

2015 Summer Program

Institute for the Study of Human Rights

ISHR's Human Rights Summer Program, developed in conjunction with the School of Professional Studies, emphasizes the interaction between human rights theory and practice and offers students the opportunity to explore human rights both inside and outside the classroom.

Throughout the summer, students are invited to attend discussions, trainings, performances, films, and other events that engage with the human rights community of New York City. Students also have the opportunity to learn from human rights practitioners through in-class guest lectures and optional site visits to human rights organizations.

The summer program is ideal for professionals, graduate students, and advanced undergraduate students wishing to further their knowledge and understanding of human rights. Courses are offered at the graduate level and academic credit is awarded. The summer term is divided into two 6-week sessions.

Previous coursework or knowledge of human rights is not required to enroll in the summer courses, but ISHR offers an optional half-day introductory class at the beginning of each summer session that reviews key human rights concepts, laws and institutions for interested students. This class is not offered for academic credit and no tuition fees are charged.

Human Rights Certification Program

In addition to taking individual courses, students may earn a four-course summer certification of professional achievement. Students in the certification program include those seeking to complement their training in other fields or disciplines, such as law, public health, fundraising, development, etc.; individuals with academic or professional experience in human rights wishing to obtain more specialized knowledge through graduate-level study; and students preparing for further graduate study. To complete the certification, students must complete the following requirements:

- ◆ Introduction to Human Rights
- ◆ International Human Rights Law
- ◆ Two elective human rights courses.

Students who successfully complete the 12 credit points of coursework with a grade of C or higher and obtain a minimum GPA of 3.0 will be awarded a certification of professional achievement.

The certification may be completed in a single summer or two consecutive summers. Students already enrolled in Columbia degree programs are not eligible to apply for the certification, but may still enroll in summer courses.



ABOUT ISHR

The Institute for the Study of Human Rights (ISHR) was established in 1978 at Columbia University. ISHR is committed to its three core goals of providing excellent human rights education to Columbia students, fostering innovative interdisciplinary academic research, and offering its expertise in capacity building to human rights leaders, organizations, and universities around the world.

ISHR was the first academic center in the world to be founded on an interdisciplinary commitment to the study of human rights.

This remains one of ISHR's most distinctive features. We recognize that on a fundamental level, human rights research must transcend traditional academic boundaries, departments, and disciplines, reaching out to the practitioners' world in the process, to address the ever-increasing complexities of human rights in a globalized world. ISHR's emphases on interdisciplinary, engagement, and globalism draw from and complement the strengths that have long characterized intellectual life at Columbia.

I now consider human rights central to any career trajectory and will strive to use a human rights approach in all my work, whether that be with government, corporate social responsibility or human rights organizations in particular. - Jessica Dalton, Human Rights Studies M.A. and Summer Program student

WHY HUMAN RIGHTS?

I have always been interested in human rights and wanted to have a career in human rights law. I felt that this would be a great program for me to explore human rights further and ensure that it was really the career path I wanted to pursue.

- **Yolanda Chitohwa**, an attorney who joined the program to complement her legal background.

I've had a long standing interest in the international human rights field, and wanted the education to supplement my work experience in women's rights and social justice philanthropy.

- **Maryann Jacob**, a full time professional in the non-profit sector pursuing the Human Rights Certification.

I came to the Human Rights Summer Program at Columbia to fill a knowledge gap. I am researching human rights in Sudan. Columbia University was the best place that offered relevant coursework.

- **Alexander Sieber**, a student, visiting from the Claremont School of Theology.

2015 SUMMER COURSES

Session D: May 26 – July 2

Introduction to Human Rights

This course will provide a wide-ranging survey of conceptual foundations and issues in contemporary human rights. The class will examine the philosophical origins of human rights, contemporary debates, the evolution of human rights, key human rights documents, and the questions of human rights enforcement. This course will examine specific civil, political, economic, social and cultural rights, and various thematic topics in human rights.

Human Rights and Business

This course is an in-depth exploration of the relationship between business and human rights: from a theoretical perspective, as we discuss the evolution of the debate about corporate social responsibility, and from an applied perspective as we focus on particular cases, industries, and issues. Students will gain a solid grounding in the background and current issues related to business and human rights; understand the perspectives of different stakeholder groups; and critically evaluate the actions of key actors in situations where corporate-related human rights abuses have occurred.

