



## CIEE Seville, Spain

<b>Course name:</b>	Social Justice and Community Service Practicum
<b>Course number:</b>	SOCI 3003/POLI 3002/SPAN 3005 CSCS
<b>Programs offering course:</b>	Liberal Arts, Advanced Liberal Arts, Business and Society and Communications, New Media and Journalism – Spanish Programs
<b>Language of instruction:</b>	Spanish
<b>U.S. semester credits:</b>	3 credits
<b>Contact hours:</b>	45 hours
<b>Term:</b>	Spring 2020

### Course Description

This course seeks to introduce students to the study and practice of human rights and will provide students with the principal theoretical arguments concerning human rights, as well as a broader historical understanding of the context in which the practice of human rights operates. The study of human rights cannot be easily confined to one academic discipline. Consequently, the course will address issues from a variety of academic disciplines: international relations, international law, philosophy, and also employ fundamental sociological theories and research methods in order to interpret some of the questions that surround human rights. To complement the theoretical portion of the class, the student will also take part in a service-learning project in which he/she will have a chance to observe and better understand issues discussed during class, while participating in and contributing to the local community in which he/she is living. While the subject of human rights and social justice is global in its very nature and scope, the course will pay particular attention to the realities of Andalusia, as well as the larger context of the Mediterranean and the European Union.

### Learning Objectives

The primary objective of this course is to provide the student with a deeper understanding of the theory and practice of human rights. The student will explore the historical origins and the contemporary academic debates surrounding the implementation and practice of human rights and as such will:

- ☐ Be able to critically evaluate human rights claims, utilizing different theoretical perspectives from several different academic disciplines.
- ☐ Gain an understanding of the principal theoretical foundations of human rights, as well as the controversial basis and content of the practice and application of human rights instruments.
  - Gain a historical understanding of the political context in which human rights practice, operate and the legal basis of the human rights instruments.
  - Gain a critical sociological understanding which will allow the student to debate what kinds of social changes are possible, desirable and how they may be brought about.
  - Gain an anthropological understanding which allow the student the step back from taken-for-granted ethnocentric views and engage in cross-cultural dialogues.



Finally, the student will learn to apply some of the theories and research methods related to the study of human rights: sociological reasoning and the fundamental debates concerning human rights; and the use of qualitative and quantitative sociological approaches in investigation.

### Course Prerequisites

This course will be of particular relevance to students of international relations, pre-law, sociology, anthropology or area studies, or simply, those with an interest in issues concerning inequality and social justice.

4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

### Methods of Instruction

The course contains two basic elements, theory and practice.

- ☐ **Theory:** Classroom lectures will address the theoretical, historical and contextual aspects of human rights and a volunteer component will give the student practical working experience to apply knowledge learned in the classroom. Readings will be assigned to complement the topics to be discussed during class and whenever possible the course will employ the use of audiovisual materials, websites as well as frequent use of guest speakers and out-of-class visits.
- ☐ **Practice:** Volunteer work will complement the academic contents of class. Volunteer opportunities include: working with women, immigrants, children, the homeless, marginalized groups or communities, ethnic and/or cultural organizations and development NGO's among other organizations. *Recommended credit: 3 semester/ 4.5 quarter hours. Please note: This course is offered on a credit basis only if approval from the student's home institution is received.*

### Assesment And Final Grade

**CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:**

Class/volunteer participation	15%
Mid-term paper	20%
Final research project	20%
Assignments and quizzes	30%
Presentation community service-learning project	15%

### Course Requirements

**Attendance and class/volunteer participation:** students are expected to both attend regularly and participate actively in class (including out-of-class visits) and the community-service practicum and while the former offers accommodations for different learning styles and levels of participation, the latter require active engagement, curiosity, reciprocity and respect on the student's behalf. Attendance is of the utmost importance and any absences should be communicated immediately to the community service project or, if not possible, to the instructor.

**Mid-term paper:** Students must write a minimum of 1500 words on one of the chose topics related to questions explored or addressed during the first half of the semester. Students may select the topic from a shortlist and will be graded on: the clear/concise articulation of their ideas; use of academic texts/materials to support their arguments; the inclusion of specific cases or examples to



illustrate their arguments and, finally the ability to relate these arguments to the class material/content.

