



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

Arts & Social
Sciences

School of Social Sciences



Demo, 1997, Gerhard Richter

ARTS3874
Culture and Human Rights

T1, 2020

Acknowledgement

UNSW Australia's Kensington campus, on which the School of Social Sciences is housed, is built on the land of the Aboriginal people. We pay our respects to the Bedegal people of the Eora nation who are the Custodians of this land.

We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

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Staff contact details

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Consultation hours	Tuesdays 1-2pm

If you would like to see me outside of these consultation times please email me to make an appointment. I am also happy to deal with queries about the course over email. Please do make sure that you have read this course outline carefully before contacting me as most minor queries (regarding reading, assessment deadlines and so on) can be easily resolved through careful reading of the course outline and the material on Moodle.

About this course

Credit points: Six (6) UoC

Summary of the course: This course explores the rise of human rights discourse and its relationship to other discourses on suffering, vulnerability and social justice. It focuses on the experience of victims of human rights abuse and the politics of meaning. Students will engage in critiques of law as a reductionist discourse on the social by exploring the relationships between human rights and cultural differences such as gender, ethnicity, religion and indigenous cultures. The embodied self, social interdependency and the architecture of social institutions are the backdrop through which the course explores the tensions between universal and relativist understandings of human rights and their realisation.

Students will consider how sociologists and anthropologists have studied and written about human rights.

Important information: Please communicate regularly with your Convenor or tutor, and raise any course-related matter as early as possible.

Student responsibilities

You must read and adhere to the UNSW *Student Code Policy* (2016):
<https://www.gs.unsw.edu.au/policy/studentcodepolicy.html>.

There are five primary student responsibilities under this Code:

1. A condition of enrolment that students inform themselves of the University's rules and policies affecting them, and conduct themselves accordingly.
2. An obligation to act with integrity in academic work, to ensure that all academic work is conducted ethically and safely.
3. An obligation to observe standards of equity and respect in dealing with every member of the University community.
4. An obligation to use and care for University resources in a lawful and appropriate manner
5. An obligation to not diminish the University's reputation in the carrying out of academic and other associated University activities.

(UNSW *Student Code Policy*, Art. 2)

A related document is the UNSW *Student Misconduct Procedure* (2016):
<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>.

All courses in the School of Social Sciences are run in accordance with School, Faculty and University rules and policies.

You need to make sure that you are familiar with University policies and School guidelines, <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>, particularly those relating to attendance requirements, extensions and late submission of assessed work.

Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to this principle of academic integrity. Plagiarism undermines academic integrity and is not tolerated at UNSW. Plagiarism at UNSW is defined as using the words or ideas of others and passing them off as your own. Examples include:

- **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.
- **Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit.
- **Collusion:** Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources that have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.
- **Self-plagiarism:** 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

Attendance requirements

The School of Social Sciences guidelines on attendance are available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on). If you attend less than 80% of classes, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment or exam may receive a mark of zero. You are responsible for keeping track of your attendance and contacting your course convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

For the purpose of attendance monitoring, the final assessment for this course is the Essay worth 50% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

For this course, attendance is calculated as shown in the table below:

Learning activity	Monitoring mechanism	Minimum attendance requirement
Lecture and seminar	A roll is taken in class	80%

This course is taught in lecture and seminar mode

Attendance

Attendance at both lecture and seminars is mandatory as well, and monitored. You are expected to attend all seminars and be prepared to contribute to the discussion. I believe that seminars are most productive when students are present and engage with the concepts and material. Attendance also helps cultivate a productive learning environment, and is pivotal in cultivating a thoughtful approach to your own learning. Seminar recordings will not be posted online.

