



I.G. Akhmetzyanov, N.K. Mullagaliev, A.K. Garaeva

ENGLISH

GLOBAL COMMUNITY AND HUMAN RIGHTS

dignity, respect, freedom ...

inalienable, interconnected, indivisible ...

**MINISTRY OF SCIENCE AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION
KAZAN FEDERAL UNIVERSITY**

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GLOBAL COMMUNITY AND HUMAN RIGHTS

TEXTBOOK



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This textbook is prepared for the students studying “International Relations” and “Foreign Regional Studies”. It contains materials that can be used both during training sessions and in the process of self-study. The textbook consists of 9 chapters, which are aimed at mastering the basic skills used in the process of learning foreign languages, such as speaking, reading, listening and writing. This manual involves the search and analysis of information from open sources in the process of preparing reports and presentations on the proposed topics.

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**МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ**

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Н.К. МУЛЛАГАЛИЕВ
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АНГЛИЙСКИЙ ЯЗЫК МИРОВОЕ ОБЩЕСТВО И ПРАВА ЧЕЛОВЕКА

УЧЕБНОЕ ПОСОБИЕ



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Данное учебное пособие предназначено для студентов 2 курса, обучающихся по направлениям «Международные отношения» и «Зарубежное регионоведение». В нем содержатся материалы, которые могут быть использованы как во время учебных занятий, так и в процессе самостоятельного изучения. Учебное пособие состоит из 9 глав, которые направлены на овладение основными навыками, применяемыми в процессе изучения иностранных языков, такими как говорение, чтение, аудирование и письмо. Данное пособие предполагает поиск и анализ информации из открытых источников в процессе подготовки докладов и презентаций по предложенным темам.

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PREFACE

21st century is the age of globalization in which mass culture, interactions between people and nations, dialogue of culture are widespread.

English is one of the most important languages in communication; it acquired the notion of lingua franca, becoming a mediator in the international relations.

The role of English is invaluable in the modern era and mainly due to the position of the highly developed countries around the world like the USA, China, Russia, EU member states. English is also one of the working languages of the United Nations Organization.

Education in the modern world is a key factor of the successful and harmonious development of an individual. The specificity of modern education is also caused by changes in the structural design of higher education. To date, there has been a shift from traditional systems of training specialists to the preparation of bachelors and masters, where training is built in a slightly different way: a number of competences but not the individual goals and tasks are considered while choosing the frame of graduate assessing. This, in turn, changes the usual logic of the pedagogical design.

Often learners used to receive a large amount of knowledge and apply it into practice independently, and whether or not to teach them how to operate the skills obtained was the choice of each individual teacher. The new methods of education changed the vision of the problem. Now teachers need to give students not only pure knowledge, but also to teach them how to manage it in order to achieve professional goals.

Federal State Educational Standard of Higher education on the department of international relations (Bachelor's and Master's Degrees) points out the activities of students including international and political, economic, scientific and technical, informational, political and cultural arena of the world as well as the spheres of diplomatic and foreign affairs activities of RF and international relations of Russian regions. According to the various objectives dictated by the labor conditions for graduates there are numerous competencies that are necessary to be obtained within the educational process.

This book reveals the information about the human rights. Throughout the history human rights is a burning issue for the global community. From ancient times the philosophers and the scholars tried to speculate about the dignity and inalienable rights of human beings such as the right to life, the right to move and the right to have a shelter.

The book contains a number of authentic texts on the issue of human rights, which are full of political terms and vocabulary used in the sphere of international relations.

The present book consists of nine units starting with the history of human rights and finishing with the human rights in the context of international relations.

Each unit is constructed in a typical way for such a book way to have all the aspects of the language study: reading, listening, use of language and writing. It also includes speaking and self-study reference, where the students are to prepare reports and presentations based on the material of the units. At the end of the book one can find some attached material organized in the form of an appendix.

UNIT 1. THE HISTORY OF HUMAN RIGHTS



“The rights of every man are diminished when the rights of one man are threatened.”

John F. Kennedy

<https://www.jfklibrary.org/>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you share the views of J.F. Kennedy concerning human rights?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“Within a system which denies the 1. ... of basic human rights, fear tends to be the order of the day. Fear of 2. ..., fear of torture, fear of death, fear of losing friends, family, property or means of livelihood, fear of poverty, fear of isolation, fear of 3. A most 4. ... form of fear is that which masquerades as common sense or even 5. ... , condemning as foolish, reckless, 6. ... or futile the small, daily acts of courage which help to preserve man's self-respect and 7. ... human dignity. It is not easy for a people conditioned by fear under the iron rule of the principle that might is right to free 8. ... from the enervating miasma of fear. Yet even under the most crushing state 9. ... courage rises up again and again, for fear is not the natural state of 10. ... man.”</p> <p style="text-align: right;"><i>Aung San Suu Kyi, Freedom from Fear</i></p> <p>http://www.morefamousquotes.com/quotes/2124522-within-a-system-which-denies-the.html</p>	1. exist
	2. prison
	3. fail
	4. inside
	5. wise
	6. signify
	7. heir
	8. they
	9. machine
	10. civil

SPECIFIC TERMS

Match the terms with their definitions.

1.	Antiquity	a)	a law that sets out the basic rights, freedoms and responsibilities of all people
2.	Racial equality	b)	concepts of legal legitimacy actions, whereby those principles and rules for governing human beings' conduct which are most universal in their acceptability, their applicability, translation, and philosophical basis, are therefore considered to be most legitimate
3.	Charter of human rights	c)	the distant past, especially the time of the ancient Egyptians, Greeks, and Romans
4.	Universal rights	d)	a situation in which people of all races are treated fairly and in the same way
5.	Universal law	e)	the people or nations of the world, considered as being closely connected by modern telecommunications and as being economically, socially, and politically interdependent
6.	Natural laws	f)	the body of rules that nations in the international community universally abide by, or accede to, out of a sense of legal obligation and mutual concern
7.	The rights of citizenship	g)	a principle or body of laws considered as derived from nature, right reason, or religion and as ethically binding in human society
8.	Law of nations	h)	a set of rights and rules that governs in macro society, state-country and is a mixture of tasks and responsibilities of citizens toward each other and/ or government in its common meaning and also rights and privileges that government should satisfy them
9.	Global community	i)	rights that tend to be inalienable; indivisible; interdependent and interrelated
10.	Anti-slavery movement	j)	the principle or policy of abolition, especially of slavery of blacks in the U.S.

READING

Task 1. Look through the text and mark the following statements TRUE, FALSE, NOT GIVEN.

1.	Cyrus cylinder is translated into all six official languages of the United Nations.	
2.	Stoics were not only the Greek philosophers.	
3.	According to Magna Carta the Government and the Church should be closely related.	
4.	“Do not impose on others what you yourself desire” is given as a fundamental teaching in religious traditions.	
5.	Religion teaches to practice charity and compassion for the hungry, the sick, the homeless, and the unfortunate.	
6.	Jesus has never been involved into discussing political affairs and religious freedoms.	
7.	Thomas Hobbes persuaded the humans to give up sovereignty to the state.	
8.	The Petition of Right includes calls against unfair arrests, restrictions on government power with regards to martial law, along with other rights issues.	
9.	According to Thomas Jefferson all men are created equal.	
10.	Kant supported the idea of an international organization that would help bring about peace in the world.	

History of Human Rights

Ancient History of Human Rights

There are a number of examples from antiquity regarding notions of human rights. Below are just some examples of individuals who in some form or another advocated or protected human rights.

Cyrus: The King of Persia in 539 before the common era, “Cyrus the Great, the first king of ancient Persia, conquered the city of Babylon. But it was his next actions that **marked a major advance** for Man. He freed the slaves, declared that all people had the right to choose their own religion, and established racial equality. These and other decrees were recorded on a baked-clay cylinder in the Akkadian language with cuneiform script” (Human Rights.com, 2014). In fact, “...this ancient

record has now been recognized as the world's first charter of human rights. It is translated into all six official languages of the United Nations and its provisions parallel the first four Articles of the Universal Declaration of Human Rights" (Human Rights.com, 2014).

Stoics: There were many thinkers in Greece that **advocated for notions of human rights**. For example, "Greek philosophers, known as Stoics, **developed the idea** that rights enjoyed by Greeks were universal rights, freedoms that humans everywhere are entitled to simply because humans exist" (Payne, 2013: 46). They saw these rights as **deriving from a notion** of "universal law" which they saw as laws by the Gods, which they viewed as "natural laws" (Payne, 2013: 46).

Magna Carta: One of the other key historic human rights documents was the Magna Carta, which was written in 1215. Interestingly, "after King John of England violated a number of ancient laws and customs by which England had been governed, his subjects forced him to sign the Magna Carta, which enumerates what later came to be thought of as human rights. Among them was the right of the church to be free from governmental interference, the rights of all free citizens to own and **inherit property** and to be protected from **excessive taxes**" (Human Rights.com, 2014).

History of Human Rights in Religious Traditions

There are also a variety of references to human rights from within different religious traditions. Looking at the history of human rights, one finds such rights in a number of faiths that include but are not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam. Here are just some of the religious references towards human rights.

Hinduism: The Hindu faith, through the Veda, "address[es] the necessity for moral behavior, the importance of duty (dharma) and good conduct toward others suffering in need. **Practice charity and compassion** for the hungry, the sick, the homeless, and the unfortunate. All life is sacred, to be loved and respected. "Non-injury (ahimsa) is not causing pain to any living being at any time through the actions of one's mind, speech or body." (Veda)" (in Shelton, 2007: 1).

Confucianism: In Confucianism, "Harmony and cooperation exist when duty and responsibility towards others leads to treating all human beings as having equal work and recognizing that "within the four seas, all men are brothers." The fundamental teaching "Do not impose on others what you yourself do not desire." Analects, XV, 23... (in Shelton, 2007: 1).

