

Course Last Updated 9/19/2024



## Human Rights in A Global Context

### Section I: Course Overview

**Course Code:** POL356LHR

**Subject Area(s):** Political Science

**Prerequisites:** One 200-level course or two 100-level courses in Political Science or another relevant subject area

**Language of Instruction:** English

**Total Contact Hours:** 45

**Credits:** 3

**Course Fees:** N/A

### Course Description

This intensive course provides a multi-disciplinary introduction to human rights, critically examining the politics of human rights, their contentious nature and uneven global implementation. Throughout, the focus is on practical issues and the contested politics of human rights in action through a range of topical case studies. The course critically examines the history and development of concepts of human rights and the philosophies underpinning them, as well as current frameworks of international human rights law and the relationship among current debates in human rights, political power and social injustice. Topics include human rights and international relations; humanitarian intervention and the responsibility to protect; postcolonial and feminist critiques of human rights; the inter-section of human rights with gender, sexuality, ethnicity and class; the relationship between human and civil rights; women's, children's and indigenous peoples' rights; and the practical implementation and enforcement of human rights.

### Learning Objectives

- Convey the major concepts, history, development and structure of human rights.
- Develop an analytical understanding of human rights issues
- Use a human rights framework to analyze topical issues within a British context of rights, social justice and inequality.

- Explore the difference between rights from which states may not derogate (i.e. absolute rights) and rights that the political state may subject to limitations, and the legal mechanisms by which this has been done in the period of the global health crisis of 2020.

## Section II: Instructor & Course Details

### Instructor Details

**Name:** TBC

**Contact Information:** TBC

**Term:** TBC

**Course Day and Time:** TBC

**Office Hours:** TBC

### Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

**Engagement - 20%**

**Oral Presentation - 10%**

**Written Field Study Report - 20%**

**Academic Paper - 25%**

**End of Semester Debate - 25%**

### Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

**Engagement (20%):** Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

This is a full seminar class. As such, active participation in classroom discussion and field studies is an expected component of the course and will enhance students' understanding of the material for their research and field study papers, presentation and exam. Lecture material and field studies encourage discussion based on students' observations as well as insights from course materials. Students are expected to have completed the readings prior to each class and to contribute to discussion in an informed manner through relevant comments, questions, and analysis. Silent attendance of class will not result in a strong participation grade. It is students' responsibility to ensure on the day that they are included on the register for classes and field studies. Grades will be based on the quality of participation in class discussions, such as taking an active role in asking questions, making comments, as well as evidence that required reading has been completed on time.

**Oral Presentation (10%):** Each student will offer an in-class presentation of 10-12 minutes. Students will produce a presentation (including questions) based on their research project into a specific human rights article from the UDHR, allowing students to investigate key themes in greater detail and share their findings with their peers.

Students may work individually, focused on one article taken from the Universal Declaration of Human Rights that connects to material and issues they have learned about over the course, or on a topic of their own interest. This could include such examples as Articles 6, 7, and 8 and the right to fair trial, Article 14 and the right to asylum, Article 18 and issues of freedom of expression, Article 19 and attacks on religious or secular beliefs, or Article 23 and right to non-discrimination and equal pay at work etc. Article 29, often overlooked, provides for governments to limit the enjoyments of many rights in the interests of public health or public order – and the health crisis has seen the unprecedented restriction of rights such as travel, leisure, public assembly and protest. Students should show in their presentation how one or several articles from the UDHR find expression in law, advocacy, and public discourse around key human rights today.

**Written Field Study Report (20%):** Students will submit one 800-1000 word reports based on their experience and learning from the site visits. During the first half of the course, the class will take a visit to the Museum of London. A video of debate by leading UK scholars and journalists on the same topic of whether to remove, retain or explain art and artefacts in the public sphere linked to Britain's past as a colonial power will be made available to support the learning objectives of the field visit. These reports will enable students to relate the findings from their visits to the broader context of key themes in human rights and consider the ways in which the field of human rights is represented in different ways in the social dynamics, institutions and grassroots and activist organizations of the global city. Further guidance and additional notes will be provided by the instructor.