**Final Research project:** Students must write a minimum of 1500 words on a topic of their own choosing but which must be related to their community-service project. Students will be graded on: the clear/concise articulation of their ideas; use of academic texts/materials to support their arguments; the inclusion of specific cases or examples to illustrate their arguments and, finally the ability to relate these arguments to the class material/content.

**Assignments and quizzes:** out-of-class assignments will often consist of short, written reflections or examples which demonstrate the material, contents covered in class discussions/lectures, out-of-class visits or guest lectures, whereas in-class assignments will be made up of a variety of activities (individual written reflections, debates, presentations, cases studies, and other activities/exercises –realized both individually and in and pairs/groups

**Presentation on community-service project:** 5-10 minute maximum presentation on the essential aspects of the student's community-service project which should include basic information about the entity/organization, objectives of the entity and also the project itself; the collective it serves and the context in which it operates; success and challenges of the organization/project; relationship to human rights and other specific concepts explored in class.

#### **Attendance policy**

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class twice without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed, stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class.

\* Notes from a physician will only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

#### **Academic Honesty**

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

#### **Linguistic Resource Center**

Given the requirements of this course - both the midterm essay as well as the final- the use of the Writing Center has a special relevance for this course in regard to the preparation and correction of



written work. Therefore, the use of the Writing Center and other resources (tutoring, special workshops, etc..) is always advisable for the development and improvement of all language skills.

## Weekly Schedule

### PART I: THEORETICAL FOUNDATIONS

#### WEEK 1:

- **Presentation of course objectives, methodology and the volunteer component.**
- **Introduction to the basic concepts of rights I: concept. The first session will be devoted to introducing students to the contemporary concept of human rights, and trying to answer the following question:**
  - **Is there a hierarchy of human rights?**
- **Introduction to the basic concepts of rights II. Historical and theoretical foundations: natural rights. In the continuation of themes addressed in the first session, we will focus, not only on introducing students to the concept of human rights, but also its historical evolution and theoretical foundations, as well as answering the following questions:**
  - **What are human rights?**
  - **Where do human rights come from?**

#### Readings:

- Freeman, M. *Human Rights*. Polity Press: London, 2002. Ch.1-2.
- *Universal Declaration of Human Rights* (UDHR) 1946  
<http://www.unhcr.ch/udhr/lang/spn.htm>

#### Assignment:

- Identify an example of a human rights principle in ancient history and in the modern era.

#### WEEK 2

- **Finalize details of community service-learning project**
- **Theoretical and philosophical foundations of human rights: This session will examine the theoretical foundations of human rights and the philosophical justifications upon which human rights rest and will examine the fundamental question:**
  - **Can the existence of human rights be philosophically justified?**
  - **Are human rights theoretically valid?**

#### Readings:

- *La Declaración Universal de Derechos Humanos* (1948)  
<http://www.un.org/es/documents/udhr/>
- Freeman, M. *Human Rights*. Polity Press: London, 2002. Ch.4.
- (OPTIONAL) Fagan, A. *Human Rights*, (Internet Encyclopaedia of Philosophy, 2003) at [www.utm.edu/research/iep/h/hum-rts.htm](http://www.utm.edu/research/iep/h/hum-rts.htm)
- (OPTIONAL) Human Rights: Philosophical Pioneers of the Concept  
<http://library.thinkquest.org/C0126065/hrhistory.html>
- (OPTIONAL) Nussbaum, Martha. "Human Rights and Human Capabilities", *Harvard Human Rights Journal*, Vol. 20, 2006.

#### Assignment:



- Utilizing the interest theory, students will attempt to construct a philosophical justification for human rights

#### WEEK 3:

- **Introduction to human rights: the political and legal framework of human rights I.** This session will focus on the political and legal regime that has evolved in the years since World War II. Consequently, we will examine the current political framework and juridical instruments of the United Nations system, as well as the various regional arrangements --particularly the European, system-- and contrast these transnational systems with those of the individual nation-state. Finally, we will address the question:
  - Is there a fundamental conflict between the principles/objectives of the UN Charter and the protection and promotion of human rights

#### Readings:

- Freeman, M. *Human Rights*, Polity Press: London, 2002. Ch.3.
- Organization chart with the UN human rights organisms
- *UN Charter* 1945 (preamble, article 1, 2, 39-42, 51 & 55)  
<http://www.un.org/spanish/aboutun/charter.htm>

#### Assignments:

- Identify a success and a failure of the UN with regards to human rights
- Provide an example UN Security Council resolution that uses article 42, Chapter VII as justification for intervention/authorization of use of force.

