

**Nazwa kursu: Pluriversal Approaches to Human Rights****Prowadząca: Dr Gabriela Mezzanotti – Visiting Professors Program**

Punkty ECTS: 10

Liczba godzin: 60

Formuła: hybrydowa (zajęcia stacjonarne 14-18.03 – 25 h, zajęcia online: 21.03, 28.03, 1.04, 4.04, 25.04, 2.05, 6.05 – 35 h)

Sala (zajęcia stacjonarne 14-18.03): 307, ul. Reymonta 4

Dyscyplina: nauki socjologiczne

**Course Summary:** This course questions the idea of human rights as an emancipatory discourse and seeks to assess how critical views and *pluriversal* approaches to rights may impact contemporary struggles in the implementation of human rights in general and in areas such as migration, indigenous rights, and humanitarianism. It addresses the impact of international human rights systems and the work of international institutions on these areas, challenging North-centered assumptions on human rights.

**Learning outcome**

Having completed this course, the student should:

- Understand new challenges regarding individual and collective rights.
- Critically assess the strengths and weaknesses of different Human Rights Protection Mechanisms.
- Critically analyze key principles related to the rights of migrants and refugees.
- Understand the role of different actors, such as NGOs and international organizations, in shaping policies and their implementation.
- Critically analyze the role of human rights as an emancipatory script.
- Critically analyze North-Centered assumptions on human rights and possibilities for a *pluriversal* understanding of rights.

**Skills**

Upon completion of the course, the student should be able to:

- Develop consistent arguments related to challenges and possibilities of *pluriversal* initiatives from the Global South.
- Discuss the roles of national and international actors in the implementation of human rights.
- Critically examine and discuss theoretical and political debates on human rights.
- Critically examine and discuss current debates on international refugee law, migrants' rights, indigenous rights, and humanitarianism.

## **General competences**

The student should be able to

- Present knowledge in relation to critical approaches to human rights protection, *pluriversal* alternatives to human rights, and theories and political debates in the areas of human rights and social justice.

## **Learning activities**

The course uses various forms of learning. These include lectures, student participation in plenary and group discussions, and in seminars.

## **Required reading**

A detailed reading outline will be provided in the first class.

## **Compulsory work requirements**

Work requirements consist of 3 assignments in addition to class attendance and active participation. Active participation of the student at every seminar is expected, including reading assigned literature and participation in discussions. To complete this course the student needs to present a relevant topic orally (15 minutes) in a Seminar. Detailed information on this assignment will be provided in the first class.

## **Assignment 1: Critical analysis of international/regional court decisions and international charter-based or treaty-body reports/decisions.**

Group presentation: up to 10 minutes and ppt presentation.

Groups will be divided considering topic interest.

Directions:

- 1- Select a relevant international/regional court case.
- 2- Select a relevant charter-based/treaty body mechanisms' report or decision.
- 3- Critically analyze how the content of these court decisions and reports affect the implementation of HR.
- 4- Consider political consequences of this legal reasoning.
- 5- A summary about the case and the report should include:
- 6- Choose from the following courts or bodies:
  - *International and regional courts:*  
*International Court of Justice*  
*Inter-American Court of Human Rights*  
*European Court of Human Rights*  
*African Court on Human and Peoples Rights*
  - *Charter-based bodies:*  
*Human Rights Council*  
*Universal Periodic Review*  
*Special Procedures of the Human Rights Council*  
*Human Rights Council Complaint Procedure*

- *Treaty-based bodies:*  
*Human Rights Committee (CCPR)*  
*Committee on Economic, Social and Cultural Rights (CESCR)*  
*Committee on the Elimination of Racial Discrimination (CERD)*  
*Committee on the Elimination of Discrimination against Women (CEDAW)*  
*Committee against Torture (CAT)*  
*Subcommittee on Prevention of Torture (SPT)*  
*Committee on the Rights of the Child (CRC)*  
*Committee on Migrant Workers (CMW)*  
*Committee on the Rights of Persons with Disabilities (CRPD)*  
*Committee on Enforced Disappearances (CED)*

#### 7- Court case:

*What are the facts of the case?*

*What happened in this case?*

*Who were the people/organizations/states involved?*

*How were HR addressed?*

*What are the court's decision and reasons?*

*What, if any, impact does this case have today?*

*How was the report perceived by the international community?*

*How would you have ruled, and why? Do you agree with the decision?*

*Why?*

*What is the relevance of this case to your current studies?*

#### 8- Reports:

*Summarize the report and explain the relevance of this report to the State/s and to the implementation of Human Rights.*

### **Assignment 2: Seminars' participation**

For each seminar, **all students** shall present a relevant research article about the seminars' topics. A summary of the article will be presented orally during Q&A. Students are expected to ask relevant questions to speakers. Show relevance, theory linked, author's background.