Judaism: As Shelton (2007) points out, in Judaism there are various supports for human rights such as socio and economic rights, as well as political rights.

Buddhism: Buddhism supports the value and importance of human and non-human life, and promoted equality for all individuals (Shelton, 2007).

Christianity: Jesus has a very strong message in favour of political and religious freedoms, as well as very strong conviction towards helping the poor. **The emphasis on fighting poverty**, for example, was a central component of Jesus' message.

Islam: Islam has a host of references to respect and love for one another, the commitment to charity, fighting poverty, and freedom of religion, as was seen in a number of Quranic verses talking about no forcing of one to practice a faith.

History of Human Rights from the Secular Traditions

There have been many thinkers throughout the history of the world that have advocated for ideas of human rights.

Thomas Hobbes: British thinker Thomas Hobbes (1588-1679) advocated individual freedom, or the right to life. Humans would have **to give up some sovereignty** to the state, in exchange for the protection of the right to life and personal security (Ishay, 2004). Moreover, Hobbes **made additional contributions** to the history of human rights with regards to criminal charges and the criminal process (Ishay, 2004).

Petition of Right: Another important document in the history of human rights is the "Petition of Right." This document, "produced in 1628 by the English Parliament and sent to Charles I as a statement of civil liberties" (Human Rights.com, 2014). Within the Petition of Right **includes calls against** unfair arrests, restrictions on government power with regards to martial law, along with other rights issues (Human Rights.com, 2014).

John Locke: The political philosopher John Locke (1632-1704) **was a strong proponent** of human rights and the freedom of religion. In fact, he **was quite critical of** the role of religion in the state, and advocated for the separation of church from state (Ishay, 2004). It was during this period (namely following the Middle Ages) "that natural law became associated with natural rights" (Weston, 2006 "17).

Thomas Jefferson, Human Rights and the United States Bill of Rights: Thomas Jefferson also advocated ideas of religious freedoms, viewing the state as separate from religion. He also advocated **freedom of conscious**, where individuals were able **to make their own choices** without outside intervention or force (Ishay, 2004). And in fact, "this position was restated in the Virginia Act for Establishing Religious Freedom (1786), a statute that entrusted people with the right to follow the dictates of their conscience and **called on the state** to tolerate all religious without favouring one in particular" (Ishay, 2004: 80).

French Thinkers and Human Rights in the 1700s: Calls for the human rights of personal, political and religious freedom was not merely in the United States, but throughout the world. And one place where individuals pronounced their ideas of freedom and human rights was in France, where intellectuals such as Jean-Jacques Rousseau (1712-1788) and Voltaire (1694-1788) **espoused idea of human rights** and the freedom of ideas (Ishay, 2004). The ideas of these writers helped **to shape public discourse** in France. And in fact, with the writing of the Declaration of the Rights of Man and of the Citizen in France in 1789, ideas of being able to have and **share beliefs without interference** was seen as a critical component of the overall document (Ishay, 2004).

Immanuel Kant: Immanuel Kant (1724-1804) **was a strong advocate** of human rights (Ishay, 2004). His writings on cosmopolitanism **stressed the importance** of a global community. Furthermore, Kant was a strong proponent of the idea of an international organization that would help **bring about peace in the world** he **theorized the idea** of a “League of Peace” which has been seen as **setting the theoretical foundation** to then future international organizations such as the League of Nations in the early 1900s, and the United Nations in the 1940s.

John Stuart Mill: Another thinker who supported notions of liberty and human rights was John Stuart Mill (1806-1873). Mill’s writing on human rights **was in part a challenge to ideas** of utilitarianism, which argued for majority rights (the most rights for the most people). Mill, instead, wrote about notions of complete freedom, and that the only way **to interfere with one’s liberty** is if they were hurting someone else, and **limiting another person’s freedom** (Payne, 2013).

Recent History of Human Rights

While there were people advocating for equality, human rights advocacy was difficult, particularly given the prominence of state sovereignty in the international system. Yet, there were certain human rights legal norms that were developing. For example, the anti-slavery movement in the late 1800s was able to influence international relations with regards to stopping the slave trade.

However, the history of human rights looks to the events of World War II as **a turning point** for the human rights movement, and the establishment of a large international mechanism of human rights.

The **atrocities** committed by the Nazi regime during the Second World War “became increasingly difficult for states and their citizens **to downplay** or ignore. Ultimately, **belated acknowledgment** on the part of major powers of the horrors of the Holocaust made broader segments of the public in many states across the globe more receptive to the idea of universal human rights” (DeLaet, 2006: 26). Thus, the

international community came together to form the United Nations, an entity that would not only work **to ensure international security**, but the United Nations also worked to establish and then protect international human rights.

<https://internationalrelations.org/history-of-human-rights/>

Task 2. Read the text and answer the following questions.

1. What actions of Cyrus marked a major advance for Man?
2. What ideas did Stoics develop in Greece?
3. What were the reasons to sign Magna Carta?
4. What do the religious teachings point out about human rights?
5. How do the notions of human rights differ in various religious traditions?
6. Why do you think humans would have to give up some sovereignty to the state according to Thomas Hobbes?
7. What is the Petition of Right and what does it call against?
8. What did John Locke advocate for?
9. What rights did Thomas Jefferson point out?
10. Who espoused the idea of human rights in France? What rights?
11. What ideas were stressed in Immanuel Kant's writings?
12. Why did Mill's writing become in part a challenge to utilitarianism?
13. Why do you think World War II became a turning point for the human rights movement?

VOCABULARY

To mark a major advance	To be quite critical of
To advocate for notions of human rights	The freedom of conscious
To develop the idea	To make one's own choices
To derive from a notion	To call on the state
To inherit property	To espouse idea of human rights
The excessive taxes	To shape public discourse
To practice charity and compassion	To share beliefs without interference
The emphasis on fighting poverty	To be a strong advocate
To give up some sovereignty	To stress the importance
To make additional contributions	To bring about peace in the world
To include calls against	To theorize the idea
To be a strong proponent	To set the theoretical foundation

To be a challenge to ideas	A turning point
To interfere with one's liberty	To downplay atrocities
To limit another person's freedom	The belated acknowledgment
To influence international relations	To ensure international security

VOCABULARY EXERCISES

Task 1. Match the phrases on the left with their equivalents on the right.

1.	To mark a major advance	a.	To emphasize the significance
2.	To develop the idea	b.	A critical moment
3.	To derive from a notion	c.	The independence of mind
4.	A strong proponent	d.	To curb liberty
5.	The freedom of conscious	e.	To soften barbarity
6.	To stress the importance	f.	To guarantee safety
7.	To limit freedom	g.	A vigorous advocate
8.	To downplay atrocities	h.	To stem from a thought
9.	To ensure security	i.	To note important progress
10.	A turning point	j.	To foster the concept

Task 2. Use the word from the list below to fill in the gaps.

intervention, downplay, discourse, rights, powers, conscious, choices, atrocities, calls, espoused, public, individuals, freedom, turning, acknowledgment.

Thomas Jefferson advocated freedom of 1. _____, where individuals were able to make their own 2. _____ without outside 3. _____ or force.

4. _____ for the human rights of personal, political and religious freedom was not merely in the United States. One place where 5. _____ pronounced their ideas of 6. _____ and human rights was in France, where intellectuals 7. _____ idea of human 8. _____ and the freedom of ideas. The ideas helped to shape public 9. _____ in France.

The history of human rights looks to the events of World War II as a 10. _____ point.

The 11. _____ committed by the Nazi regime during the Second World War "became increasingly difficult for states and their citizens to 12. _____ or ignore. Ultimately, belated 13. _____ on the part of major 14. _____ of the

horrors of the Holocaust made broader segments of the 15._____ in many states across the globe more receptive to the idea of universal human rights”.

Task 3. Find the odd word in the chain of words (three words in the chain are closely related in meaning).

1.	advocate	promote	champion	defy
2.	property	owner	estate	premises
3.	excessive	enormous	extreme	due
4.	tax	levy	strain	dues
5.	poverty	dearth	pour	pennilessness
6.	contribution	benefit	donation	grant
7.	espouse	marry	adopt	uphold
8.	interference	meddling	tampering	influence
9.	challenge	defiance	ultimate	objection
10.	relations	ties	connections	threads
11.	acknowledgment	collaboration	recognition	admission
12.	belated	delayed	quick	tardy

Task 4. Translate the following sentences into Russian.

1. Cyrus actions marked a major advance for Man.
2. Many thinkers in Greece advocated for notions of human rights.
3. These rights derived from a notion of “universal law” which were considered as laws by the Gods.
4. Inherent property should be protected from excessive taxes.
5. Humans would have to give up some sovereignty to the state, in exchange for the protection of the right to life and personal security.
6. The Petition of Right includes calls against unfair arrests, restrictions on government power with regards to martial law.
7. John Locke was quite critical of the role of religion in the state, and advocated for the separation of church from state.
8. Individuals should be able to make their own choices without outside intervention or force.
9. The ideas of these writers helped to shape public discourse in France.
10. The only way to interfere with one’s liberty is if they were hurting someone else, and limiting another person’s freedom.
11. The atrocities committed by the Nazi regime during the Second World War became increasingly difficult for states and their citizens to downplay.

LISTENING

Before listening, look through the phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link - <https://www.youtube.com/watch?v=sq4cEE-eLkc>.

To conquer the land

A clay tablet

To overrule the rights

A bunch of rebels

To overthrow the democracy

In the face of violence

To exterminate half of the population

Horrifying death camps

To be desperate for change

To reaffirm faith

To apply to everyone

To die of starvation

To be abolished

To be enslaved

To march for racial equality

To stand up for social justice

To seek equal justice

An equal dignity

Task 1. Listen to the extract and mark the following sentences as T (True), F (False) or NG (Not Given).