- **Introduction to human rights: the political and legal framework of human rights II: international and regional human rights treaties.** This session will focus on the international and regional human rights instruments/treaties and, consequently, the obligations of the nation-state. Finally, we will address the following questions:
  - Who are bound by these pacts, who are responsible for enforcing them and how?

#### Readings:

- *International Covenant of Civil and Political Rights* (ICCPR) 1966  
<http://www.ohchr.org/spanish/law/ccpr.htm>
- *International Covenant of Economic, Social and Political Rights* (ICESCR) 1966  
<http://www.ohchr.org/spanish/law/cescr.htm>
- *Convention Against Torture* (CAT) 1965  
[http://www.unhchr.ch/spanish/html/menu3/b/h\\_cat39\\_sp.htm](http://www.unhchr.ch/spanish/html/menu3/b/h_cat39_sp.htm)
- *Convention for the Elimination of Racial Discrimination* (CERD) 1966  
[http://www.unhchr.ch/spanish/html/menu3/b/d\\_icerd\\_sp.htm](http://www.unhchr.ch/spanish/html/menu3/b/d_icerd_sp.htm)
- *Convention for the Elimination of Discrimination Against Women* (CEDAW) 1979  
[http://www.unhchr.ch/spanish/html/menu3/b/e1cedaw\\_sp.htm](http://www.unhchr.ch/spanish/html/menu3/b/e1cedaw_sp.htm)
- *Convention on the Rights of the Child* (CRC) 1989  
[http://www.unhchr.ch/spanish/html/menu3/b/k2crc\\_sp.htm](http://www.unhchr.ch/spanish/html/menu3/b/k2crc_sp.htm)
- *Convention for the Rights of Migrant Workers and their Families* (CMW) 1990  
[http://www.unhchr.ch/spanish/html/menu3/b/m\\_mwctoc\\_sp.htm](http://www.unhchr.ch/spanish/html/menu3/b/m_mwctoc_sp.htm)
- *Convention for the Rights of Persons with Disabilities* (CPD) 2006  
<http://www2.ohchr.org/spanish/law/disabilities-convention.htm>



- *European Convention for the Protection of Human Rights (ECHR)* 1950 <http://conventions.coe.int/treaty/en/Treaties/Html/005.htm>
- *American Convention on Human Rights (ACHR)* 1969 <http://www.oas.org/juridico/spanish/firmas/b-32.html>
- *African Charter on Human and Peoples' Rights (ACHPR)* 1986 [http://www.africa-union.org/official\\_documents/treaties\\_%20conventions\\_%20protocols/banjul%20charter.pdf](http://www.africa-union.org/official_documents/treaties_%20conventions_%20protocols/banjul%20charter.pdf)
- *Universal Islamic Declaration of Human Rights (UIDHR)* <http://www.alhewar.com/ISLAMDECL.html> ;
- *Cairo Declaration on Human Rights in Islam (CDHRI)* <http://www1.umn.edu/humanrts/instree/cairodeclaration.html>
- *Asean Declaration or Bangkok Declaration of Human Rights* <http://graduateinstitute.ch/faculty/clapham/hrdoc/docs/bangkokdeclaration.pdf> <http://www.bangkokpost.com/opinion/opinion/275923/towards-an-asean-declaration-of-human-rights>

#### **Assignment:**

- Each student will be responsible for a brief (10 minute maximum) presentation on one of the major international or regional human rights' treaties. The presentation should include:
  - the main articles of importance and their significance;
  - information concerning Spain and U.S. ratification of the document and if not, why;
  - reservations to the treaty;
  - the role, shape and scope of the monitoring committee;
  - general comments; and
  - if the treaty contains an individual complaint mechanism.

