

## **PSCI 371 | The Evolution of Human Rights: From Cyrus to the Global War on Terror** **Fall 2026**

**Course Instructor: Aya Burweila**  
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### **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 and 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.

### **Learning Goals**

**This course will primarily teach students 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 and examine fake news
- Recognize all forms of human rights and have a full understanding of all the Articles of the Universal Declaration of Human Rights
- Identify 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

### **CYA Attendance Policy**

CYA regards attendance in class and on-site (in Athens or during field study trips) as essential, so attendance at all scheduled meetings is required. All absences are recorded and have consequences that may affect your grade. Illness or other such compelling reasons which result in absences should be reported immediately to the Student Affairs Office, via the form available in the Student Portal.

### **Course Requirements and Assessment**

**Class Contribution 5%** – Class Contribution includes physical and mental presence in the classroom, arriving on time, preparation, participation in class discussions, and posting occasionally on the Moodle forum. Reading assignments are to be completed before each class session. Class contribution is one of the most important factors for determining your grade for the semester. I expect all of you to come prepared, engage in our discussions, ask questions, and voice your opinions in class. If you are extremely uncomfortable speaking in front of a large group of students, you may send your opinions or afterthoughts in writing via email. If you never participate in class and do not send any thoughts by email, your contribution grade will be low

**\* In-class quiz 20%. A brief in-class multiple choice and fill in the blanks quiz. Students will be notified on the day of the quiz within the first two weeks of the semester. The quiz will be based on Stephen P Mark's Paper "A Brief Introduction to Human Rights" -on the required reading list.**

**Midterm Paper 30%** – A brief on a human rights topic of the student's choice. 2000 words. An Infographic must be included. Due during midterm exam week. **Hyperlinks to be used.**

**In-Class Presentation. 20%. In Alphabetical Order, students will be required to make presentations on an agreed upon topic during class sessions. 15-20 minutes. Topics and dates will be determined after final class roster is determined.**

- **Final Paper 35%** – An extended research paper on a human rights topic of the student's choice -4000 words. The student may choose to expand on their midterm topic. Due during final exams week. . MLA Bibliography.

**Note: There are no in-class exams.**

### **Policy on Assignments and Make-up Work**

Details about assignments and exams will be given in advance. I will accept no late assignments or make-up exams unless discussed with me in advance. If you are unable to come to class, please let me know beforehand via email.

### **CYA Policies and Regulations**

#### **Academic Accommodations**

Students are required to submit an official letter from the office at their school that handles academic accommodations (generally the Office of Disability Services), or to have that office send a letter. Students who have submitted such a letter to CYA should also talk to their professors individually to discuss how these accommodations will work in each specific course.

#### **ePolicy on Original Work**

Plagiarism is literary theft. As such, it is a serious offense which will not be tolerated either at your home institution or at CYA. Plagiarism on an examination or in a paper will result in an F for the course. You must cite the author of any and all ideas that you use that is neither common knowledge nor your own idea. If you are in doubt, it is safest to cite the source. Your work should be original and reflect your own ideas and thoughts. If you are unsure about what counts as original work, please consult your professor and check the Student Handbook.

#### **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.

#### **Upgrade to 400-level course**

Courses can be upgraded to a 400-level. This constitutes usually 25% additional work on the part of the student. The option to upgrade opens the second week of classes. If you are interested in this option, please talk to your professor.

#### **Required Readings**

AI governance and Human Rights - Chatham House – International ... (n.d.-a).

<https://www.chathamhouse.org/2023/01/ai-governance-and-human-rights>

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>

The global impact of 9/11: Twenty Years on. Wilson Center. (n.d.). <https://www.wilsoncenter.org/event/global-impact-911-twenty-years>

Hantzopoulos, M., & Bajaj, M. (2021). Educating for peace and human rights an introduction. Bloomsbury Publishing Plc.

Heupel, M., Heaphy, C., & Heaphy, J. (2022). US counterterrorism and the Human Rights of foreigners abroad: Putting the gloves back on? Routledge, Taylor & Francis Group.