1.	People had the freedom to choose their religion, no matter, what crowd they were a part of.	
2.	People finally get a king to agree that anyone can overrule the rights to people.	
3.	The French list was even longer and they insisted that these rights weren't just made up.	
4.	The Roman concept of natural law had become UDHR.	
5.	The rest of the world got invaded, conquered and consumed by Europe's massive empires.	
6.	Mahatma Gandhi, in the face of violence, insisted that not all people on Earth had rights.	
7.	The basic purpose of UN was to reaffirm faith in fundamental human rights, in dignity and worth of the human person.	
8.	The Universal Declaration of Human Rights did not have the force of law.	
9.	Dr. King had a dream for social equality.	
10.	Those who fight today against torture, poverty and discrimination are giants or superheroes	

Task 2. Listen to the extract and decide what do these numbers refer to?

40 years – _____.

2 decades – _____.

27 million people – _____.

A billion of people – _____.

16 thousand people – _____.

19 million people – _____.

SELF-STUDY CASE

Task 1. Make a search on the History of Human Rights and prepare a presentation on any specific detail of the unit.

Task 2. Prepare a presentation with the slide show on the following topics:

1. Magna Carta.
2. The English Bill of Rights.
3. The US Declaration of Independence.
4. Declaration of the Rights of Man and of Citizen.

RECOMMENDATIONS

For further information, please, site the following links:

<https://www.jstor.org/stable/j.ctvd58s3b>

<https://archive.org/details/globalstrugglefo0000dela/page/n10/mode/1up>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/541035507/unit-1-history-of-human-rights-flash-cards/>

UNIT 2.

THE CREATION OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS



“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. ... Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.”

Eleanor Roosevelt

<https://clck.ru/MCHhT>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you share the views of Eleanor Roosevelt concerning human rights?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“Human Rights calls for 1. ... behavior on the part of every individual being, and the 2. ... at large. As 3. ... portion of rights, duties follow, thereby it calls for 4. ... of duties such as practicing 5. ..., solving conflicts with a dialogue, respect for the other individual or a nation, respect for human rights of other individuals etc.”</p> <p style="text-align: right;">Henrietta Newton Martin Sr Legal Consultant & Author in Law</p> <p>https://www.goodreads.com/quotes/tag/modern-theories-of-law</p>	1. response
	2. social
	3. twine
	4. perform
	5. violent

SPECIFIC TERMS

Give the definitions of the following terms.

Pre-apartheid leader	Social rights
The preamble to the Charter	Universal Declaration of Human Rights
Commission of Human Rights	A spirit of brotherhood
International bill of human rights	An adequate standard of living
Civil rights	Covenant
Political rights	Genocide
Economic rights	International customary law

READING

Task 1. Fill in the gaps 1-8 with the missing sentences A to I. There is one extra sentence.

A.	They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood".	
B.	Most if not all the provisions of the UDHR have almost certainly become a part of international customary law.	
C.	They give every human being the rights to life, to liberty, to security of person (Art 3) and to an adequate standard of living (Art 27).	
D.	The Commission met for the first time in January 1947 and considered several critical issues.	
E.	It would be easy to ask questions about current arrangements or plans that hardly seem to do this, such as those relating to trade and investment arrangements and perhaps some of those planning to eradicate international crimes such as genocide and war crimes.	
F.	Looking at the history of human rights, one finds such rights in a number of faiths that include but are not limited to Hinduism, Buddhism, Judaism, Christianity, and Islam.	
G.	By June the interim body had suggested that the new Commission should make its first task the development as soon as possible of an international bill of human rights.	
H.	There were no dissenting votes, but the six communist countries then members of the UN, and also Saudi Arabia and South Africa, abstained.	
I.	These included noted international lawyer, Professor Hersch Lauterpacht of Cambridge University, and British author H. G. Wells.	

The creation of the UDHR

As the Second World War began to close, the world climate **was ready for a great leap forward** in the **recognition and observance of human rights**. When representatives of the four major powers met in 1944 at Dumbarton Oaks, a stately mansion in Georgetown, Washington DC, two world wars had been fought in less than 30 years, and cruelty almost beyond belief had **been inflicted on** members of the Jewish race in Europe and on prisoners of war in detention in Asia and Europe.

The leaders felt there must be a better way for the nations and peoples of the world to live together and **sort out their problems** and **laid plans for** establishing what was to become the United Nations.

In late 1945, leaders of the world's nations met in San Francisco to form the United Nations. Inspired by the great South African pre-apartheid leader Field-Marshal Smuts, they included in the preamble to the Charter of the UN, an important reference to human rights. The relevant part of the preamble said:

"We the peoples of the United Nations [are] determined –

.. **to reaffirm faith** in fundamental human rights, in the dignity and worth of the human person, in the **equal rights of men and women** and of nations large and small".

In April 1946, Mrs Eleanor Roosevelt, widow of President Franklin Roosevelt of the United States was appointed **to chair an interim group** of 9 members. **1.**

Later in the year, the new Commission of Human Rights of 18 members, again chaired by Mrs Eleanor Roosevelt, was appointed. **2.** Its decisions have greatly influenced the human rights development since then, including action at national level. It concluded that it should work **to develop first a declaration** rather than a treaty containing both civil and political and also economic and social rights.

The Commission's view was that the declaration should **be a relatively short, inspirational and energising document usable by common people**. It should be the foundation and central document for the remainder of an international bill of human rights.

The Commission then turned to formulating the declaration. It decided to name it the Universal Declaration of Human Rights (UDHR). The very name emphasises the UDHR was **to set a standard of rights** for all people everywhere - whether male or female, black or white, communist or capitalist, victor or vanquished, rich or poor, for members of a majority or a minority in the community. In the words of the first preamble to the UDHR, it was to reflect:

"recognition of the inherent dignity and .. equal and inalienable rights of all members of the human family "... and through that recognition provide "the foundation of freedom, justice and peace in the world".

Article 1 reflects the inspirational nature of the project. It was included only after much controversy about whether it was just stating the obvious, or whether it should be included in the preamble rather than the main text. It proclaims in ringing terms that:

"All human beings are born free and equal in dignity and rights. **3. ...** ".

The reason for including it in the main text is **to state firmly the basis of all human rights**, the rationality of human persons and their obligation to deal fairly with everyone else, regardless of race, sex, wealth and so on. Article 7 follows up this theme by saying that all are **to be equal before the law** and have a right to protection against any form of discrimination.

Articles 3 and 27 are probably the core of the substantive provisions in the Declaration. **4.** The first three **are core civil and political rights**, the last an economic and social right. The right to an adequate standard of living is interesting in that it specifies as part of it the right to health and well-being not only of a person but of his or her family, and also the right to necessary food, clothing, housing and medical care, and the right to social security (also covered in Art 22).

Overarching all the particular rights are Articles 28 and 29. (There are 30 Articles in the Declaration, of which 17 could be regarded as relating to civil and political rights and 8 to economic and social rights). Articles 28 and 29 have not received much discussion, and have not **been given legally binding force** in the two Covenants. But they are explosive in their significance. Article 28 emphasises the responsibility of the whole international community for seeking and putting into place arrangements of both a civil and political and an economic and social kind that allow for the full realisation of human rights. **5.**

Article 30 is also of high importance, because it **underlines the responsibility** all people have to their community.

Perhaps, looking back at the UDHR after half a century, the only significant lack is in the area of the environment. It can however be implied from rights such as the right to life and to an adequate standard of living.

Tribute should be played to three different groups. Firstly, to Eleanor Roosevelt and her advisers, mainly from the US Department of State. Somehow, she was able **to maintain a generally harmonious atmosphere** during virtually the whole of the long meeting phase. Second, to the many prominent people who **provided drafts** to the Committee for its consideration. **6.** Finally, there was the enormous work

done by the secretariat, led by Professor J. P. Humphrey, that brought all this material together for the Commission to consider.

After no less than 81 long meetings, at which at least 168 amending resolutions were considered, the Committee, on 6 December 1948, at last reached agreement - just in time to be taken by the General Assembly before it concluded its meeting for the year.

On the evening of 10 December 1948, the General Assembly **endorsed the text of the UDHR** without amendment, only two days before it rose until the next year. 7.

The Declaration has probably **achieved a stature** in the world that even the most optimistic of its founders in 1948 would not have expected. First, it has become accepted (often rather reluctantly, it is true) as an influential statement of standards, even by countries that are doubtful about the whole human rights enterprise.

Equally important, the UDHR has become almost an extension of the UN Charter. Although, the Charter has only a few articles that refer to human rights and fundamental freedoms, it is now usual to refer to the UDHR as setting out the content of those rights and freedoms. At the human rights conference in Teheran in 1978, **to mark the 30th anniversary** of the UDHR, the representatives of 84 nations unanimously declared that the UDHR states a common understanding of the inalienable rights of all people and constitutes an obligation for the members of the international community.

8. ... The very large and increasing number of ratifications of the two human rights Covenants, and the fact that the rights stated in the UDHR are commonly recognised as well founded in moral and good practice terms, means that there **are now virtually unchallengeable grounds for** asserting that the UDHR rights have become part of international customary law.

The UDHR is an increasingly powerful instrument for the **achievement of human dignity and peace** for all.

by Peter Bailey

<http://universalrights.net/main/creation.htm>

Task 2. Read the text and answer the following questions.

1. Where did the four major powers meet in 1944 and what was the situation around the world?
2. Who inspired the leaders of the world's nations and what did they include in the preamble to the UN Charter?
3. Who initiated the development of the UDHR and when did it start?