#### **WEEK 4:**

- **Introduction to human rights: the political and legal framework of human rights III: case study. The right to the enjoyment of the highest level of health, article 12 ICESCR. Introduction to human rights: the political and legal framework of human rights III: case study. This session will unpack the definition, content, significance and obligations of one of the singular economic rights, the right to health as well as an overview of the Spanish healthcare system and some of the principal challenges facing the state in meeting its legal and moral obligations.**

#### **Readings:**

- General Comment 14 on the Right to Health (art. 12 ICESCR) [http://www.iidh.ed.cr/BibliotecaWeb/Varios/Documentos/BD\\_1238654318/CESCR%20Observacion%20General14.pdf?url=%2FBibliotecaWeb%2FVarios%2FDocumentos%2FBD\\_1238654318%2FCESCR+Observacion+General14.pdf](http://www.iidh.ed.cr/BibliotecaWeb/Varios/Documentos/BD_1238654318/CESCR%20Observacion%20General14.pdf?url=%2FBibliotecaWeb%2FVarios%2FDocumentos%2FBD_1238654318%2FCESCR+Observacion+General14.pdf) <http://www.icrc.org/spa/assets/files/other/dih.es.pdf>



- Various articles about different human rights issues that affect the right to health in Spain
- Greenhouse, Linda, "Justice Souter's class", *The New York Times*, The Opinionator, June, 3, 2010

## QUIZ:

### WEEK 5

- **Sociological debates concerning human rights. There is much skepticism in the current sociological discourse concerning the validity of human rights. In particular we will examine the debate concerning Cultural relativism vs. universalism:**
  - **A commitment to the idea of cultural relativism (anthropology) is sometimes seen as an obstacle to theoretical foundations (philosophy and natural law) of human rights based on universalism. Can these two arguments be reconciled?**

#### Readings:

- Freeman, M. Ch. 5-6
- Declaration of Vienna and Action Plan (1993) part I  
<http://www.unhcr.ch/huridocda/huridoca.nsf/%28Symbol%29/A.CONF.157.23.Sp>
- (OPTIONAL) Preis, A. "Human Rights as Cultural Practice: an anthropological critique" *Human Rights Quarterly*,
- (OPTIONAL) Donnelly, J. "Cultural Relativism and Universal Human Rights" *Human Rights Quarterly*,

#### Assignment:

- **Class debate contrasting the arguments of cultural relativism and universalism within the context of human right**
- **Ethnicity and "other" values. This session will examine the effect of culture upon the application of universal human rights principles. We will examine the issue of cultural relativism and the claim that "Muslim values" are distinctly incompatible with the fundamental bases of human rights. Additionally, we will consider how Islam and Africa have been represented in the human rights discourse and asses the relationship between them.**

#### Readings:

- Bielefeldt, H. "Western" Versus "Islamic" Human Rights Conceptions? A Critique of Cultural Essentialism in the Discussion of Human Rights', in *Political Theory*, 28 (1), 2000, 90-121

#### Assignment:

- Case study: contrast and compare the positions of the Kingdom of Bahrein and the United States in their respective reservations (and legal obligations) with respect to the International Covenant of Civil and Political Rights (ICCPR)

## PART II: TOPICS IN SOCIAL JUSTICE IN SPAIN

### WEEK 6:



- MID-TERM ESSAY DUE.
- Guest Lecturer: Human rights issues in the Western Sahara
- Topics in social justice: human rights and development or human rights and self-determination

During this session we will look at the effect development has on human rights and what, if any, are people's right to development. How do multinational companies (MNC's) affect human rights and to whom are these companies responsible to under the international legal regime?

**Week's readings:**

- Freeman, M. Ch.8
- News articles
- <http://www.elmundo.es/elmundo/2012/10/22/espana/1350897586.html> ;
- <http://www.globalpolicy.org/social-and-economic-policy/global-injustice-and-inequality/inequality-of-wealth-and-income-distribution/51054-global-inequality-tackling-the-elite-1-problem-.html>
- *Objetivos de Desarrollo del Milenio de las Naciones Unidas*  
[www.un.org/millenniumgoals/](http://www.un.org/millenniumgoals/)

**WEEK 7**

- Guest speak: human trafficking and sexual exploitation
- Topics in social justice: immigration, globalization, and civic stratification (human rights?). This session will explore the phenomenon of globalization and in particular, its effect on increased migration and the question of national boundaries and changing national identities. While international conventions on civil, political rights and economic, social and cultural rights now exist, these rights have been most fully developed not as Human Rights, but as citizenship rights. This week, we will look at the questions:

- What is the relationship between citizenship and human rights? Does citizenship still matter?