Human rights: A brief introduction - harvard T.H. chan school of public ... (n.d.-b). <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.

Morsink, J. (2022). Article by article the Universal Declaration of Human Rights for a new generation. University of Pennsylvania Press.

Stephen, Chris. The Future of War Crimes Justice, Melville House Publishing, London, 2024

O'Byrne, D. (2003). Human rights: An introduction. Routledge.

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

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

University, S. (2022, April 22). What to know about disinformation and how to address it. Stanford News. <https://news.stanford.edu/2022/04/13/know-disinformation-address/>

What is discrimination?. Amnesty International. (2023, July 11). <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>

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/](https://www.getty.edu/art/exhibitions/cyrus_cylinder/)

The Bill of Rights Institute, Bill of Rights (1791), <https://billofrightsinstitute.org/primary-sources/bill-of-rights>

The Future of War Crimes Justice by Christopher Stephen, Melville House Publishing, London, 2024

## **IMPORTANT: ABSENCES POLICY**

### **CYA Attendances and Absences policy**

Coursework at CYA involves a great deal of experiential learning: classroom discussion, site visits, and the like, which cannot be replicated if the student is absent. Grades reflect a student's performance on assessments, but also acknowledge the degree to which a student has mastered the material through such active learning activities. As a result attendance and punctuality are essential to learning in CYA courses, which rely on in-class and on-site interaction. Faculty is required to record absences and either the Academic Advisor (on academic issues) or Student Affairs (on wellness issues) will check-in with students who have repeated absences.

This policy applies to all scheduled class meetings and off-site activities (Athens sessions and school-wide Field Studies).

#### **1. Punctuality**

- Students are expected to arrive on time; instructors have a corresponding obligation to begin on time.

#### **2. Recording & Outreach**

- Instructors must record absences at every class/on-site session.
- In the case of repeated absences, the Academic Advisor (for academic issues) or Student Affairs (for wellness issues) will check in with the student.

#### **3. What Counts as an Excused Absence**

##### **3.1. Illness**

- The student must report the illness via the form available in the Student Portal.
- If illness requires missing more than one session per class, the student must submit a signed and stamped doctor's note to Student Affairs and remain in communication with them.
- Remote [online] appointments and retroactive doctor's notes will not be accepted.

##### **3.2. Other Exceptional Circumstances**

- Excused absences for non-illness exceptional circumstances require prior approval from the Academic Director (not the course instructor).

##### **3.3. Accommodations**

- If the student has an academic accommodation that relates to their attendance and has been filed with CYA, they should follow the procedure outlined on the accommodation form that they agreed upon with their professor.

##### **3.4. Timing**

- The student must seek approval as soon as the problem arises, not retroactively, in order for the absence to be excused.

### **3.5. Academic priority**

- Class attendance takes precedence over other student appointments, travel, volunteering, or visiting friends/family, and missing class for these reasons is not excused. Students are responsible for avoiding such conflicts.

### **4. How to Request an Excused Absence**

- Before the class submit the relevant form or request (for illness the Student Affairs form; for exceptional circumstances the Academic Director).
- Notify your instructor that a request has been submitted, and learn what material will need to be made up and how you will do so.
- Provide documentation if required to administration, not the professor (e.g., doctor's note for multi-session illness).
- Await the decision from the appropriate office. Professors do not grant excused absence status.

### **5. Unexcused Absences & Consequences**

- Three (3) unexcused absences in any class automatically lowers the final course grade.
- More than three (3) unexcused absences in a class may lead to: a) the placement of a student on academic probation, and potentially b) the student receiving a failing grade for the course depending on course requirements.

### **6. Make-Up Work & Grading**

- Students must make up missed work for any absence (excused or unexcused) and communicate with instructors about requirements. Failure to complete missed work will result in the reduction of minimum one letter grade.
- Quizzes, exams, and in-class assessments missed due to an unexcused absence may receive a zero (0) grade, per course requirements as outlined in the syllabus.
- Because participation is integral to learning at CYA, a high number of excused absences may still affect the course grade, per the course's participation policy.
- Course syllabi specify how attendance and participation affect the final grade.