4. What was the Commission's view on the UDHR?
5. What was written in the preamble and Article 1 of the UDHR?
6. What are the Articles 3, 7, 27 about?
7. What does the Article 28 emphasise?
8. What is the only significant lack of the UDHR?
9. Who should the tribute be paid to for drafting the UDHR?
10. When was the UDHR endorsed and adopted?
11. What countries abstained from voting on the UDHR?
12. When and what did the representatives of 84 nations declare in Tehran?

VOCABULARY

To be ready for a great leap forward	To be endowed with reason and conscience
The recognition of human rights	
To be inflicted on smb	To state firmly the basis of all human rights
To sort out problems	
To lay plans for smth	To be equal before the law
To reaffirm faith	To be core civil and political rights
Equal rights of men and women	To be given legally binding force
To chair an interim group	To eradicate international crimes
To consider several critical issues	To underline the responsibility
To develop first a declaration	To maintain a generally harmonious atmosphere
To be an energising document usable by common people	To provide drafts
To set a standard of rights	To endorse the text of the UDHR
The recognition of the inherent dignity	To achieve a stature
Equal and inalienable rights	To mark the 30th anniversary
To provide the foundation of freedom, justice and peace	To be now virtually unchallengeable grounds for
	To achieve human dignity and peace

VOCABULARY EXERCISES

Task 1. Match the verbs (verb phrases) to the nouns (noun phrases) to make sense and translate them into Russian.

1.	Be ready for	a)	problems
2.	Sort out	b)	a standard of rights
3.	Chair	c)	critical issues
4.	Consider	d)	responsibility
5.	Set	e)	stature
6.	Be endowed with	f)	the law
7.	Be equal before	g)	a great leap forward
8.	Underline	h)	drafts
9.	Provide	i)	an interim group
10.	Achieve	j)	reason

Task 2. Complete the gaps with the prepositions.

1. The world was ready _____ a great leap forward in the recognition and observance of human rights.
2. Cruelty had almost been inflicted _____ members of the society in Europe.
3. The world laid plans _____ establishing international organization.
4. All people are to be equal _____ the law and have a right to protection against any form of discrimination.
5. There are now virtually unchallengeable grounds _____ asserting that the UDHR have become part of international law.
6. The UDHR is a powerful tool for the achievement of dignity and peace _____ all.
7. The General Assembly endorsed the text of the UDHR _____ any amendments.
8. The main text of UDHR is to state firmly the basis _____ all human rights.
9. The very name emphasises the UDHR was to set a standard of rights _____ all people everywhere.
10. They included in the preamble _____ the Charter of the UN, an important reference to human rights.

Task 3. Choose a, b or c for the appropriate meaning of the word.

1.	recognition	a.	perception	b.	discovery	c.	notification
2.	interim	a.	ad hoc	b.	pro tempore	c.	provided
3.	declaration	a.	proclamation	b.	denunciation	c.	termination
4.	inherent	a.	ingrained	b.	acquired	c.	essential
5.	inalienable	a.	assailable	b.	conquerable	c.	absolute
6.	binding	a.	alterable	b.	recommending	c.	mandatory
7.	eradicate	a.	abandon	b.	eliminate	c.	terminate
8.	endorse	a.	approve	b.	sign on	c.	encourage
9.	anniversary	a.	vocation	b.	commemoration	c.	biennial
10.	dignity	a.	honesty	b.	appreciation	c.	decency

Task 4. Translate the given sentences from English into Russian.

1. There must be a better way for the nations and peoples of the world to live together.

2. The interim body had suggested the development of an international bill of human rights.

3. The declaration should be a relatively short, inspirational and energising document usable by common people.

4. All human beings are born free and equal in dignity and rights.

5. Looking back at the UDHR after half a century, the only significant lack is in the area of the environment.

6. On the evening of 10 December 1948, the General Assembly endorsed the text of the UDHR without amendment, only two days before it rose until the next year.

7. The UN Charter has only a few articles that refer to human rights and fundamental freedoms.

8. The representatives of 84 nations unanimously declared that the UDHR states a common understanding of the inalienable rights of all people.

9. Almost all the provisions of the UDHR have almost certainly become a part of international customary law.

10. The UDHR is an increasingly powerful instrument for the achievement of human dignity and peace for all.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary. Here is the link - <https://www.youtube.com/watch?v=5RR4VXNX3jA>.

The horrors of the war	To participate in cultural life
To prevent future atrocities	A reward for good behaviour
To promote better standards	To generate action
To strive to develop the provisions	To constitute international human rights
To agree on a common vision	law
Common standard of achievement	To support the decolonization struggle
To determine the historic significance	To be enshrined
To occupy an honourable place	To emphasize the relevance of human rights
To seek asylum	To look in vain for progress

Task 1. Fill in the gaps with the missing words (no more than three words).

1. After World War II it was clear that the horrors of the war should _____ to occur again.
2. In the years that followed Member States of the United Nations strived to develop the _____ of the Charter.
3. The General Assembly of the United Nations adopted the Universal Declaration of Human Rights as a common _____ for all peoples and all nations.
4. It is the first occasion on which _____ of nations has made a declaration of human rights and fundamental freedoms.
5. It is safe to say that the Declaration before us _____ to occupy an honourable place in the procession of positive landmarks in human history.
6. With Article 1 powerfully proclaiming that all human beings are born free and equal in _____.
7. They are not a reward _____ or particular to a certain era or social group....
8. The principles of the declaration have supported _____.
9. It continues to guide the work of human rights _____ worldwide.
10. The declaration _____ of human rights in our daily lives.

Task 2. Take notes while listening and then comment on the Universality of the Declaration of Human Rights.

Task 3. Read the whole quote of Eleanor Roosevelt and give your understanding of these words.

“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning everywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world”.

SELF-STUDY CASE

Task 1. Make a search on the UDHR articles, point out and comment on the most important ones (according to your own opinion). Comment at least on 3 articles.

Task 2. Prepare a scientific thesis on one of the articles of UDHR (around 3000 printed characters).

RECOMMENDATIONS

For further information, please, site the following links:

<https://www.un.org/en/universal-declaration-human-rights/>

<https://www.humanrights.com/what-are-human-rights/universal-declaration-of-human-rights/>

<https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/>

<https://www.humanium.org/en/universal-declaration/>

<https://humanrights.gov.au/our-work/what-universal-declaration-human-rights>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/542325551/unit-2-the-creation-of-udhr-flash-cards/>

UNIT 3.

HUMAN RIGHTS BODIES



“When the fundamental principles of human rights are not protected, the center of our institution no longer holds. It is they that promote development that is sustainable; peace that is secure; and lives of dignity.”

*Former UN High Commissioner for Human Rights
Zeid Ra'ad Al Hussein*

<https://unfoundation.org/blog/post/11-top-quotes-on-human-rights/>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you share the views of Zeid Ra'ad Al Hussein concerning human rights?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“Literacy is a bridge from misery to hope. It is a tool for 1. _____ life in modern society. It is a bulwark against 2. _____, and a building block of development, an essential complement to 3. _____ in roads, dams, clinics and factories. 4. _____ is a platform for democratization, and a vehicle for the 5. _____ of cultural and national identity. Especially for girls and women, it is an agent of family health and 6. _____. For everyone, everywhere, literacy is, along with 7. _____ in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can 8. _____ his or her full potential.”</p> <p style="text-align: right;">Kofi Annan</p> <p>https://www.goodreads.com/quotes/tag/human-rights</p>	1. day
	2. poor
	3. invest
	4. Literate
	5. promote
	6. nutrient
	7. educate
	8. realization

SPECIFIC TERMS

Give the definitions of the following terms.

UN Charter-based bodies	Racial Discrimination
Inter-governmental body	International Covenant
State-driven process	ECOSOC
Country-specific perspective	Prevention of Torture
General Assembly	Two consecutive terms
Complaint procedure	A special rapporteur
Treaty-based bodies	

READING

Task 1. Match the two halves of the sentences.

1.	The Human Rights Council	a.	supports the work of rapporteurs.
2.	The UPR	b.	is a new kind of treaty body.
3.	The special procedures of the Human Rights Council	c.	call on mandate-holders to publicly report on human rights situations.
4.	The Subcommittee on Prevention of Torture	d.	is a State-driven process.
5.	The Human Rights Council	e.	are created in accordance with the provisions of the treaty.
6.	Special Procedures' mandates	f.	is an inter-governmental body*.
7.	OHCHR	g.	are independent human rights experts.
8.	The treaty bodies	h.	is a separate entity from OHCHR*.

Human Rights Bodies

The Office of the High Commissioner for Human Rights (OHCHR) works **to offer the best expertise** and support to the different human rights monitoring mechanisms in the United Nations system: UN Charter-based bodies, including the Human Rights Council, and bodies created under the international human rights treaties and made up of independent experts mandated **to monitor State parties' compliance with** their treaty obligations. Most of these bodies **receive secretariat support from**

the Human Rights Council and Treaties Division of the Office of the High Commissioner for Human Rights (OHCHR).

Charter-based bodies

Human Rights Council

The Human Rights Council is an inter-governmental body within the United Nations system made up of 47 States responsible for the promotion and protection of all human rights around the globe.

It has the ability to discuss all thematic human rights issues and situations that require its attention throughout the year. It meets at the UN Office at Geneva.

Universal Periodic Review

The Universal Periodic Review (UPR) is a unique process, which involves a review of the human rights records of all UN Member States. The UPR is a State-driven process, **under the auspices** of the Human Rights Council, **to ensure equal treatment** for every country when their human rights situations are assessed. The **ultimate aim** of this mechanism is to improve the human rights situation in all countries and address human rights violations wherever they occur. Currently, no other universal mechanism of this kind exists.

Commission on Human Rights (replaced by the Human Rights Council)

Commission on Human Rights procedures and mechanisms **are mandated to examine**, monitor and publicly report either on human rights situations in specific countries or territories (known as country mechanisms or mandates) or on major phenomena of human rights violations worldwide (known as thematic mechanisms or mandates). These procedures and mechanisms **are collectively referred to** as the Special Procedures of the Commission on Human Rights.