You should do at least one reading per week (I have purposely limited the quantity of essential reading so that it is manageable). If you arrive more than 15 minutes late, or leave class with more than 15 minutes remaining, you may be recorded as absent. If such a penalty is imposed, you will be advised in writing within 24 hours. Attempts to falsify attendance records will be treated as student misconduct under the *Student Misconduct Procedure*. Reminder: **Seminars start in Week 1.**

Use of laptops and mobile phones

Despite being a firm believer and user of technology, I have a policy on the use of laptops and mobile phones during seminar time. Students are permitted to use laptops to take class notes so long as social media and internet is switched off. Mobile phones need to be switched off before the start of class and students need to refrain from texting. I believe we learn better with fewer distractions and, unfortunately, laptops and mobile phones can be a huge distraction.

Learning outcomes

Upon successful completion of this course, you should be able to:

1. Apply a knowledge of human rights to various local, national and transnational contexts
2. Appreciate the universalist and relativist positions on culture
3. Understand international social movements based on human rights

Course design and learning activities

Learning outcomes will be addressed through lectures and seminars. Students are expected to engage with the material and prepare for the tutorials and lectures in order to enhance their learning experience. In accordance with UNSW Learning and Teaching Guidelines, we expect to engage students in learning through structured hands-on activities. This is premised on the belief that effective learning takes place when students are actively engaged in the learning process.

Rationale for the inclusion of content and teaching approach

This course was taught in an earlier version in the Sociology and Anthropology major as Anthropology of Human Rights and proved to be popular with FASS students as well as students outside the Faculty since it was first taught in 2006. In part this was a reflection of the topical content of the course, developing students' understanding of human rights as a global value system with a diversity of local interpretations when put into practice. In addition, Australian universities lacked courses addressing human rights from sociological and anthropological perspectives.

This course allows students to draw on the conceptual and analytic tools they have developed in first and second year courses and apply them to specific case studies – in this case in the context of human rights.

The learning outcomes will be addressed and developed through the lectures and seminars. Weekly topics are used to address major themes and where suitable film and other multi-media is used to illustrate case studies. Seminars are designed for students to develop critical knowledge of topics and to engage with readings in discussion. Web-based learning is used as a supplement to the course. The teaching mode is aimed at engaging students to learn critical thinking and to develop research and analytical skills through investigation of the topic area.

DATE	LECTURE	ASSESSMENT
Week 1	Human Rights as a Global Discourse	
Week 2	The human in human rights	Facilitations and blog posts begin, continuing weekly to Week 10
Week 3	Value, property, embodiment	
Week 4	Modernity, rationality, and the state	
Week 5	Witnessing and indifference	
Week 6	Identity, Indigeneity and visibility (flipped classroom)	
Week 7	Vulnerability and biopolitics	
Week 8	Care of the self	
Week 9	Visual culture and human rights	
Week 10	Memory, trauma, forgiving and futures	
		Essay and reflection due Friday, 1st May by 9am

ARTS 3874 ASSESSMENTS

1. Concept development writing – blog posts (40%)

Students will write a weekly entry (weeks 2 to 10) responding to readings and critical engagement human rights issues. Weekly entries are required (350 to 400 words for each weekly entry). Students are expected to engage with and comment on the posts of other students as the course progresses in developing knowledge of human rights discourses and specific case studies. Written feedback will be given on the Week 3 posts which will be graded (10%). Students will select three posts for from across the course, excluding the Week 3 post for submission in Week 10 (30%).

You will prepare weekly entries that work with the assigned readings. This is a key learning activity in the course, building skills in close reading, reflection and application of key concepts, skills and methods that are discussed in the course. In this assessment students build a learning and research journal (posted as a blog), based on regularity of reading, reflecting and writing. Weekly entries posted on a course blog site allows all students to read and engage with the entries of their fellow students, building a learning community. On a weekly basis, students reflect on a key aspect of the reading, or readings and assess how this relates to the weekly topic, to human experience of human rights, everyday life, events reported or read about that relate to the weekly topic and the set reading(s). As the course develops, blog entries should reflect course learning with more sophisticated entries that also reflect on and integrate earlier topics and discussions. Blog posts will form an important part of tutorial discussions.

