bring this note to the Office of Academic Support, located on the ground floor of Villa Ulivi. We will review the medical certificate and we will notify your faculty via email about your justified absence due to illness.
- Absences for short term illness without a medical certificate are not justified and count as unjustified absences. We will not accept a student email or telephone call regarding an absence due to illness. We will not notify your faculty about these absences.
- The Office of Student Life, when assisting you in cases of severe or extended illness, will coordinate with the Office of Academic Support to properly record your absences.

**Due to Religious Observance**

- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.
- Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

**Due to a class conflict with a program sponsored lecture, event, or activity**

- All students are entitled to miss one class period without any penalty to their grade in order to attend a lecture, event or activity that is sponsored by NYU Florence or La Pietra Dialogues, Acton Miscellany or the Graduate Lecture series.
- Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

**Late Submission of Work**

- All course work must be submitted on time, in class on the date specified on the syllabus.
- To request an extension on a deadline for an assignment, students must speak to the professor one week prior to the due date.
- To receive an incomplete for a course at the end of the semester, two weeks before final exams, both the student and the faculty member must meet with the Assistant Director of Academic Affairs to review the request and if granted, they must both sign an Incomplete Contract detailing the terms for completing missing coursework.
### Plagiarism Policy

Plagiarism will not be tolerated in any form. The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

In the event of suspected or confirmed cases of plagiarism, the faculty member will consult first with the Assistant Director for Academic Affairs as definitions and procedures vary from school to school. Please consult the “Academic Guidelines for Success” distributed on your USB key at Check-in and on the NYU Florence Global Wiki.

For a detailed description of some possible forms of plagiarism and cheating please consult the Community Compact that you signed at Orientation, a copy of which is on the above mentioned Wiki and USB key.

### Required Text(s)

No purchase is required.

### Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library or available online)

Materials will generally be posted to NYU Classes and will consist of journal articles and court cases uploaded to the site. Other Media such as video (film, music, documentary), newspaper journals or Arts are essential to the course and will be generally uploaded to the site.

### Internet Research Guidelines

The careful use of internet resources is encouraged and a list of recommended websites will be given. Failure to cite internet and other non-traditional media sources in your written work constitutes plagiarism.
### Session 1

A Grasp of International Human Rights: General Principles and Sources.

**Case Study (presented by the teacher): The Nuremberg Trial**

**Suggested Topic for case study paper: The French Government Responsibility in the Tutsi Genocide in Rwanda and Burundi; Turkey’s Discourse on the Armenian Genocide.**

**Essential**
2. Ali G on Human Rights [https://www.youtube.com/watch?v=De6ywge9wZE](https://www.youtube.com/watch?v=De6ywge9wZE)

**Optional (Choose 1 or more)**

**Extra**
2. International Covenant on Civil and Political Rights (1966)
3. Life is Beautiful (1987)
5. The Schindler List (1993)

### Session 2

Cyrus, Gandhi, Eleanor and Martin: A brief History of Human Right Movement and its leaders

**Case Study: Contemporary Challenges to Black Minority Rights in the USA**

**Suggested Topic for case study paper: TBA**

**Essential**
1. Martin Luther King “I have a Dream” speech (watch the speech and read the text) [https://www.youtube.com/watch?v=3vDWWy4CMhE](https://www.youtube.com/watch?v=3vDWWy4CMhE) and [http://www.archives.gov/pres/exhibits/dream-speech.pdf](http://www.archives.gov/pres/exhibits/dream-speech.pdf)
2. Shelton (2013) Ch. 9, pp. 222-249; Ch. 14, pp. 345-359

**Optional (choose 1 or more)**
1. Eleanor Roosevelt
2. Gandhi
3. Nelson Mandela

**Extra- Films**

### Session 3

Prospects and Limitations of Human Rights Instruments

**Case study: The Challenges of UN Peace Keeping Missions**

**Suggested Topic for case study paper: TBA**

**Essential**
2. Smith (2010) Chapter 4, pp. 120-175
4. UN Video on Peacekeeping Missions [https://www.youtube.com/watch?v=OvJULANT7-so&list=PL49CE20981558F582](https://www.youtube.com/watch?v=OvJULANT7-so&list=PL49CE20981558F582)

**Optional (Choose 1 or more)**
1. The Whistleblower (2010)

**Extra**

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**Guest Speaker:** Sayida Ounissi, *Ennadhah* – Tunisian Islamist Party-, Member of Parliament on Human Right,
### Session 4
**Reconciliation and Transitional Justice from an Islamist/Islamic Perspective**

**Essential**
3. On Sayida Ounissi
4. Policy Brief, on transitional justice in Tunisia and Libya
5. Prepare Questions for our guest!

