

# IS 3301

## Gender, Race, and Human Rights

Spring 2017

Tuesday and Thursday 1:30pm – 2.45pm

<b>Instructor</b>	Malliga Och	<b>Office</b>	North Gravelly 116
<b>Phone</b>	208-282-3717	<b>Office Hours</b>	T 9-11 am
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Are women human? Are indigenous people human? Are ethnic minorities human? Are LGBTQ people human? The obvious answer to these questions is of course yes. Regardless of gender, ethnicity, race, or sexual orientation – what unites people is their common humanity. However, a common humanity does not necessarily mean that each person’s human rights are respected and protected equally. The international women’s rights movement fought for decades to have the United Nations declare that human rights are women rights and women rights are human rights in 1993. Today, 1,000 indigenous women have gone missing (most likely murdered) in Canada, 80% of human trafficking victims are female, 10 countries still punish homosexuality by death and 65 countries consider it a crime, and ethnic cleansing is happening in Myanmar, South Sudan, and India.

This class will explore how the concept of human rights intersects with gender, race, ethnicity, and sexual orientation. At the start of the semester, we will revisit the idea of human rights more generally – its origins, history, and legal framework. The rest of the semester, we will study how human rights are experienced by distinct groups of people both globally and right here in the US by asking specific questions. Rather than using a textbook we will work with policy reports by international organizations as well as documentaries.

### Required Readings

All readings are available on Moodle or online. For reference throughout the semester, please consult these two sources (also on Moodle):

1. The United Nations Human Rights Treaty System
2. Human Rights. A Basic Handbook for UN Staff

Please note that I reserve the right to change the syllabus at any time.

### Assignments

25%	5% per quiz	January 17 (Foundation of HR); January 24 (Gender & HR); February 7 (Sex. Orientation & HR); February 21 (Minorities & HR); March 7 (Indigenous People & HR)
20%	Midterm	March 3
25%	Final Paper	May 5
10%	Presentation	April 20
20%	Attendance	

## Midterm

### Analytical paper

For the analytical paper, you will pick a human rights issue which will also be the subject of your final paper. For the midterm, please answer the following questions about your specific topic:

1. Why is it a human rights violation?
2. Which international covenant, treaty, or declaration is relevant to your human rights issue?
3. Who is subject to the human rights violation?
4. Who is committing the human rights violation? Private citizens or governments (or governmental agencies)?
5. Which international organization is most important in combatting the human rights violation? Do international organizations monitor your human rights issue?
6. How often does the human rights violation occur and where (geographically)?

The paper will be 5 pages long (Times New Roman, font size 12, double space, 1 inch margins on all sides).

## Quiz

Short in-class multiple choice quiz on fundamental concepts of each section

## Final Paper

Your final paper will be a 10 pages long paper (Times New Roman, font size 12, double space, 1 inch margins on all sides). You will write the paper on the human rights violation you picked earlier in the semester. The paper will consist of two parts:

1. How is the human rights violation framed internationally?
2. In what form and how common is this human rights violation found in Idaho or the Rocky Mountain Region?

The final paper should offer insights to which extent human rights violation occur at home in Idaho (or the region) and how governments and non-profit organizations are tackling these violations at home.

## Presentation

Please prepare a short (oral) presentation and a paper handout about your chosen human rights issue presenting the following information:

1. Why is it a human rights violation?
2. Which international covenant, treaty, or declaration is relevant to your human rights issue?
3. How often does the human rights violation occur and where (geographically)? Compare the frequency of international incidents to domestic ones in Idaho or the region.
4. What is being done internationally and domestically to combat these human rights violations?

### Attendance

Attendance will be taken in every class. You must sign the attendance sheet. If you are late, you need to see me after class to add your name. Because being on time for important appointments (such as a class) is a valuable life skill, being late at three occasions will count as one absence.

- I will accept *three excused absences*. Any more absences will negatively affect your attendance grade
- Excused means that you emailed me before class with a reason why you cannot attend class

### Participation

A successful student-centered seminar requires that students contribute to the learning process in a meaningful way. Students are expected to attend class and actively engage in course activities. Students who make regular and thoughtful contributions to class discussions, display a willingness to help others work through course concepts, and/or with particularly sophisticated responses can expect good participation grades. When deciding on your final grade, I will take your participation into account. Students may consult with the instructor at any time for an assessment of participation.