**Research Paper (2000 words, 25%):** Students will submit one 2000-word paper from a range of optional essay questions. Each questions covers a broad range of human rights concerns, such as race, sexual orientation, gender identity, migration and asylum needs etc. Students must NOT select a topic which they have already covered for their field study report. They MAY, if they wish, further develop ideas on a specific area of human rights that they have delivered an oral presentation on in the first half of the course.

Papers should be analytical rather than descriptive and based on a clearly-stated thesis and supported by specific details from the field studies, class handouts and readings where appropriate. Written analysis must be supported by a minimum of eight secondary sources, which should be cited in the text and in a final bibliography. Most, but not all, of the es-say titles are devised to connect to one or several of the chapters in the required course text by Michael Goodhart and is strongly advised that students draw on this as a primary research resource.

Students must demonstrate their ability to search the literature and broader resources to produce a critical, cohesive and balanced argument drawing on this research and relevant concepts and debates in the field of human rights. Relevant resources will also be found through students' institutional online access to scholarly journals.

**Final Examination: In Class Debate (25%):** In the final class of the semester each student will participate in a class debate on the motion: "Has Great Britain Been A Greater Force for Progress or of Abuse in the History of Human Rights?" This assignment will serve as the final examination for this course. Students will be required to turn in a hard copy of their debate speech and/or slides in addition to participation on the day. Students will be divided into two groups – those in support of the motion and those against the motion. Within each group students will work both in groups and at an individual level to develop different roles and their own contributions. On each side students may support their position in the debate either by delivering an opening argument in support of their side or by supporting their team with up to 6 power-point slides containing factual information and data that reinforce and strengthen the position of their team. Each participant will need to make an oral contribution to the debate, but depending on each student's

strengths and personality, the focus may be on a classic debate speech or an information-rich presentation to support a team position.

## Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- **A visit to the Museum of London Docklands** to visit the gallery on London, Sugar and Slavery. This site will contextualise some core themes of the course, such as the paradox of the brutal reality of Britain's central role in trans-Atlantic slavery during the same period as the rise of philosophical ideas on "the rights of man".
- **A visit to Minority Rights Group**, an international NGO working in partnership with a coalition of racial and religious numeric minorities as well as indigenous peoples, struggling to attain rights. This field visit will offer a chance to understand the paradigm of minority rights advocacy, and also to gain insights into how citizen-led organizations can make use of the multi-lateral system for human rights advocacy.

Students are also strongly encouraged to participate in co-curricular program activities.

## Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

### Required Readings

Goodhart, M., ed. (2013): *Human Rights: Politics and Practice*, 3rd edition, Oxford University Press, Oxford

### Selected Reading

Akala, (2018) *Natives: Race and Class in the Ruins of Empire*, Hodder and Staughton, London

Benotman N, (2018) – "What's Wrong With Current Counter-Terrorism Efforts", Briefing Note, Quilliam Foundation, 2018

Donnelly, J. (2007): "The relative universality of human rights," *Human Rights Quarterly*

Dunne, T. & M. Hanson (2013): "Human Rights in International Relations"

Freedman R, Houghton R, "Two Steps Forward, One Step Back: Politicisation of the Human Rights Council.", *Human Rights Law Review*, Oxford, 2017

Gearty C, (2006): "Can Human Rights Survive?" Hamlyn Lecture

- Glasius, M & Lettinga, D. (2013): "Global Civil Society and Human Rights",
- Goodhart, M. (2008): "Neither relative nor universal: A response to Donnelly," Human Rights Quarterly.
- Hochschild A (2005), Bury the Chains, Houghton Mifflin Hartcourt
- Keith, M, (2007): "Don't Sleepwalk in Oversimplification: What the Commission on Integration and Cohesion Really Said?", Open Democracy, 12 August 2007
- Langlois, A. J. (2013): "Normative and Theoretical Foundations of Human Rights," in M. Goodhart, ed., Human Rights,
- O'Connell, G. (2016): "Geopolitics and Human Rights: Ireland's gay Marriage Vote and the Mediterranean refugee Crisis", in Colon, Gristwood & Woolf, eds, Human Rights in Action: Power, Politics, and Practices, pps. 86-95
- Patel, P. (2012): Freedom 'to' and Freedom 'from': Rebalancing the Tension in Favour of Gender Equality", Open Democracy,
- Strau, S. (2013): "Genocide and Human Rights", Chapter 20 in Goodhart, pps. 351-369