If you reference any material in your blog post outside of the set readings, please add a hyperlink. Full academic referencing is not required for this type of writing. Please do include a page number if you are referencing a particular part of a set reading – for example, 'Arendt discusses the nation-state as key to understanding the circumstances of statelessness/rightlessness (p. 5)'.

Weekly blog posts are submitted online prior to lecture, beginning in Week 2. Your submission is due by 9am each Thursday weeks 2-10. Late submissions are not accepted. Oral feedback will be discussed in tutorials about common pitfalls and how to improve.

Blog Writing Evaluation Criteria

Textual engagement	Assesses the extent to which you focus on aspects of the set readings and attempt to work out key ideas, themes and express meaning in your own words.
Attention to detail	Considers whether you draw connections between different aspects of the reading and/or between the reading and an example you may choose from media or everyday life. It assesses the capacity to move from the 'general' to the 'specific'.
Critical Reflection	Considers the extent to which your entries consider the implications and significance of the text for theoretical analysis and human rights. The idea is to explore the implications of the ideas in the reading by trying to apply them to different contexts.
Development of Ideas	Considers whether you have reflected on your overall learning process as the course progresses. The idea is to connect themes from one week to the next. You will be assessed on how your understanding of the human rights has developed, clarified or progressed.

2. Research essay (45%) (2500 words) submitted in a final portfolio. The final portfolio includes the essay, one blog post and the reflective statement.

Students research and write on a topic in depth that reflects course content and develop their own specialised references as evidence of further research. Students must demonstrate a clear argument; illustrate it with evidence (references, case studies); and take up a critical position on the topic discussed. The knowledge of human rights and their contestation in various contexts, ability to work collaboratively, demonstrated through engagement with blog posts and developing of research skills are assessed.

3. reflective statement (15%) (600 words) submitted in a final portfolio

This task gets students to think about research processes, for example, for the production of the materials that are discussed in this course. Students compose a reflective statement on challenges of access to empirical data in this space and how to pose impactful critiques. The task also requires students to reflect on knowledge building over the trajectory of the course, including engagement with the weekly posts of students in the course. Assessment will be against the ability to pose critiques of contested theories of human rights and the demonstration of an understanding of the research process. Students will receive written feedback 2 weeks after submission

Detailed course schedule, reading and resources

Each week there are preparatory tasks that you need to undertake **before you come to class**. These tasks will form the basis of in-class activities in the seminars. You'll find these tasks in this course outline in the section titled "Reading and resources", and also in Moodle under each respective week in the "Schedule of weekly readings" folder under "Content and resources".

A blog post area will be available on Moodle where you can post weekly entries in preparation for class. These posts must be made by 9am on the day of the lecture in order to be counted for assessment. You may not submit a post for assessment that is not submitted on time.

The set readings listed below are uploaded to Moodle. **You should bring your own copy of the course outline and the set readings to class each week.**

The UNSW Library website is: <http://www.library.unsw.edu.au>.

You will benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library":

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

WEEKLY Reading and resources

Week 1: Human Rights as a Global Discourse

Preparation

Read through the course outline thoroughly and make sure you are familiar with the approach we are taking to human rights.

This week I will introduce the course and we will discuss the approach to seminars and course assessment. Prior to our first seminar topic think about the following questions. Do you see human rights as a global discourse? Why/why not? Think about time horizons. In what way do you see human rights situated in or emerging through particular historical epochs. Is this a limitation? What do you think are some consequence of human rights as a globalized or dominant form of political consciousness?

Set reading:

Žižek, Slavoj (2005) 'Against Human Rights', *New left Review* 34, 115-131.

Answer the questions below briefly from your own perspective and knowledge and then post your answers to the course blog. You do not need to do any readings to answer the question, this is not a test, but rather will assist in discussion across the class. Write only a few sentences in answer to each question.

1. What are human rights?
2. Do you trace human rights to a particular historical period? If so, what is that period? Identify a time-period when you consider human rights to be the strongest, the most firmly grounded and able to be claimed as entitlements by individuals.
4. How do you understand humans as claiming their human rights? What are the mechanisms that enable this?
4. Are human rights specific to context or place?
5. From which discipline do you approach and understand human rights? In what way does this matter to you?