## Grading Scale

	Letter Grade	Percentage
	A+	100 - 98
	A	94-97
	A-	90-93
	B+	87-89
	B	83-86
	B-	80-83
	C+	77-79
	C	73-76
	C-	70-72
	D+	67-69
	D	60 – 66
	F	0 - 59

## Course policies

- Disability Clause** All students with a disability and requiring special accommodations to participate in and to complete this course must contact the Disability Resource Center (Rendezvous Building) for verification of eligibility and for determination of specific accommodations.
- Plagiarism** For purposes of this course, plagiarism is understood to refer to: A) Direct quotes without adequate source citation. B) Paraphrase or précis without adequate source citation. All material: fact, theory, or hypothesis, derived from the works of others must be properly cited. Source citations must include: author, title of the work being cited, pages being referred to, and date of publication. For journal articles, proper citation includes the above **plus**: journal title, volume number, and pages in the journal occupied by the article. Models for proper citation format may be found in: Turabian, Kate L., *A Manual for Writers of Term Papers, Theses and Dissertations*, University of Chicago Press, 1973. Plagiarism is considered a serious academic offense which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree.
- Late Submission** Please note that I do not accept submissions after one week of the deadline. For every day submitted late, I will deduct 5% points. Exceptions are made for health and family emergencies. However, these exceptions require formal proof and you need to notify me before the assignment deadline about your extraordinary circumstances.

## Class Schedule

Date	Topic and Readings	Learning Outcomes
January 10	<b>The History of Human Rights</b>  Required readings: <ul style="list-style-type: none"><li>• Writing the UNHR</li></ul>	When did human rights first emerge?  <b>Key terms:</b> UN Declaration of Human Rights
January 12	<b>Foundations of Human Rights</b>  Required readings: <ul style="list-style-type: none"><li>• Bielefeldt 2000. A Critique of Cultural Essentialism in the discussion of HR</li><li>• Evans 2000. Four Generations of Human Rights</li><li>• HR Background</li></ul> Browse: <ul style="list-style-type: none"><li>• OHCHR. Civil and Political Human Rights</li><li>• OHCHR. Social, Economic, and Cultural Human Rights</li></ul>	What are human rights? Why are human rights criticized?  <b>Key terms:</b> generations of human rights, principles of human rights, Western imperialism, Cultural Relativism

January 17

## Gender and Human Rights

Required readings:

- UN CSW. CEDAW Commemorative Publication
- UNIFEM. CEDAW Made Easy

Browse:

- UN. Women's Rights Guide
- IRAW ASIA PACIFIC. CEDAW overview

Watch:

1. CEDAW Quick and Concise: Explaining the Principle of Substantive Equality

<http://www.youtube.com/watch?v=OCtnD-6R2so>

2. CEDAW Quick and Concise: Explaining the Principle of Non-Discrimination

<http://www.youtube.com/watch?v=c1SpUadCdug>

3. CEDAW Quick and Concise: Explaining the Principle of State Obligation

<http://www.youtube.com/watch?v=uHJSp788wjU>

## QUIZ

What are women's rights?

**Key terms:** Convention to End all forms of Discrimination Against Women (CEDAW)

January 19

Required Readings:

- OHCHR. Human Rights Trafficking
- Half the Sky (selected chapters)

Explore: <https://www.hrw.org/topic/womens-rights>

Which types of human rights violations do women experience?

**Key terms:** rape, violence against women, sexual violence, femicide, child brides

January 24

Global: Human Trafficking

## QUIZ

January 26

At home: human trafficking

January 31

## Sexual Orientation and Human Rights

Required Readings:

- UN. Born Free and Equal

What are LGBTQ rights?

Is sexual orientation or sexual identity protected under the human rights framework?

**Key terms:** sexual identity, sexual orientation, LGBTQ

February 2

Required Readings:

- UN. Living Free and Equal

Which types of human rights violations are LGBTQ people subjected to?