Main themes

The main themes addressed by the Commission are:

- **the right to self-determination;**
- racism;
- the right to development;
- the question of the violation of human rights in the occupied Arab territories, including Palestine;
- the question of the violation of human rights and fundamental freedoms in any part of the world;
- economic, social and cultural rights;

- civil and political rights, including the questions of torture and detention, disappearances and summary executions, freedom of expression, the independence of the judiciary, impunity and religious intolerance;
- the human rights of women, children, migrant workers, minorities and displaced persons;
- **indigenous issues**;
- the promotion and protection of human rights, including the work of the Sub-Commission, treaty bodies and national institutions;
- and advisory services and **technical cooperation in the field of human rights**.

Special Procedures of the Human Rights Council

The special procedures of the Human Rights Council are independent human rights experts with mandates to report and advise on human rights from a thematic or country-specific perspective. The system of Special Procedures is a central element of the United Nations human rights machinery and **covers all human rights**: civil, cultural, economic, political, and social. As of 1 August 2017, there are 44 thematic and 12 country mandates.

Special procedures report annually to the Human Rights Council; the majority of the mandates also reports to the General Assembly.

Human Rights Council Complaint Procedure

On 18 June 2007, the Human Rights Council adopted resolution 5/1 entitled “Institution-Building of the United Nations Human Rights Council” by which a new complaint procedure was established **to address consistent patterns of gross** and reliably attested violations of all human rights and all fundamental freedoms occurring in any part of the world and **under any circumstances**.

Like the former 1503 procedure, it is confidential, with a view to enhance co-operation with the State concerned.

Treaty-based bodies

There are ten human rights treaty bodies that monitor implementation of the core international human rights treaties:

Committee on the Elimination of Racial Discrimination (CERD)

is the body of independent experts that monitors implementation of the Convention on the Elimination of All Forms of Racial Discrimination by its State parties.

All States parties are obliged **to submit regular reports** to the Committee on how the rights are being implemented.

Committee on Economic, Social and Cultural Rights (CESCR)

is the body of 18 independent experts that monitors implementation of the International Covenant on Economic, Social and Cultural Rights by its States parties. The Committee was established under ECOSOC Resolution 1985/17 of 28 May 1985 to carry out the monitoring functions assigned to the United Nations Economic and Social Council (ECOSOC) in Part IV of the Covenant.

Human Rights Committee (CCPR)

is the body of independent experts that monitors implementation of the International Covenant on Civil and Political Rights by its State parties.

All States parties are obliged **to submit regular reports** to the Committee on how the rights are being implemented.

Committee on the Elimination of Discrimination against Women (CEDAW)

is the body of independent experts that monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

CEDAW Committee consists of 23 experts on women's rights from around the world.

Committee against Torture (CAT)

is the body of 10 independent experts that monitors implementation of the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment by its State parties.

Committee on the Rights of the Child (CRC)

is the body of 18 Independent experts that monitors implementation of the Convention on the Rights of the Child by its State parties. It also monitors implementation of two Optional Protocols to the Convention, on involvement of children in armed conflict and on sale of children, child prostitution and child pornography.

Committee on Migrant Workers (CMW)

The Committee on the Protection of the Rights of All Migrant Workers and Members of their Families (CMW) is the body of independent experts that monitors implementation of the International Convention by its State parties. It held its first session in March 2004.

Subcommittee on Prevention of Torture (SPT)

The Subcommittee on Prevention of Torture and other Cruel, Inhuman or Degrading Treatment or Punishment ("SPT") is a new kind of treaty body in the United Nations human rights system. It has a preventive mandate focused on an

innovative, sustained and proactive approach to the prevention of torture and ill treatment. The SPT started its work in February 2007.

Committee on the Rights of Persons with Disabilities (CRPD)

is the body of independent experts which monitors implementation of the Convention by the States Parties.

All States parties are obliged to submit regular reports to the Committee on how the rights are being implemented.

The Committee shall meet in Geneva and normally hold two sessions per year.

Committee on Enforced Disappearances (CED)

is the body of independent experts which monitors implementation of the Convention by the States Parties.

Charter bodies include the former Commission on Human Rights, the Human Rights Council and Special Procedures. The Human Rights Council, which replaced the Commission on Human Rights, held its first meeting on 19 June 2006. This inter-governmental body, which meets in Geneva 10 weeks a year, is composed of 47 elected United Nations Member States who serve for an initial period of 3 years, and cannot be elected for more than two consecutive terms. The Human Rights Council is a forum empowered to prevent abuses, inequity and discrimination, protect the most vulnerable, and expose perpetrators.

The Human Rights Council is a separate entity from OHCHR. This distinction originates from the separate mandates they were given by the General Assembly. Nevertheless, OHCHR provides substantive support for the meetings of the Human Rights Council, and follow-up to the Council's deliberations.

Special Procedures is the general name given to the mechanisms established by the Commission on Human Rights and assumed by the Human Rights Council to address either specific country situations or thematic issues in all parts of the world. Special Procedures are either an individual -a special rapporteur or independent expert-or a working group. They are prominent, independent experts working on a voluntary basis, appointed by the Human Rights Council.

Special Procedures' mandates usually call on mandate-holders to examine, monitor, advise and publicly report on human rights situations in specific countries or territories, known as country mandates, or on human rights issues of particular concern worldwide, known as thematic mandates.

OHCHR supports the work of rapporteurs, independent experts and working groups through its Special Procedures Branch (SPB) which services all but one of the thematic mandates and provides centralised support to the Special Procedures as a

system. The Field Operations and Technical Cooperation Division (FOTCD) supports the work of country-mandates.

Treaty-based bodies

There are nine core international human rights treaties, the most recent one – on enforced disappearance – entered into force on 23 December 2010. Since the adoption of the Universal Declaration of Human Rights in 1948, all UN Member States have ratified at least one core international human rights treaty, and 80 percent have ratified four or more.

There are currently ten human rights treaty bodies, which are committees of independent experts. Nine of these treaty bodies monitor implementation of the core international human rights treaties while the tenth treaty body, the Subcommittee on Prevention of Torture, established under the Optional Protocol to the Convention against Torture, monitors places of detention in States parties to the Optional Protocol.

The treaty bodies are created **in accordance with the provisions** of the treaty that they monitor. OHCHR supports the work of treaty bodies and assists them in harmonizing their working methods and reporting requirements through their secretariats.

<https://www.ohchr.org/en/hrbodies/Pages/HumanRightsBodies.aspx>

Task 2. Read the text and answer the following questions.

1. What are the functions of OHCHR?
2. What is the Human Rights Council and where do its States have meetings?
3. Describe the process of Universal Periodic Review?
4. What are the issues under consideration of Human Rights Council?

Comment on them.

5. What is understood by the Special Procedures of HRC?
6. Describe the differences between Charter-based and Treaty-based bodies.
7. How many treaty-based bodies are there and what are their functions?
8. What are the terms of the member-states in HRC and how many members are there? How often do they meet?
9. Who are the rapporteurs?
10. What are the basis for the treaty-based bodies to be created?

VOCABULARY

To offer the best expertise	Indigenous issues
To monitor compliance with	Technical cooperation
To receive support from	In the field of human rights
Under the auspices	To cover all human rights
To ensure equal treatment	To address consistent patterns of gross violations
Ultimate aim	Under any circumstances
To be mandated to examine	To submit regular reports
To be collectively referred to	In accordance with the provisions
The right to self-determination	

VOCABULARY EXERCISES

Task 1. Match the following phrases with their synonyms.

1.	monitor compliance	a.	hand in periodic release
2.	ensure equal treatment	b.	encompass civil privileges
3.	be mandated to examine	c.	guarantee identical conduct
4.	indigenous issues	d.	focus on rational model
5.	cover human rights	e.	control conformity
6.	address consistent pattern	f.	endemic matter
7.	submit regular report	g.	given power to inspect

Task 2. Cross the odd word out

1.	perspective	mind-set	prospective (adj)	viewpoint
2.	covenant	denunciation	pact	treaty
3.	consecutive	succeeding	progressive	intermittent
4.	rapporteur	recorder	reporter	rapport (v)
5.	expertise	competence	inanity	know-how
6.	auspices	Aegis	backlash	patronage
7.	ultimate	Least	eventual	final
8.	circumstance	condition	situation	plan
9.	provision	arrangement	outline	speculation

Task 3. Fill in the gaps with one of the words given.

substantive, preventive, empowered, secretariat, established, appointed, ultimate.

1. Most of these bodies receive _____ support from the Human Rights Council.
2. The _____ aim of this mechanism is to improve the human rights situation in all countries.
3. It has a _____ mandate focused on an innovative, sustained and proactive approach to the prevention of torture.
4. The Human Rights Council is a forum _____ to prevent abuses, inequity and discrimination, protect the most vulnerable, and expose perpetrators.
5. OHCHR provides _____ support for the meetings of the Human Rights Council, and follow-up to the Council's deliberations.
6. Special Procedures is the general name given to the mechanisms _____ by the Commission on Human Rights.
7. They are prominent, independent experts working on a voluntary basis, _____ by the Human Rights Council.

Task 4. Translate the following sentences from Russian into English.

1. Независимые эксперты наделены полномочиями отслеживать соблюдение участниками требований договора.
2. Мероприятие, посвященное вопросам безопасности мира, проходит под эгидой ООН.
3. Эти механизмы, вместе взятые, именуются как мера по контролю соблюдения прав человека.
4. В списке вопросов, рассматриваемых Комитетом, значится также право на самоопределение народов.
5. Комитет обязуется ежегодно предоставлять отчет о проделанной работе Генеральной Ассамблее ООН.
6. Представители ООН, в лице независимых экспертов, отслеживает претворения в жизнь Пакта всеми его участниками.
7. Совет по правам человека является своего рода органом, наделенным полномочиями по предотвращению расовой дискриминации, защите уязвимых народов и разоблачению виновников, которые нарушают неотъемлемые права человека.
8. Настоящий комитет создан в соответствии с положениями международного договора, реализацию которого он обязуется отслеживать.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link - <https://www.youtube.com/watch?v=xIChHXPWiTw>.