### **Assignment 3: Individual oral presentation (up to 15 minutes) in Seminars**

Seminar's **speaker** indicates one relevant research article by the 18<sup>th</sup> of March (research skills).

#### **Outline:**

- 1) Introduction to critical and *pluriversal* approaches to International Human Rights.
- 2) Humanitarian discourse today: a critique.
- 3) International and Regional Systems of Human Rights: *glocalizing* North-centered HR?
- 4) Critical views on migration and human rights.

- 5) Introduction to Critical Discourse Analysis and Migration studies.
- 6) The criminalization of aid for people on the move. New technologies, migration, and control.
- 7) The migrant detention industry.
- 8) Indigenous rights and the situation of Indigenous migrants in Latin America.
- 9) *Assignment 1 + Human rights, SDGs and neoliberalism.*
- 10) *Pluriversality* in human rights education: a tool for social change?
- 11) Seminar I
- 12) Seminar II
- 13) Seminar III

### **Dates**

#### On Campus:

1. 14 March – Monday - 15:00 – 19:00
2. 15 March - Tuesday - 15:00 – 19:00
3. 16 March – Wednesday - 15:00 – 19:00
4. 17 March – Thursday - 15:00 – 19:00
5. 18 March – Friday – 9:00 -13:00

#### Online:

6. 21 March – Monday – Online - 15:00 – 19:00
7. 28 March – Monday – Online - 15:00 – 19:00
8. 01 April – Friday – Online – 09:00 – 13:00
9. 04 April – Monday – Online – 15:00 – 19:00
10. 25 April – Monday – Online – 15:00 – 19:00
12. 02 May – Monday - 15:00 – 19:00
13. 06 May – Friday – 10:00 – 12:00

### **References**

- FEKETE, Liz. 2018. Migrants, borders and the criminalisation of solidarity in the EU. *Race & Class*, 59(4), 65-83.
- FREIRE, P. 1972. *Pedagogy of the oppressed*. Harmondsworth, Penguin.

- GILSON, Erinn C. 2014. *The ethics of vulnerability: A feminist analysis of social life and practice*. New York: Routledge.
- Hathaway, J. C. (2019). Assigning protection: Can refugee rights and state preferences be reconciled?: *JITE. Journal of Institutional and Theoretical Economics*, 175(1), 33-45. doi:<http://dx.doi.org/10.1628/jite-2019-0006>
- JUBILUT, L.L., VERA ESPINOZA, M., MEZZANOTTI, G. (eds). 2021. *Latin America and Refugee Protection: regimes, logics and challenges*. Berghahn Books.
- MEZZANOTTI, Gabriela. 2020. What is left for 'us and them'? A critical discourse analysis of the criminalization of humanitarian aid for people on the move. In *Society, culture and frontiers: Interdisciplinary approaches*, eds. Lopes Alves, Fábio; Portanova Barros, Eduardo; Aparecida de Souza, Silvana. CRV Ed.
- QUIJANO, Anibal. 2000. *Coloniality of Power, Eurocentrism and Latin America*. Nepantla: Views from South 1.3.
- MIGNOLO, Walter D. 2021. *The Politics of Decolonial Investigations*. Duke University Press.
- MORENO-LAX, Violeta. "The EU Humanitarian Border and the Securitization of Human Rights: The 'Rescue-Through-Interdiction/Rescue-Without-Protection' Paradigm." *JCMS: Journal of Common Market Studies* 56, no. 1 (2018): 119-140.
- RHEINDORF, Markus, WODAK, Ruth. ed.. 2020. *Sociolinguistic Perspectives on Migration Control: Language Policy, Identity and Belonging*.
- RILEY, Angela R., and KRISTEN A. Carpenter. 2021. Decolonizing Indigenous Migration. *California Law Review* 109, no. 63: 63-139. DOI:10.15779/Z388911R6S
- SANTOS, Boaventura de Sousa. 2012. Public Sphere and Epistemologies of the South. *Africa Development* XXXVII, no. 1: 43-67.