Week 2: The 'human' in human rights

Preparation

Consider the subject of human rights. Are you clear about who this subject is and do you think the ideals outlined in the UDHR are realised in everyday life. Have a look at the Universal Declaration of Human Rights (UDHR) <http://www.un.org/en/documents/udhr/> and think about the presumptions it makes about the human subject. What can the experience of refugees, displaced and stateless persons tell us about the limitations of a universal system of human rights?

Read the preamble of the UDHR and familiarise yourself with the various articles of the UDHR. Choose one article and be prepared to discuss the tensions in the application of this article in different national jurisdictions and in different cultural contexts.

Does a concern with non-humans enhance or diminish human rights? Think of examples.

Set reading

Arendt, Hannah (1973) 'The Perplexities of the Rights of Man' in *The Origins of Totalitarianism*, Harcour Brace & co., Florida, pp. 290-301.

Butler, Judith (2005) *Giving an Account of Oneself*, Fordham University Press, New York, 'Adorno on Becoming Human', 101-111.

Additional reading

Anker, Elizabeth, Susan (2011) 'Elizabeth Costello, Embodiment, and the Limits of Rights' *New Literary History* 42(1) pp. 169-192.

Levinas, Emmanuel (1985), extract from 'The Face', in *Ethics and Infinity*, Duquesne University Press, Pittsburgh, pp 85-7.

Anderson, Benedict (1983) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, Verso, London.

Balibar, Etienne (2004) *We, the People of Europe? Reflections on Transnational Citizenship*, Princeton University Press, Princeton.

Charles Beitz (2002) 'Human rights and the law of peoples' in Chatterjee (ed). *The Ethics of Assistance. Morality and the Distant Needy*, Cambridge University Press, Cambridge, pp. 193-216.

Deleuze, G. and Guattari, F (1987) *A Thousand Plateaus: Capitalism and Schizophrenia*, University of Minnesota Press, Minneapolis.

Douglas, Mary (1966) *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*, Praeger, New York.

Fenichel Pitkin Hannah (1998) *The Attack of the Blob. Hannah Arendt's concept of the social*, The University of Chicago Press, Chicago and London.

Bakewell, Sarah (2010) *How to Live or A Life of Montaigne*, Other Press, New York, 'Nobel Savages', 18 194.

Mbembe, Achille (2013) 'Necropolitics' in Campbell, Timothy & Sitze Adam (eds), *Biopolitics, A Reader*, Duke University Press, Durham, pp.161- 192.

Week 3: Value and property and embodiment

Preparation

In what way is property fundamental to human rights? Do we know who we are primarily through material cultures? How is a commodity a 'thoroughly socialized thing' (Appadurai)?

Think about the UDHR. What gives it life? In what way is it, or can it be a living document? Then have a look at the CEDAW documents
<http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>.

In what way does property relate to human rights? You may think about value and property in capitalist societies, as well as alternative visions of value and property. For example, if a person's labour power is a form of property, to be bought and sold, should the body that produces it be treated like any other commodity?

Set reading

Marx, Karl (1967) 'The Working Day', (excerpts) in *Capital Vol. One*, International Publishers, New York, pp231-235, 301-302.

Waldby, Catherine and Cooper, Melinda (2008) 'The Biopolitics of Reproduction', *Australian Feminist Studies*, Vol. 23, No. 55, pp 57-72.

Fischer, Michael, M.J. *Anthropology in the Meantime. Experimental Ethnography, Theory and Method for the Twenty-First Century*, selection from Chapter 7 'Health Care in India', Duke UP, Durham, pp161-168,

Additional reading

Ehrenreich, Barbara, and Hochschild, Arlie (eds.) (2002). *Global Woman. Nannies, Maids and Sex Workers in the New Economy*, Granta Books, London.