## **IMPORTANT: AI POLICY**

### **Allowed/disallowed AI uses:**

- Students must disclose their AI usage on assignments, following either their professor's guidelines or the guidelines below (see "AI disclosure"). Failure to disclose how AI has been used, or submission of AI work as one's own, is a violation of academic integrity [see relevant section on student handbook]. Using AI in any way that is not explicitly permitted by the syllabus, assignment instructions, or the professor is considered a violation of academic integrity. If a professor suspects that AI was improperly used to complete an assignment, they may ask the student to explain or discuss their work orally to confirm that the student has the knowledge their submitted work represents.
- Mistakes made by AI are the responsibility of the student, even when they have disclosed their AI usage. Using AI does not excuse errors, misrepresentations, plagiarism, or violations of course policies. All allowed AI output should be double-checked and used with caution (see "AI problems" below).
- Because mistakes made by AI are the responsibility of the student, when faculty allows for specific AI uses, faculty also has a responsibility to provide students with the critical tools necessary to evaluate AI output for those uses.

### **2. AI disclosure**

- To disclose the use of AI on submitted work, students should either use the format given by a specific professor, or the following format: "AI Usage Disclosure: [specific AI tool] was used in the creation of this work in the following ways: [list uses and outcomes]. The content can be viewed here [add link] and has been reviewed and edited by [student's full name]."

- Failure to disclose, or incomplete disclosure, is a violation of academic integrity. You are fully responsible for the accuracy, originality, and integrity of any work you submit, regardless of whether AI tools were used. Keep records of your process (prompts, drafts, and sources) in case your professor requests documentation.

### 3. Things to consider when using AI:

There are a number of problems with generative AI that students should be aware of.

- Users should keep in mind that AI does not have access to the world, only to its training data and new data brought to it. Its output is not based on the evaluation of the meaning of that data and its content, only on the way words tend to line up and follow each other. It has no concept of truth, of intent, or of accuracy.
- Data is not private. Content entered into most AI tools may be stored and accessed by third parties, or used to improve the system. No one should input personal, sensitive, or proprietary information, or essentially anything they would not like to be seen by others.
- Lack of sources or citations. AI systems often generate text without providing verifiable references, and when citations are supplied they may be incomplete or misattributed. AI is not a primary or secondary source and should not be cited as a source; it is a tool that predicts plausible language.

Students must locate, read, and cite credible sources appropriate to their assignments.

- Bias. Because AI models learn from existing data, they can reproduce and amplify historical and social biases found in that data. Outputs may marginalize certain groups, rely on stereotypes, or present dominant perspectives as neutral facts. Students must critically evaluate AI-generated content for fairness and inclusivity, and corroborate claims with diverse, reputable sources. Students must examine all outputs with such bias concerns in mind
- Hallucinations (fabricated content). AI may produce confident but incorrect statements, fabricated statistics, misquoted passages, or nonexistent sources. These "hallucinations" can be difficult to spot because the writing style appears fluent and authoritative. Students are responsible for verifying the validity of anything they submit.

### Fall 2026 Schedule

Class Day	Topic / Readings / Assignments Due
1	<p><b>Syllabus Review</b>            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.            Human Rights: A Brief Introduction, Stephen P. Marks, Harvard University  <a href="https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf">https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf</a></p>
2	<p>In-depth: Human Rights: A Brief Introduction, Stephen P. Marks, Harvard University            Human Rights Treaties, Mechanisms and Tools            The Universal Declaration of Human Rights in Depth  <b>Article 1</b>            All human beings are born free and equal in dignity and rights.  <b>Article 2</b>            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>
3	<p><b>Article 3</b>            Everyone has the right to life, liberty and security of person.  <b>Article 4</b>            No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.            Required Reading:  <a href="https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf">https://www.hsph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf</a></p>
4	<p><b>Article 5</b>            No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.</p>

**Article 6**

Everyone has the right to recognition everywhere as a person before the law.

