

Course Syllabus and Policy Requirement Statement

In order to access your course materials, you must agree to the following, by clicking the "Mark Reviewed" button below.

By checking the "Mark Reviewed" link below, you are indicating the following:

- You have read, understood, and will comply with the policies and procedures listed in the class syllabus, and that you have acquired the required textbook(s).
- You have read, understood, and will comply with class policies and procedures as specified in the online [Student Handbook](#).
- You have read, understood, and will comply with computer and software requirements as specified with [Browser Test](#).
- You have familiarized yourself with how to access course content in Blackboard using the [Student Quick Reference Guide](#).

SEC 6320 Human Rights and National Security

Course Description

Introduction

Protection of human rights and fundamental freedoms is the guarantee for successful provision of national security. On the domestic level, states' effective legal system and viable remedies to the populations guarantee their safety, healthy development of civil societies, and successful fulfillment of social contracts with their governments. On the international level, it means assuring that the national security is not jeopardized by outside threats, such as terrorism, inter-state and intra-state conflicts, proliferation of weapons of mass destruction, large-scale migration of refugees, rogue states, genocide and ethnic cleansing. Ultimately, human rights protection is inseparable from the notion of a truly democratic society, based on the rule and due process of law, accountability of the government to the constituencies, which minimizes the level of global conflict and nurtures global peace.

The course "Human Rights and National Security" is designed to highlight important topics pertinent to protection of human rights in the contemporary security settings. From neo-institutionalism perspective, globalization brought forth cutting-cost transactions that shrunk the world further and made it easier for states and people alike to communicate and share information. This process, however, also put additional emphasis on the need for reinforced human security human rights protection: threats to human security as well as calamities became closer to populations suffering from numerous contingencies.

Click this link for a [printable version of the syllabus](#).

Aim of the course

The main aim of the course is to create clear understanding among the students of what constitutes human rights. The course will explore why human rights and human security has become such a major player in policy, and well as an important aspect of the work that NGO's and other non-state actors conduct. Of particular importance to this course is conducting an analysis of the role of civil society (human rights

NGO's, church groups, and grassroots groups). The course will feature important writings by practitioners and experts in the field.

Course objectives

The course will provide through knowledge of the contemporary human rights affairs: its birth, evolution and contemporary issues. Special attention is given to the interplay between national security and human rights. New threats to human rights from endogenous viewpoint include abuses of fundamental freedoms of people in case of imperial collapses (such as in former Yugoslavia and Soviet Union), de-colonization (for example, in the African context), proliferation of ethnic and low-intensity conflicts, individual terrorists and terrorist groups.

On the exogenous level, internal disturbances create "butterfly effects" on their surroundings and beyond: foreign threats to security that had been previously distant in mindsets of people are now close to their neighborhoods. Trans-border and trans-national migrations multiply breaches of human rights. Terrorism that was previously geographically limited is no longer contained by state borders: it infiltrates everyday lives of people raising highly sensitive issues of protecting the rights of the victims as well as perpetrators.

At the end of the course the students will:

- Gain the thorough knowledge and understanding of the contemporary human rights affairs: history, birth, evolution and contemporary issues;
- Master the interconnection between human rights, democracy and national security;
- Be able to conduct independent research on the topics of national security and human rights

Course Structure

The course consists of the following Lessons:

- **Lesson 1. Introduction to human rights. Human rights in a global context: beyond the invisible** introduces the main concepts, terms and notions of human rights
- **Lesson 2: Legal Bases of the Human Rights protection. Three generations of human rights** discusses the foundation of the contemporary system of human rights protection and provides their evolutionary vision
- **Lesson 3: Individual, group and state rights. Rights of migrants and securitization of migration** focuses on the differences between individual and group rights and, as an example, brings up the case of migrants and abuses of their rights.
- **Lesson 4: Rights of states vs. group rights. Self-determination vs. infallibility of state borders. Failed States and Foreign Interventions** continues the discussion on individual vs. group rights from the point of view of international system of states: rights of individual states here are juxtaposed by the need to protect the rights of individuals in them and the rights of the international community to intervene.
- **Lesson 5: International Humanitarian Law (IHL) and Laws of Armed Conflict (LOAC)** presents the concept of the rights of combatants and non-combatants during military actions
- **Lesson 6: Genocide and ethnic cleansing: victims unspoken** is dedicated to a sensitive topic of protection of the rights of the victims of genocide
- **Lesson 7: Terrorism and human rights** analyses of the need to protect the rights of terrorist victims and the rights of terrorists themselves.
- **Lesson 8: Human rights in the globalized world: new challenges and prospects** is a wrap-up Lesson that concludes the discussion on human rights by relaying future quandaries and pitfalls in

their protection.