Fraser, N. And Honneth A (2003) *Redistribution or Recognition? A Political-Philosophical Exchange*, Verso, London.

Hammer, Leonard (2003) 'Indigenous Peoples as a Catalyst for Applying the Human Right to Water', *International Journal on Minority and Group Rights*, Vol. 10, No. 2, pp.131-161.

Haynes, Dina Francesca (2004) 'Used, Abused, Arrested and Deported: Extending Immigration Benefits to Protect the Victims of Trafficking and to Secure the Prosecution of Traffickers', *Human Rights Quarterly* vol. 26, pp. 221-272.

Appadurai, Arjun (2013) 'Commodities and the Politics of Value', in *The Future as Cultural Fact. Essays on the Goble Condition*, Verso, London, Chapter 1, pp.9-60.

Week 4: Modernity, Rationality and the state: Holocaust memory and everyday life

Preparation

Consider Bauman's argument that the Holocaust is a uniquely modern phenomenon and would not have been possible without the social processes of differentiation, depersonalization and instrumental rationality that are embodied in modern institutions. How does a modern nation-state, like Australia, participate in structurally similar forms of instrumental reasoning today? See if you can find examples of institutionalised depersonalization in the media. How well can conceptions of human rights address structures of objectification that transform persons into numbers?

Set reading

Bauman, Zygmunt (1989) *Modernity and the Holocaust*, Cornell University Press, Ithaca. Pp. 1-30 and 98-106.

Moyn, Samuel (2014) 'The Intersection with Holocaust Memory' in *Human Rights and the uses of History*, Verso, London Chapter 6, pp.87-97.

Additional reading

Arendt, Hannah (1964) *Eichmann in Jerusalem: A Report on the Banality of Evil*, Viking Press, New York.

Weber, Max (1948) 'Bureaucracy' in *From Max Weber*, trans. H. H. Gerth & C. Wright Mills, Routledge and Kegan Paul, London and New York pp 196-240.

Kalberg, Stephen (2005) *Max Weber: readings and commentary on Modernity*, Blackwell Publishing, Malden Mass. & Oxford U.K.

Lanzmann, Claude (1985) *Shoah: an oral history of the Holocaust*, Pantheon Books, New York.

Week 5: Witnessing, sacrifice and indifference

Preparation

Is indifference to human suffering (or other forms of suffering) a consequence of late, post-industrial modernity and globalization? What political utility can testimonials of suffering have for states, victims of violence or NGOs? Which forms of witnessing connect us to the suffering of others? Consider the concept of humanitarian government that Agier outlines. Collect an example from media sources of a personal testimonial of injustice and think about how it works to establish and reach an audience. What role do archives play in the role of witnessing?

Set reading

Kurasawa, Fuyuki (2009) 'A Message in a Bottle: Bearing Witness as a Mode of Transnational Practice' *Theory, Culture & Society* 26(1) 92-111.

Agier, Michel (2010) 'Humanity as an Identity and its Political Effects (A Note on Camps and Humanitarian Government)', *Humanity: An International Journal of Human Rights, Humanitarianism and Development* 1(1) 29-45.

Additional reading

Adams, Vincanne, (2002) 'Suffering the Winds of Lhasa: Politicized Bodies, Human Rights, Cultural Difference, and Humanism in Tibet' in Ina, J and Rosaldo, R (eds.). *The Anthropology of Globalization. A Reader*, Blackwell, Oxford, pp. 381-409.

Baudrillard, Jean (2005) 'The Violence of Indifference' in *The Conspiracy of Art, Semiotexte*, New York, pp.141-155.

Bhabha, Jacqueline., 2009, 'Arendt's Children: do today's migrant children have a right to have rights?' *Human Rights Quarterly*, 31, 410-451.

Boltanski, L (1999) *Distant Suffering: Morality, Media, and Politics*, Cambridge University Press, New York.

Callaway, Rhoda (2007) 'The Rhetoric of Asian Values', in Callaway, Rhonda and Harrelson-Stephens, Julie (eds.). *Exploring International Human Rights. Essential Readings*, Lynne Rienner Publishers, Boulder, pp. 112-121.

