

Number & Title of Course: The Evolution of Human Rights: From Cyrus to the Global War on Terror

Semester: Spring 2024

Course Instructor(s): Aya Burweila

(Office) Hours Available: By appointment

Course Description

This course is an introduction to the systematic and analytical study of human rights. Students will learn the historical origins of human rights and how they are formed in law; understand what their universal human rights are address problems related to its implementation. Students will gain a strong grasp of the Universal Declaration of Human Rights and its thirty articles which underpin international human rights law and provide a common global standard for human rights. Each session on each article will be accompanied with a case study exemplifying the article. Today, most societal problems are expressed as a human rights issue, while war crimes and accountability for them remain a road riddled with difficulties. Finally, in the context of a rapidly changing global landscape pertaining to technological advances, social media, and transnational crime, the need for updating old mechanisms in human rights laws, as well as the creation of new ones is an imperative.

Course Approach

This course explores how human rights law is applied today, how it changes and adapts to technological and industrial advancements, and the challenges posed to the human rights movement. Also, we will examine the means and methods of universal human rights implementation and explore its most pressing issues. Drawing on contemporary and historical issues, students will also learn how to argue a human rights case of their choice. The course adopts a comparative government approach, as students will be introduced to the different forms of government and their impact on human rights, and they will gain insight into the way in which human rights inform the classification of governments.

Through research, presentation, discussion and debate, students will learn to search for human rights topics, explain what makes a particular issue a human rights one, and learn how awareness raising is a central tenet of human rights advocacy.

Students will also be introduced to the importance of having the ability to analyze fake news. Students will be exposed to the great historical and contemporary case studies and also gain an understanding of the philosophical origins of the concept of human rights.

Students will learn how to write one informative brief in article form on a human rights issue of their choice and write and present a research paper on a human rights issue of their choice.

Learning Objectives and Outcomes

By the end of this course, students should be able to:

- Research contemporary human right issues and show a grasp of means and methods of the implementation of human rights and awareness raising
- Reflect on the politicization of human rights, and on the obstacles and contexts that impede their implementation.
- Assess fake news
- Recognize all forms of human rights and have a full understanding of all the Articles of the Universal Declaration of Human Rights
- Recognize and analyze the ethical grey areas and conundrums associated with the "War on Terror"
- Discuss and evaluate the impact of AI on human rights
- Discuss and evaluate the impact of the tech revolution on privacy rights
- Debate, discuss, present and advocate for the human rights issues of their choice

Goals	Teaching Methods	Assessments
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Historical and contemporary understanding of human rights	Lectures, reading assignments	Discussion- Student should draw on the assigned reading, discussions, and their own insights.
Examination of the way in which human rights abuses are investigated and reported	Lectures, Analysis of scholarly arguments and activity	Midterm Paper This paper is a brief that reports on human rights abuses in journalistic form.
Articulation of and arguments for specific human rights issues	Lectures Analysis of ... research specifics, such as the death penalty, privacy, torture, discrimination	Final research paper Students are expected to submit a research paper which will test their ability to analyze and advocate for a human rights issue

Course Requirements

MIDTERM PAPER (ARTICLE)	25%
FINAL TERM PAPER	40%
PAPER PRESENTATION	20%
PARTICIPATION & ATTENDANCE	15%

Your grade for this course will be based on the following distribution:

Percentages (and any breakdowns)

Assignment 1 – Short Article on Human Rights Case Study. 2000 words. **Due Date: March, 2024.**

Assignment 2 – Research Paper. 4000 words. **Due Date: May 7, 2024.**

Mid-term exam – N/A

Evaluation Criteria - Course Assignments

Assignment 1: Human Rights Case Study Brief (900-1000 words) This is a short brief of a human rights issue chosen by the student. The purpose of this brief article is to inform readers about the most pertinent aspects of the issue in a way that is digestible, moving, and accurate.

Assignment 2: Research Paper (2,500-3000 words)

The Student must produce a research paper that explores a human rights issue of their choice in depth, anchor the issue in one or more articles of the Universal Declaration of Human Rights, provide a conclusion with a list of recommendations for governments, NGOs and private citizens

In addition to the rubric detailed below, students are encouraged to ask themselves while writing:

- Criteria 1: Is it informative?
- Criteria 2: Is it accurate?
- Criteria 3: Is it persuasive?