Assignments

During the course the students are expected to fully participate in discussions on the above themes via answering Lesson-specific questions and preparing individual power-point presentations. Effectiveness of comprehension of the course material will be evaluated by the quality of written assignments (a midterm and a final research paper); participation in discussions and presentations.

Grading of the course consists of the following components:

Assignment	Percent of Grade	Due
Discussion Thread participation	20%	There are no discussion questions for the weeks with presentations, the mid-term exam and the final paper. Selected classes have lists of 3-4 questions, which the students are expected to cover using the Discussion Board within Blackboard. The students will be divided into groups within which they are expected to fully cover the aspects raised in the questions. The length of the responses shall not be less than 300 words.
Powerpoint Presentation	20%	Due 09:00 AM CT of Friday of Lesson 3. Each student is expected to come up with a 15-20-slide presentation on the topics of weekly readings covered so far with relevant annotations to each slide. Presentations should be based on the required and suggested readings as well as any additional materials the students find appropriate.
Midterm Essay	20%	Due 09:00 AM CT of Monday of Lesson 6. The length of the mid-term paper shall not exceed

		2500 words. The mid-term exam is meant to evaluate understanding of the topics covered so far as well as specific terms and their applications in the field of terrorism. The students will be offered a list of six short essay questions out of which they shall chose two.
Final Essay	40%	Due 09:00 AM CT of Friday of Lesson 8. The research paper should not be more than 7500 words and should include individual efforts of students to cover the issues identified during the course. The final exam is the key requirement for the course that reflects analytical efforts or the students to independently conduct social science research. The final exam paper serves as an important exercise in how to design and implement an independent analysis. The students will be offered a list of three essay questions out of which they shall chose one. Students are particularly encouraged to consult with their course instructor on the matter of using additional literature relevant for their research papers' topics. <i>The topics for the final exam will be available in the Blackboard on Monday of Lesson 6.</i>

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

- A = 90 – 100 %
- B = 80 – 89 %
- C = 70 – 79 %
- D = 60 – 69 %
- F = 59 % and below.

Course Reading

Lesson 1. Human rights as the foundation of national security

Required Readings

Kant, E. 1793. [Perpetual peace](#). New York, Columbia University presses.

Benedek, W. 2006. Understanding Human Rights. Manual on Human Rights Education. European Training and Recourse Center for Human Rights and Democracy. [Chapter 1: Introduction to the System of Human Rights](#), sections A, B, C and D, 21-36.

Ramcharan, B. [Human Rights and Human Security](#), Commission on Human Security.

Boyle, K and Simonsen, S. 2004. [Human security, human rights and disarmament](#). United Nations Institute for Disarmament Research.

Lesson 2: Legal Bases of the Human Rights protection. Three generations of Human Rights. Natural vs. Legal rights

Required Readings

Human Rights Handbook for Parliamentarians, [Chapters 1 and 2](#).

[Magna Charta](#), England, 1215.

[Constitution of the United States of America](#), 1787.

[Bill of Rights](#).

[Declaration of the Rights of Man and Citizen](#), France, 1789.

[United Nations Charter](#).

[Universal Declaration of Human Rights](#), 1948.

Lesson 3: Individual, group and state rights. Homeland security and human rights. Securitization of migration.

Required Readings

Waever, O., Buzan, B., Kelsrup, M., Lemaitre, P. 1993. Identity, [Migration and the New Security Agenda in Europe](#), Pinter Publishers Ltd. Chapter 8: Migration and the links between social and societal security (148-167).

Bigo, D. 2002. [Security and Immigration: Towards a Critique of the Governmentality of Unease](#), in Alternatives, 27.

Castles, S. and Miller, M.J. [The Age of Migration: International Population Movements in the Modern World](#), the Guilford Press, NY, 1993. Chapter 6: The Next Waves.

[United Nations Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families](#).