Political Violence and Women's Rights

This course explores how women's experiences of violence in conflict are guided by traditional patriarchal views of femininity, and furthermore how this violence influences their agencies and their realization of human rights. Through academic texts, documents produced by the U.N. and NGOs globally, academic experts, and documentaries, we will explore a wide range of women's experiences of violence in conflict, including: the relationship between domestic violence in the private/home space and the violence of war in the public space; how the rape of women is used to decipher and forge the borders/boundaries of imagined, emerging nations, as in the 1994 genocide in Rwanda; debates on women terrorists, suicide bombers, and freedom fighters; and sexual violence against women in the U.S. military.



Katherine Gallagher, Senior Staff Attorney at the Center for Constitutional Rights, speaks with students in the International Human Rights Movement course.

Session Q: July 6 – August 14

International Human Rights Law

This course introduces the fundamental concepts and problems of public international law. What are the origins of international law? Is international law really law? Who is governed by it? How are treaties interpreted? What is the relationship between international law and domestic law? We examine the interplay between law and international politics, in particular with reference to international human rights, humanitarian law, the use of force, and international criminal prosecutions. No prior knowledge of international law is required.

Human Rights and Visual Culture

This course examines the relationship between visual culture and human rights. It considers a wide range of visual media (photography, painting, sculpture), as well as aspects of visuality (surveillance, profiling). We will use case studies ranging in time from the early modern period (practices in which the body was marked to measure criminality, for example), to the present day. Within this framework, we will study how aspects of visual culture have been used to advocate for human rights, as well as how images and visual regimes have been used to suppress human rights.

Human Rights and Global Economic Justice

This seminar will introduce students to structures of global governance for development, trade, labor, finance, the environment, migration, and intellectual property and investigate their relationship with human rights. Students will learn about public, private, and mixed forms of governance, analyze the ethical and strategic perspectives of the various stakeholders and relate them to existing human rights norms. The course will examine the work of multilateral organizations such as the UN and the International Financial Institutions, as well as international corporate and non-governmental initiatives.

International Human Rights Movement: Past, Present, Future

The course will address the evolution of the international human rights movement and on the NGOs that drive the movement on the international, regional and domestic levels. Sessions will highlight the experiences of major human rights NGOs and will address topics including strategy development, institutional representation, research methodologies, partnerships, networks, venues of engagement, campaigning, fundraising and, perhaps most importantly, the fraught and complex debates about adaptation to changing global circumstances.

PROFESSOR PROFILE: RAINER BRAUN



Professor Braun taught Human Rights and Global Economic Justice in the 2015 Human Rights Summer Program. He also teaches during the regular academic year at the Graduate School of Arts and Sciences and the School of International and Public Affairs at Columbia University..

Question: What strikes you the most about students in the Human Rights Summer Program?

Answer: *Their dedication. Despite all the distractions of New York City in the summer, our students decide to dedicate their 'down time' of the year to studying how to make the world a better place – in particular for people often far removed from them: physically, politically, and culturally. This drive for social improvements combined with their intellectual curiosity shows in the quality of their research, despite the fact that they had half the time to work on their papers than their peers during the regular semesters.*

Question: What is your advice for students and professionals, considering joining the program?

Answer: *Be honest to yourself what you want to learn about. What is the area you want to develop expertise in? What injustice bugs you the most when you wake up in the morning? The sooner you identify the issue you want to develop expertise in, the easier it is to navigate the complexity of human rights studies. If everybody around you talks about human trafficking, but you want to work on the right to housing – work on the right to housing. Follow your passion, don't follow trends (other people are already doing that...). There is not a single human rights issue that has been exhaustively discussed. There is work to be done on all rights.*

PROFESSOR PROFILE:
LOUIS BICKFORD



Professor Bickford taught International Human Rights Movements in the 2015 Summer Human Rights Program. He also teaches during the regular academic year at the Graduate School of Arts and Sciences at Columbia University. Professor Bickford directs the Global Human Rights program at the Ford Foundation, where he supports the international human rights movement and works closely with human rights organizations and activists in every world region.