Scoring Rubric for Research Papers

	(A-/A/A+)	(B-/B/B+)	(C-/C/C+)	(D-/D/D+)	(F)
Research question/ topic	Clearly stated and appropriately focused	Clearly stated but focus could have been specific	Argument phrasing too simple, lacks complexity; or, not clearly worded	Research lacks a clear objective and/or does not match content of essay	Question not evident
Supporting Research	Thorough and relevant	Less thorough but still substantial and relevant	Adequate; relevance made clear	Insufficient; relevance not always made clear	Irrelevant, missing, or relies on assertion rather than research
Content & analysis	Sharp, distinct focus; balanced, substantial, specific, and/or illustrative content; sophisticated, with ideas particularly well-developed	Clear focus; specific, illustrative, and balanced content	Adequate focus, but unbalanced content; more analysis needed	Essay contains too much research information without analysis or commentary	Absence of focus and relevant content; content does not match the question
Organization	Clearly controlled and/or subtle organization; strong topic sentences. Great use of illustrations	Logical and appropriate organization; clear topic sentences. Good use of illustrations	Organization attempted, but unclear or inappropriate theme sentences. Limited use of illustrations	Inconsistent organization. No use of illustrations	Absence of planned organization. No use of illustrations
References	All sources are accurately documented and cited	All sources are documented, but a few are not in the desired format	Most sources are documented, but many are not in the desired format	Several sources lack proper documentation	Sources are not accurately documented

Scoring Rubric for class participation

Points	5	4	3	2	1
Performance during classes(*)	Attends class regularly and always contributes to the discussion	Attends class regularly and frequently contributes to the discussion	Attends class regularly and sometimes contributes to the discussion	Attends class regularly and rarely contributes to the discussion	Attends class regularly and never contributes to the discussion

Contribution in the discussion is defined as:

1. raising relevant questions
2. discussing relevant issues
3. expanding the class's perspective
4. providing alternative interpretations and ideas
5. synthesizing data from previous classes
6. Refer to the readings

You are also expected to participate lively (level 1-5) in all activities. (*)

You are expected to attend all classes

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Points	Score
Organization (15 points)	The type of presentation is appropriate for the class and the relevant audience.	1-5	
	Information is presented in a logical sequence.	1-5	
	Presentation has a beginning, a middle part and an end	1-5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1-5	
	Technical terms are well-defined in language appropriate for the target audience.	1-5	
	Presentation contains accurate and correct information.	1-10	
	Material included is relevant to the overall topic	1-10	
	Selection of case study (e.g. a specific artefact) relevant to the topic	1-10	
	There is a clear conclusion summarizing the presentation.	1-5	
Presentation (30 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1-5	
	Speaker uses a clear, audible voice.	1-5	
	Delivery is poised, controlled, and smooth.	1-5	
	Good language skills and pronunciation are used.	1-5	
	Visual aids are well prepared, informative, effective, and not distracting.	1-5	

	Length of presentation is within the assigned time limits.	1-5	
Response (10 points)	Speaker understood the questions and responded in a clear and organized manner	1-10	
Score	Total Points	100	

CYA Regulations and Accommodations

Attendance Policy

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office. \

Academic Accommodations

If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Office of Academic Affairs and make sure that your school forwards the necessary documentation.

ePolicy on Original Work

Unless otherwise specified, all submitted work must be your own original work. Any ideas taken from the work of others must be clearly identified as quotations, paraphrases, summaries, figures etc., and accurate internal citations and/or captions (for visuals) as well as an accompanying bibliography must be provided.

Use of Laptops

In-class or onsite use of laptops and other devices is permitted if this facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if devices are not used for class-related work.