### **Recommended Reading(s)**

- Alston, P. & R. Goodman (2012) International Human Rights, Oxford University Press, Oxford
- Akala, (2018) Natives: Race and Class in the Ruins of Empire, Hodder and Staughton, London
- Clapham, A. (2015): Human Rights: A Very Short Introduction, 2nd edition, Oxford University Press, Oxford
- Colon, C., A. Gristwood & M. Woolf, eds. (2016): Human Rights in Action: Power, Politics, and Practices, CAPA Occasional Publications No. 5, CAPA, Boston, MA, available at: <https://info.capa.org/capas-human-rights-in-action>
- Crawshaw, S., J. Jackson (2010): Small Acts of Resistance: How Courage, Tenacity and a Bit of Ingenuity Can Change the World, Union Square, London
- Crawshaw, S. & A. Weiwei (2017): Street Spirit: The Power of Protest and Mischief, LOM Art, London
- Donnelly, J. (2013): Universal Rights in Theory and Practice, 3rd edition, Cornell University Press, Ithaca, NY
- Equiano O, (first published 1798, The Interesting Narrative, Penguin edition 2003, London, UK
- Gearty, C. (2016): On Fantasy Island: Britain, Europe, and Human Rights, Oxford University Press, Oxford
- Gearty C, (2006): Can Human Rights Survive?, Cambridge University Press, Cambridge
- Ghandhi, S. (2012): Blackstone's International Human Rights Documents, Oxford University Press, Oxford
- Ghanea N, Stephens A, Walden R (2007): Does God Believe in Human Rights?, Martinus Nijhoff Publishers
- Hochschild A (2005), Bury The Chains, Houghton Mifflin Hartcourt (US), (available on audio-book)
- Ife, J. (2010): Human Rights from Below: Achieving Rights through Community Development, Cambridge University Press, Cambridge
- Klug, F. (2015): A Magna Carta for All Humanity: Homing in on Human Rights, Routledge, London

Moyn, S. (2010): *The Last Utopia: Human Rights in History*, Harvard University Press, Cambridge, MA

Madison, D. S. (2012): *Acts of Activism: Human Rights as Radical Performance*, Cambridge University Press, Cambridge

Risse, M. (2012): *On Global Justice*, Princeton University Press, Princeton, NJ

Wells, H. G. ([1940] 2015): *The Rights of Man, or What are we Fighting for?* A. Smith, ed., Penguin, London

## Course Calendar

<b>Session 1</b>	
Topics	<b>INTRODUCTION TO THE COURSE</b>
Activity	Introduction to the course, field studies and assignments; key concepts in human rights discourse Categories of rights and topical issues of concern Activity: Human Rights Squares: <a href="http://hrlibrary.umn.edu/edumat/hrsquares/original.pdf">http://hrlibrary.umn.edu/edumat/hrsquares/original.pdf</a> Screening and discussion: Berti, B. (n.d.): "What are the Universal Human Rights?" TED Talk, available at: <a href="https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti">https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti</a>
Readings and Assignments	<b>Readings:</b> Goodhart, M. (2013): "Introduction: Human Rights – Politics and Practice" in <i>Human Rights</i> , pps. 1-8  United Nations General Assembly (1948): General assembly resolution 217 A: Universal declaration of human rights, available at <a href="http://www.un.org/en/universal-declaration-human-rights/index.html">http://www.un.org/en/universal-declaration-human-rights/index.html</a> <b>Assignments:</b> Assignment:1 Oral Presentation Set – students may deliver their presentations on any date from 17 to 21 July at the beginning of class.