Duffield, M. (2001) *Global governance and the new wars: the merging of development and security*, London; New York: New York: Zed Books.

Gordon, Ruth (1996) 'Humanitarian Intervention by the United Nations: Iraq, Somalia, and Haiti' 31 *Texas International Law Journal* 44-56.

Pupavac, Vanessa, (2004) 'War on the Couch', *European Journal of Social Theory*, v7 (2):149-170.

Feldman, Allen (2004) 'Deterritorialised Wars of Public Safety', *Social Analysis*, vol.48, no.1, 2004, pp.73-80.

Hastrup, K. (2003) 'Violence, suffering and human Rights. Anthropological Reflections' *Anthropological Theory* 3 (3), pp. 309-323.

Pollock, Griselda (2012) 'Photographing Atrocity: Becoming Iconic?' in Batchen, Geoffrey, et. al. (eds.). *Picturing Atrocity. Photography in Crisis*, Reaktion Books, London, pp. 65-91.

Said, Edward (1994) 'Nationalism Human Rights and Interpretations' in B. Johnson (ed). *Freedom and Interpretation. The Oxford Amnesty Lectures*, New York, Basic Books.

Week 7: Care of the self – guest lecture by Associate Professor Alexandre Lefebvre

Preparation

Consider the argument made by Lefebvre on how care of the self related to human rights. Ideally, you will complete the recommended reading as well as the set reading.

Set reading

Alexandre Lefebvre (2018) *Human Rights and Care of the Self*. Duke UP, Durham
'Introduction' pp 1-9.

Alexandre Lefebvre (2018) *Human Rights and Care of the Self*. Duke UP, Durham, Chapter 7
'An ethic of Resistance I: Rossevelt and the Universal Declaration of Human Rights' pp 119-163.

Week 8: Vulnerability and the realm of the biopolitical

Preparation

This week we return to the question: who is the subject of human rights? If it is an individuated, autonomous, rational adult, then how well do rights discourses account for the experiences of minority groups? Can the core principle of human dignity do justice to the experience of relational selfhood if it is tied to the ideal of autonomy? And how do capitalist (and alternative) understandings of value, labour and productivity figure in debates about human vulnerability, dignity, the right to life? See <http://www.ndis.gov.au/>

Set reading

McLean, Neil (2013) 'Living with Disability: Care, Rights and Relational Personhood', *Australian Journal of Human Rights* 19(1).

Hayden, Patrick (2007) 'Superfluous Humanity: An Arendtian Perspective on the Political Evil of Global Poverty, *Millennium: Journal of International Studies*, 35(2) 279-300.

Additional reading

Weheliye, Alexander (2014) *Habeas Viscus. Racializing Assemblages, Biopolitics, And Black Feminist Theories of the Human*, Duke University Press, Durham, Chapter 2, 'Bare Life: The Flesh' pp,33-45.

Human Rights and Equal Opportunity Commission (1997) 'National Overview' in *Bringing Them Home. National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families*, pp 27-37.

Mick Dodson (1994) 'Towards the Exercise of Indigenous Rights: Policy, Power and Self-Determination' *Race and Class*, Vol. 35, No. 4, pp. 65-76.

Warwick Anderson (2002) *The Cultivation of Whiteness. Science, Health and Racial Destiny in Australia* Melbourne University Press, Carlton.

Nussbaum, Martha (2004) *Hiding from Humanity. Disgust, Shame, and the Law*, Princeton University Press, Princeton.

Vanier, Jean (2011) *Becoming Human*, House of Anansi Press, New York.

Week 9: Visual and narrative structures of human rights

Preparation

Can the transcendence of artforms (visual, poetic, literary) provide a space of reflection, contemplation and immersion into human rights practices and cultures? Consider the role of archives of all sorts, including visual archives for documenting, remembering and understanding human rights abuses. Do you see visual and narrative practices as useful in human rights advocacy, or the proliferation of human rights as practices (remember Kurasawa)?