Class Schedule

Class Day	Day/Date/Place (if applicable)	Topic / Readings / Assignments Due
1	Feb 1	<p>Syllabus Review Student introductions. Video: What are the universal human rights? Benedetta Berti Ted-X Video Class Discussion: What is Human Rights? What types of governments are there in the post WWII order and how do they relate to human rights? Each student will discuss what human rights issue compels them the most today and to be instructed to begin thinking of their topic of choice for their first assignment, a brief.</p>
2	Feb 6	<p>The Universal Declaration of Human Rights in Depth Article 1 All human beings are born free and equal in dignity and rights. Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Article 3 Everyone has the right to life, liberty and security of person. Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms. Required Reading:</p>

Human Rights: A Brief Introduction, Stephen P. Marks, Harvard University
<https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf>

3	Feb 8	<p>The Universal Declaration of Human Rights in Depth</p> <p>Article 1 All human beings are born free and equal in dignity and rights.</p> <p>Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</p> <p>Article 3 Everyone has the right to life, liberty and security of person.</p> <p>Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p> <p>Required Reading: <i>Human Rights: A Brief Introduction</i>, Stephen P. Marks, Harvard University https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf</p>
4	Friday Feb 9 (Make Up Class)	<p>The Universal Declaration of Human Rights in Depth</p> <p>Article 7 All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.</p> <p>Article 8 Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.</p> <p>Required Reading: <i>What is discrimination?</i> Amnesty International. (2023, July) https://www.amnesty.org/en/what-we-do/discrimination/ <i>What is discrimination?</i> Amnesty International. (2023, July 11). https://www.amnesty.org/en/what-we-do/discrimination/</p>
5	Tuesday Feb 20	<p>The Universal Declaration of Human Rights in Depth</p> <p>Article 9 No one shall be subjected to arbitrary arrest, detention or exile.</p> <p>Article 10 Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.</p> <p>Required Reading: Daron Acemoglu , Alexander Wolitzky, A Theory of Equality Before the Law, <i>The Economic Journal</i>, Volume 131, Issue 636, May 2021, Pages 1429–1465, https://doi.org/10.1093/ej/ueaa116</p>

6 Thursday Feb 22

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Required Reading: Pennington, K. (2003). *Innocent until proven guilty: The origins of a legal maxim*. The Catholic University of America.

7 Tuesday Feb 27

The Universal Declaration of Human Rights in Depth

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Required Reading: Concern USA . (n.d.). *The 10 largest refugee crises to know in 2023*. Homepage.

<https://concernusa.org/news/largest-refugee-crises/#:~:text=In%20the%20past%20decade%2C%20the,are%20over%2032.5%20million%20refugees>.

Evans, G. (2020, August 30). *Europe's migrant crisis: The year that changed A continent*. BBC News. <https://www.bbc.com/news/world-europe-53925209>

Anna Bailey-Morley, & Kerrie Holloway. (2022, November 30). *The rise of the far right in Denmark and Sweden – and why it's vital to change the narrative on immigration*. ODI.

<https://odi.org/en/insights/the-rise-of-the-far-right-in-denmark-and-sweden-and-why-its-vital-to-change-the-narrative-on-immigration/>

8 Thursday Feb 29

The Universal Declaration of Human Rights in Depth

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Required Reading: O'Byrne, D. (2003). *Human rights: An introduction*. Routledge. P337-364

9 Tues March 5

The Universal Declaration of Human Rights in Depth

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Required Reading: DiGiacomo, G., & Jeffrey, B. (2016). *Human rights: Current issues and controversies*. University of Toronto Press.

10 Thursday March 7

The Universal Declaration of Human Rights in Depth

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Required Reading: Paquette, L. (2019). *Strategy and human rights*. Nova Science Publishers, Inc.

Thoms, S. (2023, July 22). *How much blasphemy is allowed in Europe? – DW – 07/22/2023*. dw.com.

<https://www.dw.com/en/how-much-blasphemy-is-allowed-in-europe/a-66314095>

11 Tuesday March 5

The Universal Declaration of Human Rights in Depth

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Required Reading: *Questions and answers on the right to Social Security*. Human Rights Watch. (2023, June 20).

<https://www.hrw.org/news/2023/05/25/questions-and-answers-right-social-security>

Women and girls deserve full access to Social Security. OHCHR. (2023, July 21).