A key milestone	To avoid similar violations
A legitimate part	To be quasi-judicial bodies
An array of institutions	To be legally binding documents
The implementation of the treaty	To be inevitably politicized
An individual expert capacity	To be elected by secret ballot
To serve four-year term	Consecutive three-year terms
To be a compulsory process	An abstaining vote
To submit a periodic report	To appoint a special expert
To allege violations	Under the auspices of
The admissibility criteria	To be a burgeoning system
To compensate the victim	To lag behind

Task 1. Mark the following statements T (True), F (False) or NG (Not Given).

1.	The UN Charter was followed seven years later by the Universal Declaration of Human Rights.	
2.	The members of these treaty bodies range from about a dozen up to eighteen members.	
3.	A periodic report is often heard during the session of the International Court of Justice.	
4.	The treaty bodies are quasi-judicial bodies.	
5.	If a State routinely ignores the findings of these committees, they are suspended from the treaty.	
6.	The Human Rights Council is made up of 47 State members	
7.	The UN Security Council elects each member of the Human Rights Council.	
8.	Libya was suspended from the Human Rights Council in 2009.	
9.	The Human Rights Council meets three times a year at the UN human rights headquarters in Nairobi.	
10.	The Human Rights Council controls Universal Periodic Review or “UPR”.	
11.	The Human Rights Council appoints a special expert, often known as a “Special Rapporteur”.	
12.	States care about what their peers think of them.	

Task 2. Fill in the table with missing information from the second part of the talk (from 8.54 to the end 10.59)

Regional human rights systems	The key instruments
European human rights system	
	The American Declaration of the Human Rights and Duties of Man
African human rights system	
Arab human rights system	

Task 3. Find out detailed information about regional human rights system and make a presentation in class.

SELF-STUDY CASE

Task 1. Make a search on the Charter-based Human Rights Bodies; prepare a speech on one of them.

1. Human Rights Council.
2. Universal Periodic Review.
3. Special Procedures of the Human Rights Council.
4. Human Rights Council Complaint Procedure.

Task 2. Make a search on the Treaty-based Human Rights Bodies; prepare a speech on the most important one (according to your own opinion).

1. Committee on the Elimination of Racial Discrimination (CERD)
2. Committee on Economic, Social and Cultural Rights (CESCR)
3. Human Rights Committee (CCPR)
4. Committee on the Elimination of Discrimination against Women (CEDAW)
5. Committee against Torture (CAT)
6. Committee on the Rights of the Child (CRC)
7. Committee on Migrant Workers (CMW)
8. Subcommittee on Prevention of Torture (SPT)
9. Committee on the Rights of Persons with Disabilities (CRPD)
10. Committee on Enforced Disappearances (CED)

RECOMMENDATIONS

For further information, please, site the following links:

<https://www.universal-rights.org/human-rights-rough-guides/a-rough-guide-to-the-human-rights-treaty-bodies/>

<https://unsdg.un.org/resources/strengthening-international-human-rights/un-treaty-bodies>

<https://ijrcenter.org/un-treaty-bodies/>

<https://www.ishr.ch/sites/default/files/article/files/ISHR%20Simple%20Guide%20to%20the%20UN%20Treaty%20Bodies.pdf>

https://www.unfpa.org/sites/default/files/pub-pdf/icpd_and_human_rights_20_years.pdf

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/542597466/unit-3-human-rights-bodies-flash-cards/>

UNIT 4.

HUMAN RIGHTS ORGANIZATIONS



“Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is our unity of purpose. To that high concept there can be no end save victory.”

Franklin D. Roosevelt

<https://unfoundation.org/blog/post/11-top-quotes-on-human-rights/>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you share the views of Franklin D. Roosevelt? What unity of thought do you think is meant?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“We could have complete, transparent, 1. _____ knowledge accessible to all, audited at every level of 2. _____, and protect privacy for everyone. Local 3. _____ could be both informed and 4. _____ and we could collaborate with a speed and 5. _____ that might just give us a chance to solve the problems we are facing before it is too late. Everyone would have the equal 6. _____ to make informed choices at their chosen level of understanding. We could have a universal 7. _____, informed by information from all sources, and we could make 8. _____ free of state and corporate coercion.”</p> <p style="text-align: center;">Heather Marsh, The Creation of Me, Them and Us</p> <p style="text-align: center;">https://www.goodreads.com/quotes/tag/human-rights-?page=4&utf8=%E2%9C%93</p>	1. participate
	2. understand
	3. govern
	4. autonomy
	5. accurate
	6. able
	7. real
	8. decide

SPECIFIC TERMS

Give the definitions of the following terms.

Grass-roots level	Advisory Committee
Non-governmental organization	Complaints Procedure
International community	Annual reports
Child advocacy organization	Torture
To champion policies	Human trafficking
Abuse and neglect	Non-judicial institution
Non-profit organization	Maladministration
Racial discrimination	Ombudsman
Lessons of the Holocaust	

READING

Task 1. Match the actions on the right with the organizations on the left.

1.	Amnesty International	a.	empowers people to realize their rights
2.	Children's Defense Fund	b.	exposes human rights violations
3.	Human Rights Action Center	c.	teaches the lessons of the Holocaust for future generations
4.	Human Rights Watch	d.	ensures a level playing field
5.	Human Rights Without Frontiers	e.	works to advocate and take solidarity actions
6.	National Association for the Advancement of Colored People	f.	maintains partnerships with organizations committed to human rights
7.	Simon Wiesenthal Center	g.	develops new strategies to stop human rights abuses
8.	Office of the United Nations High Commissioner for Human Rights	h.	builds peace in the minds of men
9.	Human Rights Council	i.	focuses on encouraging reform measures to achieve tangible improvement
10.	UNESCO	j.	demands justice for those whose rights have been violated

11	Office of the United Nations High Commissioner for Refugees	k.	provides expertise on human rights issues
12	US State Department Bureau of Democracy, Human Rights and Labor	l.	is to eliminate racial hatred and racial discrimination
13	Commission for Human Rights	m.	safeguard the rights and well-being of those who fled their countries
14	The Asian Human Rights Commission	n.	focuses on promotion of democracy and the rule of law

Human rights organizations



Many organizations around the world **dedicate their efforts** to protecting human rights and **ending human rights abuses**. Major human rights organizations **maintain extensive websites** documenting violations and **calling for remedial action**, both at a governmental and grass-roots level. Public support and **condemnation of abuses** is important to their success, as human rights organizations are most effective when their calls for reform **are backed by strong public advocacy**. Below are some examples of such groups.

NONGOVERNMENTAL ORGANIZATIONS

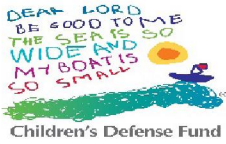
Globally, the champions of human rights have most often been citizens, not government officials. In particular, nongovernmental organizations (NGOs) have **played a primary role** in focusing the international community on human rights issues.

NGOs monitor the actions of governments and pressure them **to act according to human rights principles**.

Some of these groups are listed alphabetically below with descriptions based on their website information:



Amnesty International is a worldwide movement of people who campaign for internationally recognized human rights for all. With more than 2.2 million members and subscribers in more than 150 countries, they **conduct research** and **generate action** to prevent and end grave abuses of human rights and **to demand justice** for those whose rights have been violated. www.amnesty.org



Children's Defense Fund (CDF) is a child advocacy organization that works **to ensure a level playing field** for all children. CDF champions policies and programs that **lift children out of poverty**,

protect them from abuse and neglect and ensure their right to equal care and education. www.childrensdefense.org



Human Rights Action Center is a nonprofit organization based in Washington, DC, headed by Jack Healey, world-renowned human rights activist and pioneer. The Center works on issues of the Universal Declaration of Human Rights and uses the arts and technologies

to innovate, create and **develop new strategies** to stop human rights abuses. www.humanrightsaactioncenter.org



Human Rights Watch is dedicated to protecting the human rights of people around the world. They investigate and **expose human rights violations**, hold abusers accountable, and **challenge governments** and

those who hold power to end abusive practices and respect international human rights law. www.hrw.org



Human Rights Without Frontiers (HRWF) focuses on monitoring, research and analysis in the field of human rights, as well as **promotion of democracy and the rule of law** on the national and

international level. www.hrwf.net



National Association for the Advancement of Colored People (NAACP):

The mission of the NAACP is to ensure the political, educational, social and economic quality of rights of all persons and **to eliminate racial hatred** and racial discrimination. www.naacp.org



Simon Wiesenthal Center:

This prestigious international Jewish human rights organization is dedicated to repairing the world one step at a time. The Center generates changes by confronting anti-Semitism, hate and terrorism, promoting human rights and dignity, standing with Israel, **defending the safety of Jews worldwide**, and teaching the lessons of the Holocaust for future generations. www.wiesenthal.com

HUMAN RIGHTS ORGANIZATIONS

INTERGOVERNMENTAL AND GOVERNMENTAL ORGANIZATIONS



Office of the United Nations High Commissioner for Human Rights' mission is to work for the protection of human rights for all people; to help **empower people** to realize their rights; and to assist those responsible for upholding such rights in ensuring that they are implemented. www.ohchr.org

Human Rights Council:

An intergovernmental body with membership encompassing forty-seven states has the task of promoting and protecting human rights internationally. Its mechanisms to forward these ends include a Universal Periodic Review which assesses situations in all 192 UN Member States, an Advisory Committee which **provides expertise on human rights issues**, and a Complaints Procedure for individuals and organizations to bring human rights violations to the attention of the Council.