<b>Session 2</b>	
Topics	<b>THE HISTORICAL DEVELOPMENT OF HUMAN RIGHTS</b>
Activity	Lecture and discussion: the historical development of human rights and rights language; precursors of human rights - the Code of Hammurabi, the Cyrus cylinder Magna Carta, the Bill of Rights. The Universal Declaration of Human Rights and the European Court of Human Rights. This class will examine English and British contributions to human rights, including Magna Carta and the "Glorious Revolution", the campaign to abolish slavery in the British Empire, the Chartist Movement and Suffragettes. We will also discuss the shortcomings of earlier rights movement, and challenges to the Anglo-Saxon rights tradition, such as the denial of rights to enslaved people, women and the poor.
Readings and Assignments	<b>Readings:</b> Langlois, A. J. (2013): "Normative and Theoretical Foundations of Human Rights," in M. Goodhart, ed., <i>Human Rights</i> , Chapter 1, pps. 12-25

	To view: Olusoga David, (2015) "Britain's Forgotten Slave Owners", Documentary Vine: <a href="https://documentaryvine.com/video/britains-forgotten-slave-owners/">https://documentaryvine.com/video/britains-forgotten-slave-owners/</a>
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<b>Session 3</b>	
Topics	<b>FIELD STUDY: MUSEUM OF LONDON DOCKLANDS – BRITAIN'S SLAVE TRADE, RESISTANCE AND ABOLITION</b>
Activity	Should Britain look to its own history as a source of inspiration for human rights or to European and international sources? Or does its colonial history endure in systemic racism and unresolved issues of injustice? This session will explore Britain's role in the industrialization of slavery; the resistance of enslaved people, the rise of rights-based ideas in the movement for abolition, and legacy of systemic racism in the contemporary debate associated with Black Lives Matters.
Readings and Assignments	<p><b>Readings:</b> Akala, (2018) Natives: Race and Class in the Ruins of Empire, Hodder and Staughton, London (see chapter 5)</p> <p>Hochschild A (2005), Bury the Chains, Houghton Mifflin Hartcourt (US), (available on audio-book)</p> <p><b>Assignments:</b> Assignment 2 due: Site Visit Review to submit 17th July – students will be set a written report further to the class visit the Museum of London Docklands</p>

<b>Session 4</b>	
Topics	<b>HUMAN RIGHTS IN INTERNATIONAL RELATIONS: BRITAIN'S ROLE</b>
Activity	Lecture and discussion: How did the human rights system emerge in international relations? What was the role of Britain and what arguments can be advanced to view Britain as a source of human rights or as a violator of human rights?
Readings and Assignments	<p><b>Readings:</b> Dunne, T. &amp; M. Hanson (2013): "Human Rights in International Relations", chapter 3 in Goodhart, pps. 44-59</p> <p>O'Connell, G. (2016): "Geopolitics and Human Rights: Ireland's gay Marriage Vote and the Mediterranean refugee Crisis", in Colon, Gristwood &amp; Woolf, eds, Human Rights in Action: Power, Politics, and Practices, pps. 86-95</p> <p>Strau, S. (2013): "Genocide and Human Rights", Chapter 20 in Goodhart, pps. 351-369</p>

<b>Session 5</b>	
Topics	<b>GUEST LECTURE FROM AL KHOEI FOUNDATION</b>
Activity	Guest Lecture: Class will hear a guest lecture from a visiting expert in Islamic Perspective on Human Rights from the Al Khoei Foundation, a Shia Muslim organization.
Readings and Assignments	<p><b>Readings:</b> Chapter 10 in Goodhart pp 164-180</p> <p><b>Assignments:</b></p>