Question: Why do you teach in the Summer Program?

Answer: *I teach because, first, I love to teach. It is a great way to discuss interesting ideas with interesting people. Second, teaching helps me with my work by keeping me on top of developments in the human rights field. I like addressing hard questions about real world situations as well as theory.*

Question: What draws you to this program?

Answer: *My favorite part is quite simply the students. I feel like I'm getting the best possible students, and I can say that with some authority because I've taught at four New York colleges with MA Programs. I like the fact that many of my students at Columbia are really sharp on a whole set of questions related to human rights.*

Question: How did guest speakers contribute to the classroom discussion?

Answer: *I like to bring in practitioners from the coal face of human rights. This year it worked out well because we had a combination of films and professionals that were also featured in the film. Hearing from human rights professionals gives students another voice to connect directly with. It creates sense of what field looks like. A lot of this stuff is theoretical and this makes it more real. It also creates role models for students.*

GUEST SPEAKERS

Guest speakers provide a practitioner's perspective on human rights work that supplements the classroom learning experience. This year guest speakers in the Summer Human Rights Program included **Carroll Bogert**, Deputy Executive Director of External Relations at Human Rights Watch, **Nathan Fleisig**, Director of Corporate Social Responsibility at Outerstuff Ltd, **Marisa Buchanan**, VP and Director of Environmental Affairs at JP Morgan Chase, **Dan Bross**, Senior Director of Corporate Citizenship at Microsoft, and **Katherine Gallagher**, Senior Staff Attorney at the Center for Constitutional Rights.

In Business and Human Rights, Professor Bauer did a fantastic job of not only training us on the standards of the field, but also animating it by bringing in high-level guest speakers. I really enjoyed meeting Dan Bross of Microsoft. Mr. Bross gave us an inside look to the dynamic world of business and human rights that we never would have had access to otherwise. Having him address our class really inspired me to learn more about the field and seriously consider it as a career path! - Kimberly Cohen, Human Rights Studies M.A. and Summer Program student



Carroll Bogert [R], Deputy Executive Director, of External Relations at Human Rights Watch, with students in the International Human Rights Movement course.

Guest speakers bring a practical perspective to class discussions. I am always curious about the policy implementations of human rights demands and to discuss how human rights norms are being translated into programming is highly stimulating to students. I find it particularly helpful to have former students of mine come to speak to classes about their current experiences with making human rights a reality — in government, civil-society, and corporate contexts. Learning from alumni is a great motivation to continue to work for the promotion of human rights, when many times the odds seem overwhelming. - Professor Rainer Braun

EXTRACURRICULAR OPPORTUNITIES

BELLEVUE HOSPITAL VISIT

Field trips bridge theoretical human rights concepts with real programs, practitioners, and initiatives. Every summer session, Professor Joseph Chuman brings students in his Introduction to Human Rights course to visit Bellevue Hospital and learn about the Bellevue/NYU Program for Survivors of Torture. This program serves as the only comprehensive torture treatment center in the New York City area. Services include providing critical medical and culturally sensitive mental health care, food, housing, clothing, language skills, employment, education, legal services, family reunification, and client advocacy.

Alexander Sieber, a student in the Human Rights Summer Program, said of the visit, "My trip to Bellevue Hospital with Professor Chuman was informative. I learned about legislation against members of the American Psychological Association who have engaged in torture. This legislation aims to keep them from practicing ever again. This was both alarming and a call to action."

SITE VISIT TO THE UNITED STATES' MISSION TO THE UNITED NATIONS

Twenty-five students in the summer program had the opportunity to visit the U.S. Mission to the United Nations for a discussion with Peggy Kerry, NGO Liaison, and Kelly L. Razzouk, Adviser at the Mission. Ms. Razzouk discussed priority human rights issue areas and U.S. Permanent Representative Samantha Power's diplomatic work. Students also had the opportunity to ask questions about the United States' engagement with the United Nations system on human rights.



Peggy Kerry [C] and Kelly Razzouk [R] answer student questions on the United States' role in advocating for human rights within the United Nations.