United Nations Educational, Scientific and Cultural Organization (UNESCO):

UNESCO's goal is **to build peace in the minds of men**. Its work in the field of human rights aims **to strengthen awareness** and acts as a catalyst for regional, national and international action in human rights. www.unesco.org



Office of the United Nations High Commissioner for Refugees

directs and coordinates international action to protect refugees and **resolve refugee problems worldwide**. Its primary purpose is to safeguard the rights and well-being of refugees. It strives to ensure that everyone can exercise the right **to seek asylum** and find safe refuge in another state, with the option to return home voluntarily, integrate locally or to resettle in a third country. www.unhcr.org



US State Department Bureau of Democracy, Human Rights and Labor

strives to learn the truth and state the facts in all of its human rights investigations, annual reports on country conditions, etc. The bureau takes action to stop ongoing abuses and **maintains partnerships with organizations** committed to human rights. www.state.gov



Office of Democratic Institutions and Human Rights of the Organization for Security and Co-Operation in Europe (OSCE)

comprised of fifty-six participating states from Europe, Central Asia and North America, is engaged in human rights activities focusing on freedom of movement and religion and preventing torture and trafficking in persons. www.osce.org/odihr

HUMAN RIGHTS ORGANIZATIONS HUMAN RIGHTS COMMISSIONS



Commission for Human Rights, Council of Europe

The Commission is an independent institution within the Council of Europe mandated to promote the awareness of and respect for human rights in forty-seven Council of Europe Member States. The Commission's work focuses on encouraging reform measures **to achieve tangible improvement** in the area of human rights promotion and protection. Being a non-judicial institution, the Commissioner's Office cannot act upon individual complaints, but can draw conclusions and **take wider initiatives** on the basis of reliable information regarding human rights violations suffered by individuals. www.coe.int



European Union Ombudsman investigates complaints about maladministration in the institutions and bodies of the European Union. The Ombudsman is completely independent and impartial. www.ombudsman.europa.eu



European Commission Directorate for Employment, Social Affairs and Equal Opportunities works toward the creation of more and better jobs, an inclusive society and equal opportunities for all.

www.ec.europa.eu/social



African Commission on Human and Peoples' Rights is officially charged with three major functions: the protection of human and peoples' rights, the promotion of these rights, and the interpretation of the African Charter on Human and Peoples' Rights. www.achpr.org



The Asian Human Rights Commission works to achieve the following priorities, among others: to protect and promote human rights by monitoring, investigation, advocating and **taking solidarity actions**. www.ahrchk.net

Task 2. Read the text and answer the following questions.

1. What do the major human rights organizations maintain?
2. What are the primary roles of non-governmental organizations?
3. What is the scale of Amnesty International? What is the main goal of this organization?
4. What are the goals of Children's Defence Fund?
5. Who heads the Human Rights Action Centre? Why does Human Rights Action Centre use the Arts?
6. What do you know about Human Rights Watch?
7. What is the mission of the National Association for the Advancement of Colored People?
8. How does the Simon Wiesenthal Centre generate changes and repair the world?
9. What is the mission of UNHCR? How successful is it?
10. How many states are there in the Human Rights Council? What do they do?
11. What does the US State Department Bureau of Democracy, Human Rights and Labour strive to?
12. What kind of institution is the Commission for Human Rights? What functions does the Commission fulfill?
13. What are the functions of the African Commission on Human and Peoples' Rights?

VOCABULARY

To dedicate their efforts	To demand justice
To end human rights abuses	To ensure a level playing field
To maintain extensive websites	To lift children out of poverty
To call for remedial action	To develop new strategies
Condemnation of abuses	To expose human rights violations
To be backed by strong public advocacy	To challenge governments
To play a primary role	Promotion of democracy and the rule of law
To act according to principles	To eliminate racial hatred
To conduct research	To defend the safety of Jews worldwide
To generate action	

To empower people	To seek asylum
To provide expertise on issues	To maintain partnerships with
To build peace in the minds of men	organizations
To strengthen awareness	To achieve tangible improvement
To resolve refugee problems	To take wider initiatives
worldwide	To take solidarity actions

VOCABULARY EXERCISES

Task 1. Fill in the gaps with the words given below.

tangible, level, solidarity, extensive, remedial, poverty.

The company maintains 1. _____ websites monitoring atrocities and calling for 2. _____ action at grass-roots level. This organization works to ensure a(n) 3. _____ playing field for all people and champions policies that lift children out of 4. _____, protect them from abuse and neglect. They encourage reform measures to achieve 5. _____ improvement in the area of human rights promotion and protection. Their aim is to protect and promote human rights by monitoring, investigation, advocating and taking 6. _____ actions.

Task 2. Replace the phrases in italics with the phrases from vocabulary list.

1. They dedicate themselves to *stop man's privileges offense*.
2. Their calls for action *are supported by powerful civil advancement*.
3. *Their main task* is to persuade the parties to stop violations.
4. The government urges them to *behave in correspondence with the goals of man's privileges*.
5. The human rights institutions *carry out investigations and engender activity* to prevent grave abuses.
6. Jack Healey uses the arts and technologies to create and *elaborate state-of-the-art scenario* to stop atrocities against the humanity.
7. They *defy administrations* to end abusive practices and respect human dignity.
8. The organization's mission is to help *give people power* to uphold their rights to freedom.
9. Its work aims to *reinforce the understanding* and acts as a catalyst for regional actions.
10. It strives to guarantee that all people can exercise the right to *look for refuge* and stay alive.
11. This NGO *preserves alliances* with different international organizations.

Task 3. Translate the following sentences from English into Russian.

1. Public support and condemnation of abuses is important to their success, as human rights organizations are most effective when their calls for reform are backed by strong public advocacy.

2. This child advocacy organization works to ensure a level playing field for all children.

3. CDF champions policies and programs that lift children out of poverty, protect them from abuse and neglect and ensure their right to equal care and education.

4. HRWF focuses on monitoring, research and analysis in the field of human rights, as well as promotion of democracy and the rule of law on the national and international level.

5. UNESCO's goal is to build peace in the minds of men.

6. The Commission's work focuses on encouraging reform measures to achieve tangible improvement in the area of human rights promotion and protection.

7. Office can draw conclusions and take wider initiatives on the basis of reliable information regarding human rights violations suffered by individuals.

8. Ombudsman investigates complaints about maladministration in the institutions and bodies of the European Union.

9. The Asian Human Rights Commission works to achieve the following priorities, among others: to protect and promote human rights by monitoring, investigation, advocating and taking solidarity actions.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link - <https://www.youtube.com/watch?v=DGUsWvqMkqg>.

Rapidly developing area

To give overarching question

Customary international law

Distinctive feature

To freely dispose of wealth and
natural resources

Region-specific issues

To commit to more stringent standards

To agree to a minimum baseline

Foreseeable future

Political will

Policy matter

Task 1. Listen to the lecture and fill in the table with missing information (no more than three words).

Question	Answer	Example
Why create regional human rights systems in the first place?	To address distinctive human rights issues. Issues that are of special importance or particular concern within a given region.	<p>1. African Charter of human and people's rights. Of the rights of people to 1. _____ of their wealth and natural resources.</p> <p>2. _____ in Africa, which is the subject of a special protocol to the African Charter.</p> <p>3. The forced disappearance of individuals that was first regulated in the Americas before becoming subject of a UN treaty.</p> <p>4. The prohibition of 3. _____, which was first incorporated into an optional protocol to the European Convention before it was incorporated into an optional protocol to the ICCPR.</p>
Why create regional human rights systems in the first place?	States want to commit to higher or more stringent human rights standards than might be possible at the global level.	<p>Different countries with different 4. _____, different political traditions, different cultures might agree to a minimum baseline of human rights protection, but regional systems which might be more similar in along 5. _____ could agree to higher standards.</p>

End of table

Question	Answer	Example
Why create regional human rights systems in the first place?	To create stronger monitoring and 6. _____, such as an International Court and an International Commission.	We do however have three regional Human Rights courts in Africa, the Americas and in Europe. And one question that will ask is what kinds of activities do these courts perform? What 7. _____ do they hear? And, what sort of influence do they have on the behavior of the Member States in that region.
Why create regional human rights systems in the first place?	They are a product of 8. _____ for the protection and promotion of human rights than might be available at the global level.	Political will for compliance might come from domestic interest groups voters, etc. within a State who favor 9. _____ at home and abroad and also regionally. A form of peer pressure from other governments in the region who think either for instrumental, or moral or other reasons that the protection of human rights within a particular region is desirable as 10. _____ and as a legal matter.

Task 2. Make a search to find out the answers to the following questions from the lecture. Share your findings with your groupmates.

1. What are the distinctive features of the three major regional human rights systems in Europe, the Americas and Africa?

2. What are the prospects for regional or sub-regional human rights mechanisms in other parts of the world?

SELF-STUDY CASE

Task 1. Make a search on the Human Rights Organizations, prepare a presentation with a slide show on one of the UN's organizations.

1. Office of the United Nations High Commissioner for Human Rights (OHCHR)
2. United Nations Educational, Scientific and Cultural Organization (UNESCO)
3. Office of the United Nations High Commissioner for Refugees (UNHCR)

Task 2. Make a search on the Non-Governmental Organizations, prepare a presentation with a slide show on one of NGOs.

1. Amnesty International
2. Human Rights Watch
3. Civil Rights Defenders
4. Human Rights Without Frontiers
5. Anti-Slavery International
6. UN Watch
7. Human Rights Foundation

RECOMMENDATIONS

For further information, please, site the following links:

<https://www.humanrightscareers.com/magazine/international-human-rights-organizations/>

<https://www.un.org/en/sections/issues-depth/human-rights/>

<https://internationalrelations.org/united-nations-human-rights/>

<https://ijrcenter.org/un-human-rights-council/>

<https://www.foei.org/un-treaty-tncs-human-rights>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/542619799/unit-4-human-rights-organizations-flash-cards/>

UNIT 5.