<https://www.ohchr.org/en/stories/2023/07/women-and-girls-deserve-full-access-social-security>

12 Thursday March
7

The Universal Declaration of Human Rights in Depth

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Required Reading: Tomuschat, C. (2014). *Human rights: Between idealism and realism*. Oxford University Press.

13 Tuesday March
12

The Universal Declaration of Human Rights in Depth

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Required Reading: Feyter, K. D. (2013). *Human rights: Social justice in the age of the market*. Zed Books.

14 Thursday March 14	<p>Article 29</p> <ol style="list-style-type: none"> 1. Everyone has duties to the community in which alone the free and full development of his personality is possible. 2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. 3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations. <p>Article 30</p> <p>Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.</p> <p>Required Reading: United Nations Office of the High Commissioner for Human Rights, <i>Human Rights Indicators : A Guide to Measurement and Implementation</i> New York : United Nations. 2012.</p>
15 Tuesday March 19	<p>The British Magna Carta of 1215. What is it and why is it significant for the Western Evolution of Human Rights? How did it Inform the American Revolution?</p> <p>Required Reading: The Story of Our Freedom, The Australian Human Rights Commission https://humanrights.gov.au/magnacarta/infographic/transcript.html National Archives and Records Administration. (n.d.). <i>Magna carta legacy</i>. National Archives and Records Administration. https://www.archives.gov/exhibits/featured-documents/magna-carta/legacy.html</p>
16 Thursday March 21	<p>Before the Magna Carta: The Ancient Origins of Human Rights: Cyrus the Great and the Cyrus Cylinder. Who was Cyrus the Great? Classroom Video: The Cyrus Cylinder, The Getty Museum https://www.getty.edu/art/exhibitions/cyrus_cylinder/</p> <p>Required Viewing: The Cyrus Cylinder: The Discovery and Creation of an Icon, The Smithsonian Museum of Ancient Asian Art. https://www.youtube.com/watch?v=Q2qKQngMszM</p>
17 Tuesday March 26	<p>The United States Bill of Rights of 1791 and the Constitution. <i>What is the American Bill of Rights and what do they entail?</i> Contemporary Case Studies: Gun Control, Surveillance State, Abortion Required Reading: Bill of Rights (1791), The Bill of Rights Institute https://billofrightsinstitute.org/primary-sources/bill-of-rights</p> <p>Required Viewing: United States of Secrets, Part One (full documentary) PBS FRONTLINE https://www.youtube.com/watch?v=kaUemcqIQ-k&t=3s</p>
18 Thursday March 28	<p>Introduction to Comparative Government and their Role in Human Rights. Consolidated Democracies, Transitional Democracies, and Authoritarian Regimes and what roles do they play in Human Rights globally and domestically? Rogue Regimes and the rise of Global Terror. Case Studies: US, UK, India China, Russia, and Iran.</p> <p>Required Reading: Erman, E. (2016). <i>Human rights and democracy: Discourse theory and global rights institutions</i>. Routledge.</p>

19 Tuesday April 9	<p>The Global War on Terror 2001 -2021 : Torture, Extrajudicial Renditions and Drone Wars Required Reading and Viewing: The Global Impact of 9/11: Twenty Years On, The Wilson Center https://www.wilsoncenter.org/event/global-impact-911-twenty-years Required Reading: Lazarus, L., & Goold, B. J. (2019). <i>Security and human rights</i>. Bloomsbury Publishing Plc. Heupel, M., Heaphy, C., & Heaphy, J. (2022). <i>US counterterrorism and the Human Rights of foreigners abroad: Putting the gloves back on?</i> Routledge, Taylor & Francis Group.</p>
20 Thursday April 11	<p>Technology and Human Rights: The Use of Artificial Intelligence in Governance and Drone Warfare. Data Protection and Privacy in the World of Social Media Fake News and Human Rights Required Reading: AI Governance and Human Rights, Chatham House https://www.chathamhouse.org/2023/01/ai-governance-and-human-rights Required Reading: <i>What Stanford research reveals about disinformation and how to address it</i>, Stanford University https://news.stanford.edu/2022/04/13/know-disinformation-address/ Required Viewing: The Social Dilemma (2020) Netflix Documentary</p>
21 Tuesday April 16	<p>The international Court of Justice Required Reading: <i>The United Nations, What is the ICJ for, and how does it work?</i> <i>January 10, 2024</i> Link: https://news.un.org/en/story/2024/01/1145392</p>
22 Thursday April 18	<p>The Future of War Crimes Justice Required Reading: The Future of War Crimes Justice by Christopher Stephen Melville House Publishing, London, 2024 The Future of War Crimes Justice Required Reading: Christopher Stephen, The Future of War Crimes Justice Melville House Publishing, London, 2024</p>
23 April 25 May 7 May 9 May 14 May 16	<p>Student Presentation Based on Research Papers Student Presentation Based on Research Papers Student Presentation Based on Research Papers Student Presentation Based on Research Papers</p>