February 7

Global: Gay rights in Africa

February 9

At home: marriage equality

## QUIZ

February 14	<p><b>Minorities and Human Rights</b></p> <p>Required readings:</p> <ul style="list-style-type: none"> <li>• OHCHR. Minority Rights Guide for Advocates. Part I (browse rest)</li> <li>• OHCHR. Minority Rights. Part 1-4 (browse rest)</li> <li>• OHCHR. Declaration Minority Rights</li> </ul>	<p>What are the human rights of ethnic and racial minorities?</p> <p><b>Key terms:</b> Convention on the Elimination of All Forms of Racial Discrimination</p>
February 16	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• UN. Background R2P</li> <li>• UN. OSAPG. Prevention of Genocide Booklet</li> </ul> <p>Browse:</p> <ul style="list-style-type: none"> <li>• Inter-Parliamentary Alliance. <a href="http://www.ipahp.org/index.php?en_initiatives_the-un-genocide-convention">http://www.ipahp.org/index.php?en_initiatives_the-un-genocide-convention</a></li> <li>• Genocide Watch. <a href="http://www.genocidewatch.org/genocide.html">http://www.genocidewatch.org/genocide.html</a></li> <li>• ICISS. The responsibility to protect</li> </ul>	<p>What is ethnic cleansing and genocide?</p> <p>Key terms: R2P, Convention on the Prevention and Punishment of the Crime of Genocide, genocide, ethnic cleansing</p>
February 21	Global: Genocide – worse than war	
February 23	At home: Police Brutality against African Americans	<b>QUIZ</b>
February 28	<p><b>Indigenous People and Human Rights</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• OHCHR. Indigenous Peoples and the UN Human Rights System</li> </ul> <p>Browse:</p> <ul style="list-style-type: none"> <li>• OHCHR. The UN Declaration of Indigenous Peoples Rights OHCHR. <a href="http://www.ohchr.org/EN/Issues/IPeoples/Pages/IndigenousPeoplesIndex.aspx">http://www.ohchr.org/EN/Issues/IPeoples/Pages/IndigenousPeoplesIndex.aspx</a></li> </ul>	<p>What are indigenous people’s rights?</p> <p>Key terms: United Nations Declaration on the Rights of Indigenous Peoples</p>
March 2	<p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Kingston. 2015. The Destruction of Identity: Cultural Genocide and Indigenous Peoples</li> <li>• UN Permanent Forum on Indigenous Issues. Rights Violations of Indigenous Peoples</li> </ul> <p>Explore: <a href="http://www.firstpeoples.org/who-are-indigenous-peoples/the-challenges-we-face">http://www.firstpeoples.org/who-are-indigenous-peoples/the-challenges-we-face</a></p>	<p>Which types of human rights violations are indigenous people subject to?</p> <p>Key terms: cultural genocide</p> <p><b>Midterm</b> due March 3</p>
March 7	Global: Our generation	<b>QUIZ</b>
March 9	Global: our generation (Discussion)	

March 14	At home: Standing Rock	
	Required Readings:	
	<ul style="list-style-type: none"> <li>• Leeds. 2005. By Eminent Domain or Some Other Name: A Tribal Perspective on Taking Land</li> <li>• Selected News</li> <li>• Standing Rock Background</li> <li>• Reservation History</li> </ul>	
March 16	At home: Homeland	
	<b>Spring break</b>	
March 28	<b>Intersectionality</b>	How do race/ethnicity, gender, sexual orientation, and indigenous identity intersect?
	Required Readings:	
	<ul style="list-style-type: none"> <li>• Hankisky. 2014. Intersectionality 101.</li> </ul>	<b>Key Terms:</b> intersectionality, double discrimination
March 30	Required Readings:	How does intersectionality impact human rights protection and violation?
	<ul style="list-style-type: none"> <li>• Human Rights Campaign. At the Intersection</li> </ul>	
April 4	The New Black (sexual orientation and race)	
April 6	Indigenous Women	
	Required Reading:	
	<ul style="list-style-type: none"> <li>• Amnesty International. The Stolen Sisters</li> <li>• Violence against NA Women</li> <li>• Rape Culture in the Alaskan Wilderness</li> </ul>	
April 11	Dalit Women (gender and class)	
April 13	Transgender Rights (sexual orientation and gender)	
April 18	Final paper: how to	
April 20	The human rights conditions in Idaho and the Rocky Mountain Region	<b>Presentations</b>
April 25	Idaho: ACLU	Closed Week
April 27	Paper Review	Closed Week
May 5		<b>Final Paper Due</b>