*My favorite part of the program is the in-class discussion. The discussions are challenging, provocative, and engaging and there is no substitute for learning in this way. In my mind, it's the best way to delve into a topic. - **Maryann Jacob**, Human Rights Certification student*

HUMAN RIGHTS WATCH FILM FESTIVAL

With support by Human Rights Watch (HRW), students in the summer program attended a number of documentaries, focusing on various human rights topics, as part of the organization's annual film festival.

The HRW Film Festival combines powerful storytelling with social and political activism, acting as an effective tool for public awareness and change. The film festival selects 40 documentaries per year to screen in 20 different cities. This year's New York Festival screened 16 films in June featuring three themes: Art Versus Oppression, Changemakers, and Justice and Peace.

AMNESTY INTERNATIONAL USA GRASSROOTS ACTION LAB

Amnesty International USA held a Grassroots Action Lab for Columbia students on June 30th, 2015. Amnesty International is a global human rights organization dedicated to fighting for human rights through research, dynamic campaigns, and legislative work, media outreach, and grassroots mobilization.

The Grassroots Action Lab is an interactive presentation, modeled after grassroots educational initiatives. Shana Sanichar and Adriana Rubertone, AIUSA Field Organizing Interns, discussed key findings in AIUSA's recent report *Deadly Force: Police Use of Lethal Force in the United States* and informed students of opportunities to engage with grassroots campaigning on police accountability.

PROFESSOR PROFILE: BELINDA COOPER



Professor Cooper taught International Human Rights Law in the 2015 Summer Human Rights Program. She also teaches during the regular academic year at the Graduate School of Arts and Sciences at Columbia University. Professor Cooper is a senior fellow at the World Policy Institute and the editor of *War Crimes: The Legacy of Nuremberg*, which explores the interconnections between the Nuremberg tribunal and today's international criminal tribunals.

Question: What skills and knowledge do students gain in your course?

Answer: *I teach the basics of international human rights law. Students learn the recent history of international human rights law, how that law is made, and how competing human rights are balanced; we discuss the substance of the law as well as enforcement mechanisms. We read human rights treaties closely and talk about how these treaties have been interpreted. And we hold regular debates in class, advocating for different sides of a human rights issue; students learn to make logical, coherent arguments in support of these different positions. In this way, they come to understand the debates on some human rights issues in a more nuanced fashion, and learn to defend their positions convincingly using arguments based in the law.*

PROFESSOR PROFILE:
JOANNE BAUER



Professor Bauer taught Human Rights and Business in the 2015 Human Rights Summer Program. She also teaches during the regular academic year at the School of International and Public Affairs at Columbia University. Professor Bauer is Senior Researcher at ISHR's Business and Human Rights Program.

Question: What do you like the most about the Summer program?

Answer: *I like the pacing of the six week summer course. The 3 plus hours of class time per class session gives me the flexibility to conduct exercises, have a guest speaker and engage in in-depth discussion - so that we fully interrogate the topic of the day.*

Question: How can students make the most out of the program?

Answer: *If a student is new to human rights, it's a good idea to go to the orientation and to take more than one course offered in the program. A related internship following or during the course will also help students understand how the classroom learning can be applied. A number of students have landed internships as well as paying jobs through the speakers that come to class.*

CAREERS IN HUMAN RIGHTS DISCUSSION



Sara Robinson [L] and Kathryn Herrera [R] gave advice on strategies for entering and working in the human rights field.

Human Rights Studies M.A. students Sara Robinson and Kathryn Herrera shared their work experience on a variety of human rights issues at non-profit

and intergovernmental organizations in the United States and abroad. These include working with Amnesty International, Peace Corps, the International Rescue Committee, and the Feinstein International Center of Tufts University. Sara and Kathryn discussed the nature of their work and offered practical advice on how to identify and prepare for these opportunities.

Summer students Leticia Scalia [L] and Maria Stage [R] joined the discussion on careers in the human rights field.



HUMAN RIGHTS SUMMER PROGRAM SOCIAL

The ISHR Education Program hosted a happy hour for students in the summer program.

Students had an opportunity to meet fellow summer students, discuss their human rights interests and mingle over refreshments.



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