	Assignment 3 set: Research Essay, due 1st August
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<b>Session 6</b>	
Topics	<b>MIGRATION, ASYLUM AND BRITISH RIGHTS</b>
Activity	<p>Human rights organizations and activist groups in London; working in the field of human rights. The future of human rights in the UK: Brexit, the European Convention on Human Rights (ECHR), and the Human Rights Act. How will Brexit impact on migrant rights and asylum-seeking?</p> <p>Students will view the award-winning documentary “Banaz: A Love Story” by Norwegian film-maker, Deeyah Khan.  <a href="https://www.youtube.com/watch?v=VepuyvhHYdM&amp;t=5s">https://www.youtube.com/watch?v=VepuyvhHYdM&amp;t=5s</a></p> <ul style="list-style-type: none"> <li>• Please note: this film deals with issue of violence and sexual violence, and does contain descriptions from the court case against the individuals who murdered Banaz that describe extreme physical and sexual violence. It does not contain any direct imagery or representation of violence or sexual violence.</li> <li>• This film investigates highly challenging issues that sit at the intersections of gender, culture, religion as well as the issue of cultural literacy and institutional racism.</li> <li>• This film records the real life and death of Banaz Mahmud, a 17-year-old British national of Kurdish heritage, who was murdered by her own family in a so-called “honour killing.”</li> </ul>
Readings and Assignments	<p><b>Readings:</b>          Equality and Human Rights Commission (2010): “How Fair is Britain?” overview, Youtube clip:  <a href="https://www.equalityhumanrights.com/en/how-fair-britain/video-overview">https://www.equalityhumanrights.com/en/how-fair-britain/video-overview</a></p> <p><b>Assignments:</b>          Weekly Study Task: Gender, Culture and Faith: Human Rights and the Challenges of Inter-sections</p>

<b>Session 7</b>	
Topics	<b>HUMAN RIGHTS – RELATIVE OR UNIVERSAL?</b>
Activity	Lecture and class debate: human rights and cultural difference; questioning the legitimacy of human rights claims; universalist versus relativist views of human rights.
Readings and Assignments	<p><b>Readings:</b>          Donnelly, J. (2007): “The relative universality of human rights,” Human Rights Quarterly, 29(2), 281-306.</p> <p>Goodhart, M. (2008): “Neither relative nor universal: A response to Donnelly,” Human Rights Quarterly, 30(1), 183-193.</p>

<b>Session 8</b>	
Topics	<b>OLD BAILEY</b>
Activity	All Day Combined Field Study: The Wrongful Conviction and Global Human Rights Course will merge for a whole day field study.
Readings and Assignments	<p><b>Readings:</b>          Chapter 4 in Goodhart</p>

<b>Session 9</b>	
Topics	<b>HUMAN RIGHTS IN THE UK: TERROR, SECURITY AND SURVEILLANCE</b>



Activity	The balance between the rights of individuals, the rights of communities and the security needs of a society re-mains a critical question in many countries in an age of renewed threats from terrorism and extremism in various forms. This session will explore the UK response to terrorism and the legal and moral questions raised in the human rights discourse that this leads to. This session will pay particular attention to prevention of terrorism and controversy over the UK “Prevent” program; detention without trial and the oral quandary of the “ticking bomb” hypothesis; surveillance and the role of technology in security policy.
Readings and Assignments	<p><b>Readings:</b> Chapter 15 in Goodhart, pps. 255-272</p> <p>Liberty – Detention Without Charge - <a href="https://www.libertyhumanrights.org.uk/human-rights/countering-terrorism/detention-without-charge">https://www.libertyhumanrights.org.uk/human-rights/countering-terrorism/detention-without-charge</a></p> <p>Benotman N, (2018) – “What’s Wrong With Current Counter-Terrorism Efforts”, Briefing Note, Quilliam Founda-tion, 2018</p> <p>Gearty C, (2006): “Can Human Rights Survive?” Hamlyn Lecture</p>

<b>Session 10</b>	
Topics	<b>SEXUAL ORIENTATION AND GENDER IDENTITY: THE UK HISTORY</b>
Activity	Guest Lecture: An expert in UK history of LBGTQ+ history will explore key chapters in the struggles for decriminalization and the quest for rights for gay communities and the legacy of homophobic laws in the UK over time.
Readings and Assignments	<p><b>Assignments:</b> Written field study report due</p>

<b>Session 11</b>	
Topics	<b>HUMAN RIGHTS TOOLS AND THE POWER OF CIVIL SOCIETY</b>
Activity	Global civil society has been described as a “new superpower” and human rights is one of its tools. But who and what constitute “civil society” and what is its impact in the UK and globally? Lecture and discussion.
Readings and Assignments	<p><b>Readings:</b> Glasius, M &amp; Lettinga, D. (2013): “Global Civil Society and Human Rights”, in Goodhart, chapter 8, pps. 147 - 162 Keith, M, (2007): “Don’t Sleepwalk in Oversimplification: What the Commission on Integration and Cohesion Really Said?”, Open Democracy, 12 August 2007</p>