**Readings:**

Immigration Handouts

- <http://www.rtve.es/noticias/20140213/fernandez-diaz-explica-congreso-muerte-varios-inmigrantes-ceuta/878021.shtml> (tragedia en Ceuta)
- <http://www.elmundo.es/elmundo/2012/02/14/espana/1329252981.html> (condena del comité de CAT)
- [http://elpais.com/diario/2011/08/09/espana/1312840809\\_850215.html](http://elpais.com/diario/2011/08/09/espana/1312840809_850215.html) (remisas y inmigración)
- [http://sociedad.elpais.com/sociedad/2012/10/21/vidayartes/1350842911\\_707613.html](http://sociedad.elpais.com/sociedad/2012/10/21/vidayartes/1350842911_707613.html) (la crisis, los inmigrantes y la exclusión social)
- *Convención Internacional sobre la Protección de los Derechos de los Trabajadores Migratorios y sus Familiares* (CMW) <http://www.ohchr.org/spanish/law/cmw.htm>
- *Convención contra la Tortura* (CAT) <http://www.ohchr.org/spanish/law/cat.htm>





- *Convention on the Rights of Migrant Workers and their Families* (CMW) <http://www.ohchr.org/spanish/law/cmw.htm>
- *Convention Against Torture* (CAT) <http://www.ohchr.org/spanish/law/cat.htm>

#### WEEK 8

- Guest Speaker: women and homelessness.
- **Topics in social justice: gender (“special” rights).** This week we will consider how the human rights system addresses gender inequality and how women have organized to use and transform human rights. Additionally, this class will explore issues of domestic violence, its history and its use as a power and control mechanism, both in terms of the lives of individual women but also at a broader social level.

##### Week’s readings:

- Press articles on the feminization of poverty
- Article on the law of dependency
- Articles on gender

##### Relevant international documents:

- *Convention for the Elimination of Discrimination Against Women* (CEDAW) [http://www.unhchr.ch/spanish/html/menu3/b/e1cedaw\\_sp.htm](http://www.unhchr.ch/spanish/html/menu3/b/e1cedaw_sp.htm)

##### Video:

- “Una casa para Bernarda Alba”, documentos TV, TVE2, 2011. 55min. <http://vimeo.com/34572766>

#### WEEK 9

- **Guest speaker: representative from a Fakali, an organization for/by gitana women**
- **Topics in social justice: minority groups.** This session will explore how you can get to marginalization through very different means: ethnic, religious, national, linguistic ... and especially, the collective rights (or not) within the debate.

##### Video:

- *Polígano Sur*, Dominique Abel. 2003. Clips. IN CLASS
- *Triana: paraíso perdido*, Dácil Pérez de Gúzman. Clips IN CLASS

##### Relevant International Documents

- *Informative UN Bulletin 18 on Minority Rights* <http://www.ohchr.org/Documents/Publications/FactSheet18Rev.1sp.pdf>

#### WEEK 10

- **Topics in social justice: social exclusion**

##### Readings:

- Article about social exclusion and the reality in Spain, pages 17-31 about the concept of social exclusion
- News article

##### Assignment:

- How can a concept like social exclusion help us understand the gypsies’ different situations we’ve seen in class this week? You must use the films, articles, visit and of course, the report on social exclusion as a reference in addition to any other



information that is deemed to be relevant to these issues. Length: 500 words max, delivered by email by following class.

#### **WEEK 11**

**Theme(s) and visit(s) to be decided by class but in past years have included: housing; people with disabilities....**

#### **WEEK 12**

- **ORAL PRESENTATIONS ON VOLUNTEER PROJECT**
- **FINAL RESEARCH PROJECT DUE**

*Please note: the precise schedule of "topics in social justice" may be adjusted due to the availability of guest lecturers and the scheduling requirements of out-of-class visits.*

### **Course Materials**

#### ***Readings***

All the listed articles, chapters, handouts and links will be available to the student online at the Canvas page designed for the course. Please note: this is a closed page and can only be accessed by direct invitation from the professor. The student is expected to read all materials *prior* to class and to be prepared to discuss the assigned readings in detail. This course will also make frequent use of international human rights instruments (UN Charter, ICCPR, ICESCR, etc.), as well as reports submitted concerning States' legal obligations under the relevant treaties, which are readily available on the internet. Given the current and evolving nature of the subject matter, the use of articles, essays, documents, films, seminars and other audiovisual materials will be employed to highlight relevant issues in the local, national and international context. Finally, the bibliography should be contemplated as a basic and preliminary tool for understanding the expansive and complex concept of human rights and in no way represents the conclusion of this topic. Therefore, the student is highly encouraged to complement his or her learning with outside sources and opinions, whether it be preparing for class discussions or conducting the individual research project.