Set reading

Best, Stephen (2011) 'Neither Lost nor Found: Slavery and the Visual Archive', *Representations*, 113, pp. 150-63.

Slaughter, Joseph (2006) 'Enabling Fictions and Novel Subjects: The Bildungsroman and International Human Rights Law' *PMLA* 121(5) pp. 1405-1423.

Carrabine, Eamonn (2011) 'Images of torture: Culture, politics and Power', *Crime Media Culture*, 7(1) 5-30.

Additional reading

Arendt, Hannah (1958) 'The Permanence of the World and the Work of Art', in *The Human Condition*, University of Chicato Press, Chicago, pp. 167-174.

Barthes, Roland. (1977) "The Death of the Author." In *Image/Music/Text* (New York: Hill and Wang).

De Certeau, M (1984) *The Practice of Everyday Life*, University of Californai Press, Berkeley.

Goffman, Erving (1969) *The Presentation of Self in Everyday Life*, Allen Lane, London.

Morris, David B. (1996) About suffering: Voice, genre, and moral community. *Daedalus*, 125(1), 25–46.

Nussbaum, Martha Craven. (1997) *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Cambridge: Harvard University Press).

Osborne, Charles. (1979) *W. H. Auden: The Life of a Poet* (New York: Evans and Company).

Scarry, Elaine. (2002) The difficulty of imagining other people. In *For Love of Country?* Martha Craven Nussbaum and Joshua Cohen (eds.) (Boston: Beacon).

Week 10: Memory, trauma, forgiving and futures

Preparation

How is collective memory used in the politics of social trauma? And how does the performance of memory and commemoration of social trauma contribute to efforts of reconciliation and forgiveness?

Then, consider the role pf the 'posthuman' condition in shaping the future world. Can the future be less inhuman(e)? How do you see the question of subjectivities shaping the future course of human rights? The chapter about Hurrican Katrina serves as an example of futures.

Set reading

Bosco, Fernando J. 2004. 'Human rights politics and scaled performances of memory: conflicts among th Madres de Plaza de Mayo in Argentina *Social & Cultural Geography* 5(3):381-402.

Hirsch, Marianne & Spitzer, Loe (2012) 'What's wrong with this picture?' *Journal of Modern Jewish Studies*, 5(2) 229-252.

Braidotti, Rosi (2013) *The Posthuman*, Polity, Cambridge, Conclusion, pp. 186-197.

Additional readings

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<http://www.abc.net.au/radionational/programs/bigideas/exclusion-and-embrace/5331960>

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Slaughter, Joseph (2007) *Human Rights, inc.: The World Novel, Narrative Form and International Law*, Fordham University Press, New York.

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Zerubavel, Eviatar. 2003. *Time Maps: Collective memory and the Social Shape of the Past*, University of Chicago Press, Chicago.

Roniger, Luis. 1997. "Paths of Citizenship and the Legacy of Human Rights Violations: The Cases of Re-democratized Argentina and Uruguay." *Journal of Historical Sociology* 10(3):270-309.

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Cloyd, Timothy (1995) 'Torture, Human Rights, and the Body', in Elshtain, Jean Bethke and Cloyd, Timothy (eds.). *Politics and the Human Body. Assault on Dignity*, Vanderbilt, Nashville, 243-257.

Haverkamp, Anselm and Vismann, Cornelia (1997) 'Habeas Corpus: The Law's Desire to Have the Body in De Vries Hent and Weber, Samuel (eds.). *Violence, Identity and Self-Determination*, Stanford University Press, California.

Morris, Lydia (2012) 'Understanding torture: the strengths and the limits of social theory' *The International Journal of Human Rights* 16(8). Pp 1127-1141.