<b>Session 12</b>	
Topics	<b>PUBLIC ORDER VERSUS PROTEST – HOW FAR SHOULD INDIVIDUAL RIGHTS BE SUBORDINATE TO THE PUBLIC GOOD?</b>
Activity	International human rights treaties contain articles that state, “In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant...” (Article 4, ICCPR)

	This class will explore the degree to which human rights laws may be suspended and the inherent tensions between individual liberty and public health and the value of liberty versus the value of security.
Readings and Assignments	<p><b>Readings:</b></p> <p>“Muted and Invisible” David Renton - <a href="https://www.opendemocracy.net/en/opendemocracyuk/muted-and-invisible-why-justice-online-justice-denied/">https://www.opendemocracy.net/en/opendemocracyuk/muted-and-invisible-why-justice-online-justice-denied/</a></p> <p>“Human Rights Dimensions of the COVID 19 Response – Human Rights Watch – <a href="https://www.hrw.org/news/2020/03/19/human-rights-dimensions-covid-19-response">https://www.hrw.org/news/2020/03/19/human-rights-dimensions-covid-19-response</a></p>

<b>Session 13</b>	
Topics	<b>WHOSE RIGHTS ANYWAY? ISLAMIC AND FEMINIST PERSPECTIVES: QUESTIONS OF GENDER, CULTURE AND PATRIARCHY</b>
Activity	Human rights as a concept has travelled from a radical outsider to becoming a synonym for progressive politics and perhaps to even becoming a favoured discourse of the dominant elite. Yet other academic theories and worldviews critique human rights as Euro-centric or patriarchal. This class will explore alternative discourses and ideas for alternative paradigms of rights.
Readings and Assignments	<p><b>Readings:</b></p> <p>Chapter 2 in Goodhart, pps. 28-43</p> <p>Chapter 7 in Goodhart, pps. 110-126</p> <p>Patel, P. (2012): Freedom ‘to’ and Freedom ‘from’: Rebalancing the Tension in Favour of Gender Equality”, Open Democracy, 15 February 2012 - <a href="https://www.opendemocracy.net/5050/pragna-patel/freedom-to%E2%80%99-and-freedom-from%E2%80%99-rebalancing-tension-in-favour-of-gender-equality">https://www.opendemocracy.net/5050/pragna-patel/freedom-to%E2%80%99-and-freedom-from%E2%80%99-rebalancing-tension-in-favour-of-gender-equality</a> (Links to an external site.)</p>

<b>Session 14</b>	
Topics	<b>FIELD STUDY TO THE UK PARLIAMENT</b>
Activity	All Day Combined Field Study: The Wrongful Conviction and Global Human Rights Course will merge for a whole day field study. Class will visit the UK Parliament for a guided tour of this historic site, including the chamber where legislation was passed for the abolition of slavery in the British Empire and the granting of universal suffrage to women.
Readings and Assignments	<p><b>Readings:</b></p> <p>chap 21 in Goodhart pp 370 – 389</p> <p>Freedman R, Houghton R, “Two Steps Forward, One Step Back: Politicisation of the Human Rights Council.”, Human Rights Law Review, Oxford, 2017</p> <p><a href="https://research.reading.ac.uk/ungop/wp-content/uploads/sites/13/publications/HRLR-2017.pdf">https://research.reading.ac.uk/ungop/wp-content/uploads/sites/13/publications/HRLR-2017.pdf</a></p>

<b>Session 15</b>	
Topics	<b>END OF SEMESTER DEBATE</b>

Activity	The final class will be dedicated to the end of semester debate, the final examination for the course. After the debate, students will informally share their experiences from over the semester and niches areas of human rights knowledge that they have acquired, offering reflections on student experiences; the future of human rights, and human rights as a career.
Readings and Assignments	<b>Assignments:</b> Assignment 3 due Assignment 4 due

## Section III: Academic Policies and Standards

### Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

### Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.