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>

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5 The Universal Declaration of Human Rights in Depth

**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.

**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.

Required Reading: What is discrimination?. Amnesty International. (2023, July) <https://www.amnesty.org/en/what-we-do/discrimination/>

What is discrimination?. Amnesty International. (2023, July 11). <https://www.amnesty.org/en/what-we-do/discrimination/>

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6 The Universal Declaration of Human Rights in Depth

**Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

**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.

**Required Reading:** Daron Acemoglu, Alexander Wolitzky, A Theory of Equality Before the Law, The Economic Journal, Volume 131, Issue 636, May 2021, Pages 1429–1465, <https://doi.org/10.1093/ej/ueaa116>

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7 **Article 11**

- 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.
- 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.

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8 The Universal Declaration of Human Rights in Depth

**Article 13**

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

**Article 14**

- Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- 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-](https://concernusa.org/news/largest-refugee-crises/#:~:text=In%20the%20past%20decade%2C%20the,are%20over%2032.5%20million%20refugees.)

[crises/#:~:text=In%20the%20past%20decade%2C%20the,are%20over%2032.5%20million%20refugees.](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/>

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9 The Universal Declaration of Human Rights in Depth

**Article 15**

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

**Article 16**

- 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.
- Marriage shall be entered into only with the free and full consent of the intending spouses.
- 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**

In class multiple choice and fill in blanks quiz based on Stephen P Mark's "Human Rights: A Brief Introduction"

10 The Universal Declaration of Human Rights in Depth

**Article 17**

- Everyone has the right to own property alone as well as in association with others.
- 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.

11 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**

- Everyone has the right to freedom of peaceful assembly and association.
- 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>

12 The Universal Declaration of Human Rights in Depth

**Article 21**

- Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- Everyone has the right of equal access to public service in his country.
- 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>

The Universal Declaration of Human Rights in Depth

**Article 23**

- Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- Everyone, without any discrimination, has the right to equal pay for equal work.
- 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.
- 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.

**MIDTERM BRIEFS DUE**

13 The Universal Declaration of Human Rights in Depth

**Article 25**

- 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.
- 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**

- 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.
- 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.
- Parents have a prior right to choose the kind of education that shall be given to their children.

**Article 27-28**

- 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.
- 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.

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

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**Article 29**

- Everyone has duties to the community in which alone the free and full development of his personality is possible.
- 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.
- These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

**Article 30**

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.

Required Reading:

United Nations Office of the High Commissioner for **Human Rights, Human Rights Indicators : A Guide to Measurement and Implementation** New York : United Nations. 2012.

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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?

**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.). Magna carta legacy. National Archives and Records Administration.

<https://www.archives.gov/exhibits/featured-documents/magna-carta/legacy.html>

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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/](https://www.getty.edu/art/exhibitions/cyrus_cylinder/)

**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>

17

The United States Bill of Rights of 1791 and the Constitution.

What is the American Bill of Rights and what do they entail?

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>

**Required Viewing:** United States of Secrets, Part One (full documentary) |

PBS FRONTLINE

<https://www.youtube.com/watch?v=kaUemcqIQ-k> HYPERLINK "https://www.youtube.com/watch?v=kaUemcqIQ-k&t=3s"& HYPERLINK "https://www.youtube.com/watch?v=kaUemcqIQ-k&t=3s"t=3s

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- 18 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.  
**Required Reading:** Erman, E. (2016). Human rights and democracy: Discourse theory and global rights institutions. Routledge.
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- 19 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). Security and human rights. Bloomsbury Publishing Plc.  
Heupel, M., Heaphy, C., & Heaphy, J. (2022). US counterterrorism and the Human Rights of foreigners abroad: Putting the gloves back on? Routledge, Taylor & Francis Group.  
November 27-30: Thanksgiving Break
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- 20 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:** What Stanford research reveals about disinformation and how to address it, Stanford University  
<https://news.stanford.edu/2022/04/13/know-disinformation-address/>  
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