**Optional (Choose 1):**

**Extra**
1. News/Blogs on Tunisia (contemporary Issue- French/Arabic/English) [https://inkyfada.com/fr/](https://inkyfada.com/fr/)
2. [Nawat.org](http://Nawat.org)

### Session 5
**Civil and Political Rights: The Right to Life**

**Case Study: The controversy of death penalty in the US**

**Suggested Topic for case study paper: TBA**

**Essential**
2. Elisabeth Wicks, *The Right to life and other conflicted Interests*, Oxford University Press, 2010, Chapter 2, pp. 22-47
3. History of Death Penalty on BBC.com – 6 short movies to be found on you tube. Here is the link to 1/6 [https://www.youtube.com/watch?v=AfJ0I9Qsea8](https://www.youtube.com/watch?v=AfJ0I9Qsea8)

**Optional (Choose 1 or more)- Have a critical look at the following:**
1. Facts on Death Penalty in the US
2. [http://www.prodeathpenalty.com/Resources.htm](http://www.prodeathpenalty.com/Resources.htm)
3. European Perspective on Death Penalty by the European Ambassador to the UN [https://www.youtube.com/watch?v=EBf-66PA2cw](https://www.youtube.com/watch?v=EBf-66PA2cw)
4. On execution in China [https://www.youtube.com/watch?v=XmevH4GeRsY](https://www.youtube.com/watch?v=XmevH4GeRsY)
5. Jon Olliver, Last Week Tonight, on Death Penalty [https://www.youtube.com/watch?v=Kye2oX-b39E](https://www.youtube.com/watch?v=Kye2oX-b39E)

**Extra**

### Session 6
**Civil and Political Rights: The Prohibition of Torture**

**Guest Speaker: Me. Anta Guissé, appointed 3rd International co-lawyer for Khieu Sampan, former member of the Khmer Rouge Army.**

**Suggested Topic for case study paper: TBA**

**Essential**
1. Smith (2010), Chapter 5.4 pp. 215-227 and Chapter 11.5 and 11.6, pp. 507-526

**Optional**

**Extra**
2. European Convention, Article 3 (see also US Amendment 8)

### Session 7
**Freedom of Religion and Conscience**

**Case Study: Apostasy in Malaysia: the Lina Joy Case**

**Suggested Topic for case study paper: TBA**

**Essential**
1. Revathi Masosi and the reeducation camp in Malaysia [https://www.youtube.com/watch?v=07aU6Wjdwa4](https://www.youtube.com/watch?v=07aU6Wjdwa4)
### Session 8

**Freedom of Expression and Thought**

**Case Study:** The Charlie Hebdo controversies in France  
*Suggested Topic for case study paper: TBA*

**Essential**

**Optional**
4. Watch the short movie Submission from Theo Van Gogh and look for biodata.
5. On the reaction after the attacks in France  
https://www.google.it/search?q=mohammed+cartoons+charlie+hebdo&bih=586&source=im淡淡的isc=是%ә=er%OFeVZTOR0hSa  
http://wwwguardian.co.uk/world/2013/jan/24/un-announces-drone-inquiry-human-rights

**Extra**

### Session 9

**National Security, Terrorism and War Law**

**Case Study:** Targeted Killings: Drones and Autonomous Weapons Systems  
*Suggested Topic for case study paper: TBA*

**Essential**
2. “Will I be Next?” US Drone Strikes in Pakistan, 2013 Amnesty International Report. Available at:  

**Optional**
1. Ryan Devereaux, *UN inquiry into US drone strikes prompts cautious optimism*.  
The Guardian 24th January 2013. Available at:  
http://www.guardian.co.uk/world/2013/jan/24/un-announces-drone-inquiry-human-rights

**Extra**
http://www.hrw.org/reports/2012/11/19/losing-humanity-0

### Session 10

**Women’s Right**

**Case Study:** “Gendercide” in China  
*Suggested Topic for case study paper: TBA*

**Essential**
2. Smith (2010), Chapter 4 pp. 664-723
3. On the Obedient Wife Club in Malaysia watch https://www.youtube.com/watch?v=ns0W4d1EGco, and read  
http://www.huffingtonpost.com/2011/06/05/obedient-wives-club-malaysia_n_871447.html?, and visit the website of Sister in Islam.