Case-study: "Swiss Minaret Ban"

- Does the Swiss Referendum [Show a Fear of Islam?](#)

- Swiss ban [mosque minarets in surprise](#) constitutional vote
- Bishop of Arabia dismayed by [minaret ban](#) in Swiss Homeland
- VIDEO - Inside Story - [Switzerland's minaret ban](#) - 2 Dec 09

Lesson 4: Rights of states vs. group rights. Self-determination vs. infallibility of state borders. Failed States and Foreign Interventions.

Required Readings

Roth, B.R. 1999. [Governmental Illegitimacy in International Law](#). Oxford University Press, Chapters 1 and 2.

Crawford, J. 2006. [The Creation of States in International Law](#). Oxford University Press, Chapter 1: Statehood and Recognition, 4-36.

[UN Declaration on Principles of International Law](#) concerning Friendly Relations and Cooperation among States in accordance with the Charter of the United Nations, 24 October 1970.

The United Nations [International Covenant On Civil And Political Rights](#).

[International Covenant on Economic, Social and Cultural Rights](#).

Lesson 5: International Humanitarian Law (IHL) and Laws of Armed Conflict (LOAC)

Required Readings

Durr, O. 1987. [Humanitarian Law of Armed Conflict: Problems of Applicability](#), in Journal of Peace Research, 24(3), Special Issue on Humanitarian Law of Armed Conflict, 263-273.

Watkin, K. 2004. [Controlling the Use of Force: A Role for Human Rights Norms in Contemporary Armed Conflict](#), in the American Journal of International Law, 98(1), 1-34.

Geneva Conventions:

- [Convention I](#) for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field. Geneva.
- [Convention II](#) for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea.
- [Convention III](#) relative to the Treatment of Prisoners of War.
- [Convention IV](#) relative to the Protection of Civilian Persons in Time of War.

[Additional Protocols](#) to the Geneva Conventions.

[Introduction to the Law of Armed Conflict](#). Basic Knowledge, ICRC, 2002.

Lesson 6: Genocide and ethnic cleansing: victims unspoken

Required Readings

Staub, E. 2000. [Genocide and Mass Killing: Origins, Prevention, Healing and Reconciliation](#), Political Psychology, 21(2), 367-382.

Melson, R. 1996. [Paradigms of Genocide: The Holocaust, the Armenian Genocide, and Contemporary Mass Destructions](#), *Annals of the American Academy of Political and Social Science*, 548, The Holocaust: Remembering for the Future, 156-168.

[Convention on the Prevention and Punishment of the Crime of Genocide](#), December 9, 1948.

Case-study: "Rwanda Healing Project"

- [Part One](#)
- [Part Two](#)
- [Part Three](#)
- [Part Four](#)
- Icyzere: [HOPE](#)

Lesson 7: Terrorism and human rights.

Required Readings

Sharkey, E.R. Jr. and Stewart, K.B. "Terrorism, Security, and Civil Liberties: The States Respond", 125-147 in Cohen, D.B. and Wells, J.W. (eds.) 2004. American National Security and Civil Liberties in the Era of Terrorism. Pulgrave Macmillan.

Tabrizi, S.J. "At What Price? Security, Civil Liberties, and Public Opinion in the Age of Terrorism", 185-202 in Cohen, D.B. and Wells, J.W. (eds.) 2004. American National Security and Civil Liberties in the Era of Terrorism. Pulgrave Macmillan.

US Patriot Act, esp. Title II: [Enhanced Surveillance Procedures](#).

Benedek, W. 2002. [Human Security and Prevention of Terrorism](#). European Training and Research Center for Human Rights and Democracy.

Noorani, A.G. 1990. [Terrorism and Arbitrary Arrest](#), in *Economic and Political Weekly*, 25(46), 2524.

Lesson 8: Human rights in the globalized world: new challenges and prospects

Required Readings

Coicaud, J-M, Doyle, M.W. and Garner, A-M. (eds.) 2003. [The Globalization of Human Rights](#). United Nations University Press, 1-19.

Nickel, J.W. 2002. [Is Today's International Human Rights System a Global Governance Regime?](#) in *The Journal of Ethics*, 6(4), pp. 353-371.

Sheldon, D. 2002. [Protecting Human Rights in a Globalized World](#), in *Boston College International & Comparative Law Review*, 25(2).

[European Convention for the Protection of Human Rights and Fundamental Freedoms](#).

Communication

Office Hours/Contacting the Instructor

See the Instructor Information section for contact information.

University Policies

Academic Integrity Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

Accommodations for Disability

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Student absence for religious holidays

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.