N.B.: The course schedule, in terms of subjects and readings, may be subject to change to benefit student learning and to keep up to date with current research.

Course Bibliography

- AI governance and Human Rights - Chatham House – International ... (n.d.-a).
<https://www.chathamhouse.org/2023/01/ai-governance-and-human-rights>
- Bill of Rights (1791)*. Bill of Rights Institute. (n.d.).
<https://billofrightsinstitute.org/primary-sources/bill-of-rights>
- A brief history of disability rights in the United States*. University of Massachusetts Office of the President. (n.d.).
<https://www.umassp.edu/inclusive-by-design/who-before-how/history-disability-rights-united-states>
- Concern USA . (n.d.). *The 10 largest refugee crises to know in 2023*. Homepage.
<https://concernusa.org/news/largest-refugee-crises/#:~:text=In%20the%20past%20decade%2C%20the,are%20over%2032.5%20million%20refugees.>
- The Cyrus Cylinder and Ancient Persia: A new beginning (Getty Villa Exhibitions). (n.d.).
https://www.getty.edu/art/exhibitions/cyrus_cylinder/
- DiGiacomo, G., & Jeffrey, B. (2016). *Human rights: Current issues and controversies*. University of Toronto Press.

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<https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf>
- Lazarus, L., & Goold, B. J. (2019). *Security and human rights*. Bloomsbury Publishing Plc.
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- National Archives and Records Administration. (n.d.). *Magna carta legacy*. National Archives and Records Administration. <https://www.archives.gov/exhibits/featured-documents/magna-carta/legacy.html>
- Stephen, Chris. *The Future of War Crimes Justice*, Melville House Publishing, London, 2024
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<https://www.dw.com/en/how-much-blasphemy-is-allowed-in-europe/a-66314095>
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<https://news.stanford.edu/2022/04/13/know-disinformation-address/>
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<https://www.amnesty.org/en/what-we-do/discrimination/>
- Women and girls deserve full access to Social Security*. OHCHR. (2023, July 21).
<https://www.ohchr.org/en/stories/2023/07/women-and-girls-deserve-full-access-social-security>
- Anna Bailey-Morley & Kerrie Holloway. (2022, November 30). *The rise of the far right in Denmark and Sweden – and why it's vital to change the narrative on immigration*. ODI.
<https://odi.org/en/insights/the-rise-of-the-far-right-in-denmark-and-sweden-and-why-its-vital-to-change-the-narrative-on-immigration/>
- The Story of Our Freedom, The Australian Human Rights Commission
<https://humanrights.gov.au/magnacarta/infographic/transcript.html>
- The Cyrus Cylinder, The Getty Museum https://www.getty.edu/art/exhibitions/cyrus_cylinder/
- The Cyrus Cylinder: The Discovery and Creation of an Icon, The Smithsonian Museum of Ancient Asian Art:
<https://www.youtube.com/watch?v=Q2qKQngMszM>
- The Bill of Rights Institute, Bill of Rights (1791),
<https://billofrightsinstitute.org/primary-sources/bill-of-rights>
- United States of Secrets, Part One (full documentary) | PBS FRONTLINE
<https://www.youtube.com/watch?v=kaUemcqIQ-k&t=3s>
- The Social Dilemma (2020) Netflix Documentary