Uribe, M. V. (2004) 'Dismembering and Expelling: Semantics of Political Terror in Colombia' in *Public Culture*, 16(1): 79-95

Assessment

Task	Length	Weight	Due date
Concept development writing – blog posts	350 to 400 words weekly weeks 2 to 10	40%	Week 3 post submitted 5 th March 10am to Turnitin 3 selected posts submitted 10am 24 th April to Turnitin
Reflective statement	600 words	15%	Submitted in final Portfolio Friday 1 st May 9am
Research essay	2,500 words	45%	Submitted in final portfolio Friday 1 st May 9am

Details of assessment tasks

Assessments in this course have been designed to cumulatively build toward the final essay. It's important that students engage with the material from the beginning with weekly readings and topics. I expect all students to have completed at least the set readings and come prepared to engage in discussion and critique in the lectures and seminars. Ensuring consistent engagement with the course means you have a better chance to do well in the course and have good learning outcomes.

Seminar Facilitations

Students will be involved in weekly seminar facilitation. All students should prepare weekly to speak briefly to the topic and set readings of the week and assist in steering discussions across the class. Blog posts can form the beginning of discussions as all students will have posted a response to the topic and readings prior to lecture time. All students are expected to have prepared the set readings for the week and strongly encouraged to read blog posts for the week prior to coming to class.

Students are expected spend a certain amount of time (between three and four hours per week at a minimum) reading, writing and thinking in order to prepare for each class. This work also forms the foundation of weekly participation in seminars and preparation for all assessment activities.

One of the advantages of this form of preparation is that it will foster more vigorous seminar discussions and assist in creating a dialogue and the sense of community in the seminar that favours the creation of new knowledge and the development of the learning outcomes for the course.

These weekly activities prior to attending class will also assist you in building knowledge banks for the subsequent assessment and will complement the development of writing skills. It will allow you to develop creativity and imagination, while retaining a record of the creative process for further examination.

Research essay

This involves a major piece of research and writing. Students are to research and write on a topic that reflects course content and develop their own specialised references as well as those drawn from the course. It is essential that the essay demonstrate knowledge of the key themes in the course and the use of key references from the course as well as evidence of further research. Students must demonstrate they have researched a topic in depth; have a clear argument; illustrate it with evidence (references, case studies); and takes up a critical position on the topic discussed.

Assessments should be referenced in accordance with the *School of Social Sciences Referencing Guide*, available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Submission of assignments

All assessments must be submitted electronically only, through the relevant assessment Turnitin portal in Moodle. There is no hard copy submission required. Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments.

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the *Student Code Policy* and *Student Misconduct Procedures*, both of which are available at: <https://student.unsw.edu.au/conduct>.

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

In addition, you submit the assessment in the knowledge that:

- 1) the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and
- 2) a copy of this assessment item will be retained in the Turnitin database and may be used in evaluations of originality.

UNSW provides support for students in using Turnitin at <https://student.unsw.edu.au/Turnitin-support>. This webpage includes information on how to generate and interpret originality reports in Turnitin. Support is also available from the central Turnitin Help Center at http://Turnitin.com/en_us/support/help-center.

To check you have submitted your assignment successfully you should click 'View digital receipt' at the bottom left-hand corner of the 'My Submissions' screen. You should print or save the digital receipt for your records. Do not navigate away from the submission screen or close your laptop during upload.

It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate. For

information about **Special Consideration** and **Extensions and Late Submission of Work**, please refer to the School's Policies and Guidelines available at <https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/>.

Return of assignments

Electronic submissions will be returned via the Turnitin portal on Moodle with electronic feedback within three weeks of submission.

Feedback

UNSW provides support for students in using Turnitin to receive feedback at <https://student.unsw.edu.au/how-use-Turnitin-within-moodle>. Please access this page to learn how to retrieve grades and comments on your assignment.

Course evaluation and development

We value your feedback to help improve the course. We make changes each year based on student feedback. You will have access to formal and informal feedback mechanisms during the semester. Your feedback ensures that the course content, delivery mode and assessment tasks remain highly targeted to ensure your ongoing development, learning and engagement throughout the semester. Please discuss any course-related issues with the Course Convenor in the first instance.