**Optional**
1. Video on the History of Feminism- TBA
2. Read the website http://invisiblegirlproject.org/see-the-issue/
<table>
<thead>
<tr>
<th>Session 11</th>
<th>Development and Climate Change</th>
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<tbody>
<tr>
<td><strong>Guest Speaker: Greenpeace or WWF Italia</strong></td>
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<tr>
<td>Suggested Topic for case study paper: Costa Rica Environmental Law; other TBA</td>
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<tr>
<td><strong>Essential</strong></td>
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<td><strong>Optional (choose 1 or more)</strong></td>
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<td><strong>Extra</strong></td>
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<tr>
<th>Session 12</th>
<th>Build your own!</th>
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<tbody>
<tr>
<td>Suggested Topic for case study paper: TBA</td>
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<tr>
<td>This session topic will be chosen and voted by students by session 8, then prepared by the teacher. It will focus on one particular point raised in other pertaining to Human Rights.</td>
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<table>
<thead>
<tr>
<th>Session 13</th>
<th>Critiques and Conclusions</th>
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<tbody>
<tr>
<td><strong>Essential</strong></td>
<td></td>
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<tr>
<td>2. Shelton (2013) Chapter 38 (p-TBA)</td>
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<tr>
<td>4. David Kennedy, <em>The international human rights regime: still part of the problem?</em> in Rob Dickinson et al., eds., <em>Examining Critical Perspectives on Human Rights</em></td>
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<td><strong>Optional</strong></td>
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<td><strong>Extra</strong></td>
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<tr>
<th>Session 14</th>
<th>Final Class Debate</th>
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<tr>
<td>Theme to be announced and prepared with the students.</td>
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<tr>
<th>Session 15</th>
<th>Fieldtrip</th>
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<tbody>
<tr>
<td><strong>FINAL PAPER DUE</strong></td>
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<tr>
<td>Out of the classroom session- theme and location TBA-</td>
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<tr>
<td>Classroom Etiquette</td>
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<td>---------------------</td>
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<tr>
<td>● Eating is not permitted in the classrooms. Bottled water is permitted.</td>
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<tr>
<td>● Cell phones should be turned off during class time.</td>
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<tr>
<td>● The use of personal laptops and other electronic handheld devices are prohibited in the classroom unless otherwise specified by the professor.</td>
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<tr>
<td>● We recycle! So keep it green! Please dispose of trash in the clearly marked recycle bins located throughout the on campus buildings</td>
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<tr>
<th>Required Co-curricular Activities</th>
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<tr>
<th>Suggested Co-curricular Activities</th>
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<tbody>
<tr>
<td>Suggested optional co-curricular activities will be announced in class and/or via email by the professor throughout the semester.</td>
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<tr>
<td>Regular conference held at the EUI or other Universities in Florence</td>
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<tr>
<td>Exhibition</td>
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<tr>
<th>Your Instructor</th>
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<tbody>
<tr>
<td>Dr Sophie Lemière is Research Fellow at the Robert Schuman Center for Advanced Studies, European University Institute (EUI). She was awarded a Master’s degree on Apostasy and Islamic Civil Society in Malaysia (2007) and her PhD in Political Sciences/Comparative Politics at Sciences-Po Paris in 2014 on “Gangs and their relationship to political parties in Malaysia”. She has been trained in both French, American system and a British-inspired system in France (Sciences-Po), the US (Cornell and Berkeley), Singapore (NUS and NTU) and Australia (Sydney). Her current research focuses on connivance militancy in Malaysia and Tunisia in a comparative perspective. Sophie favors interdisciplinary and gives a large place to empirical research in her work.</td>
</tr>
<tr>
<td>Sophie has been correspondent then pro-bono consultant for Reporter Without Borders monitoring Press Freedom Abuse in Malaysia.</td>
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