THE EUROPEAN CONVENTION ON HUMAN RIGHTS



“In future no official shall place a man on trial upon his own unsupported statement, without producing credible witnesses to the truth of it.”

Magna Carta, (38), 15th June 1215

<https://www.biographyonline.net/quotes-human-rights/>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you share the ideas in Magna Carta? Do you think the words written in Magna Carta are still relevant in the 21st century? How far is it feasible to stay fair and impartial for the judicial system nowadays?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“No Freeman shall be taken or 1. _____, or be 2. _____ his Freehold, or Liberties, or free Customs, or be 3. _____, or exiled, or any other wise destroyed; nor will We not pass upon him, nor condemn him, but by 4. _____ judgement of his Peers, or by the Law of the Land. We will sell to no man, we will not deny or defer to any man either 5. _____ or Right.”</p> <p>Clause XXIX of the Magna Carta, 15th June (Habeas Corpus)</p> <p>https://www.biographyonline.net/quotes-human-rights/</p>	1. prison
	2. deny
	3. outlaw
	4. law
	5. just

SPECIFIC TERMS

Give the definitions of the following terms.

European Convention on Human Rights	A single-judge formation
Judicial organ	Grand Chamber
Jurisdiction	The Registry
Fair hearing	Unanimous vote
To be applicable at national level	Majority vote
Domestic courts	Ad hoc judge
European Court of Human Rights	Authorised lawyers
Parliamentary Assembly	Admissibility stage
Council of Europe	Merits stage
	Preliminary objections

READING

Task 1. What passage (A, B, C or D) speaks about the following?

1.	The Court supports the Registry in its judicial work.	
2.	The judgement is delivered by the Chamber.	
3.	The Convention secures the basic rights and freedoms.	
4.	The Court does not guarantee that the application will be admissible or successful on the merits.	
5.	If inadmissibility is clear from the very beginning, a single judge formation will declare an application inadmissible.	
6.	If the national judge may not sit in the case because of inability, withdrawal or exemption, an <i>ad hoc</i> judge is appointed by the government concerned.	
7.	The judges cannot engage in any activity that might be incompatible with their duty of independence and impartiality.	
8.	The Convention has evolved with the new rights being added into it.	
9.	The fact that the death penalty should be abolished in all circumstances is written in Protocol 13.	
10.	The States are forced to amend their legislation to bring it into line with the Convention.	

The European Convention on Human Rights

A. The Convention for the Protection of Human Rights and Fundamental Freedoms, better known as the “European Convention on Human Rights”, was opened for signature in Rome on 4 November 1950; it entered into force on 3 September 1953.

The Convention gave effect to certain of the rights stated in the Universal Declaration of Human Rights and **established an international judicial organ** with jurisdiction to find against States that do not **fulfil their undertakings**.

The rights and freedoms secured by the Convention include the right to life, the right to a fair hearing, the right to respect for private and family life, freedom of expression, freedom of thought, conscience and religion and the protection of property. The Convention prohibits, in particular, torture and inhuman or degrading treatment or punishment, forced labour, arbitrary and unlawful detention, and discrimination in the enjoyment of the rights and freedoms secured by the Convention.

The Convention evolves especially by means of the interpretation of its provisions by the European Court of Human Rights. Through its case-law the Court has made the Convention a living instrument; it has thus extended the rights afforded and has applied them to situations that **were not foreseeable** when the Convention was first adopted.

The Convention has also evolved as and when protocols have added new rights: for example in July 2003, with Protocol No. 13 concerning the **abolition of the death penalty** in all circumstances, or in April 2005, with Protocol No. 12 on non-discrimination.

The Convention is applicable at national level. It has **been incorporated into the legislation** of the States Parties, which have undertaken to protect the rights defined in the Convention. Domestic courts therefore have to apply the Convention. Otherwise, the European Court of Human Rights would find against the State in the event of complaints by individuals about failure to protect their rights.

The European Court of Human Rights (ECHR)

B. The number of judges on the Court is the same as that of the States Parties to the Convention (47 at present).

The judges are elected by the Parliamentary Assembly of the Council of Europe from lists of three candidates proposed by each State. They are elected for **a non-renewable term** of nine years.

Although judges are elected in respect of a State, they hear cases as individuals and do not represent that State. They are totally independent and cannot engage

in any activity that would **be incompatible with their duty** of independence and impartiality.

“National judges” cannot sit in a single-judge formation. In exceptional cases, they may be invited to sit in a Committee. However, the composition of the Court always includes the “national judge” when it hears cases as a seven-judge Chamber or a seventeen-judge Grand Chamber.

The Registry is the body of staff that **provides the Court with legal and administrative support** in its judicial work. It is made up of lawyers, administrative and technical staff and translators.

Cases are heard by one of four main formations.

Manifestly **inadmissible applications** are examined by a single judge. A three-judge Committee may rule by a unanimous vote on the admissibility and merits of cases that are already covered by well-established case-law of the Court. An application may also be assigned to a seven-judge Chamber which rules by a majority vote, mostly on the admissibility and merits of a case.

Exceptionally, the Grand Chamber of 17 judges hears cases referred to it either after **relinquishment of jurisdiction** by a Chamber or when a request for referral has been accepted.

A Section is an administrative entity and a Chamber is a judicial formation of the Court within a given Section.

The Court has five Sections in which Chambers are formed. Each Section has a President, a Vice-President and a number of other judges.

Judges are in fact obliged **to refrain from taking part in** the consideration of a case when they have previously acted in that case in any capacity. This is called withdrawal. They are replaced in the proceedings by another judge and an *ad hoc* judge is appointed if it is the national judge who withdraws.

An *ad hoc* judge is appointed by the government concerned when the national judge does not sit in the case because of inability, withdrawal or exemption.

The Court cannot **take up cases of its own motion**. It has jurisdiction to hear allegations of violations of the European Convention on Human Rights and does so on receiving individual or inter-State applications.

Proceedings before the Court

C. The Convention **makes a distinction between** two types of application: individual applications lodged by any person, group of individuals, company or NGO having a complaint about a violation of their rights, and inter-State applications brought by one State against another.

Since the Court was established, almost all applications have been lodged by individuals who have **brought their cases directly to the Court** alleging one or more violations of the Convention.

Cases can only be brought against one or more States that have ratified the Convention. Any applications against third States or individuals, for example, will be declared inadmissible.

Cases can be brought directly by individuals and the assistance of a lawyer is not necessary at the start of the proceedings. It is sufficient to send the Court **a duly completed application form** with the requisite documents. However, the registration of an application by the Court is no guarantee that it will be admissible or successful on the merits.

The Convention system provides for “easy” access to the Court, enabling any individual to bring a case even if he or she lives in a remote region of a member State or is penniless. With this in mind, there are no fees for proceedings before the Court.

Most applications before the Court are individual applications lodged by private persons. A State may also lodge an application against another State Party to the Convention; this is called an inter-State application.

There is no list of authorised lawyers for the written or oral submissions to the Court. An applicant may be represented by anyone who is a lawyer qualified to practise in one of the States Parties to the Convention, or who has been so authorised by the President of the Chamber.

There are two main stages in the consideration of cases brought before the Court: the admissibility stage and the merits stage (i.e. the examination of the complaints). The processing of an application also goes through different phases.

A single-judge formation will **declare an application inadmissible** where inadmissibility **is clear from the outset**; its decisions cannot be appealed against.

A Committee will give a final decision or judgment in a case which is covered by well-established case-law of the Court.

A Chamber will give notice of the case to the respondent Government for their observations. Written observations are submitted by both parties. The Court then decides if it is appropriate **to hold a public hearing** in the case, but this remains exceptional in relation to the number of applications examined. Ultimately, the Chamber delivers a judgment that will become final only after the **expiry of a three-month period** during which the applicant or Government may request the referral of the case to the Grand Chamber for fresh consideration.

If the request for referral is accepted by the panel of the Grand Chamber, the case will be reconsidered and a public hearing will be held if necessary. The Grand Chamber judgment will be final.

Both NGOs and States can lodge applications. They may also be authorised by the President of the Court **to intervene in proceedings** as third parties.

The President of the Court may authorise any person other than the applicant, or another State Party to the Convention other than that against which the application has been lodged, to intervene in the proceedings. This is called third-party intervention. The person or State in question **is entitled to file pleadings** and take part in public hearings.

Exceptionally, the Court may decide **to take investigative measures** and to travel to certain countries in order **to clarify the facts** of a given case. The delegation from the Court may then take evidence from witnesses and **carry out an on-site investigation**.

The Court occasionally appoints experts, for example, when it requests expert doctors to examine applicants in prison.

The Court basically has a written procedure but occasionally decides to hold public hearings in specific cases.

Hearings take place in the Human Rights Building in Strasbourg. They are public unless otherwise decided by the President of the Chamber or Grand Chamber, as the case may be. The press and the public are thus usually authorised to attend; they just need to show their press or identity card at the reception.

All hearings are filmed and broadcast on the Court's website on the day itself, from 2.30 p.m. (local time).

Preliminary objections are arguments submitted by the respondent Government in support of their claim that the case should not be examined on the merits.

When the Court receives an application it may decide that a State should take certain measures provisionally while it continues its examination of the case. This usually consists of requesting a State to refrain from doing something, such as not returning individuals to countries where it is alleged that they would **face death or torture**.

The Court's decisions and judgments

D. A decision is usually given by a single judge, a Committee or a Chamber of the Court. It concerns only admissibility and not the merits of the case. Normally, a Chamber examines the admissibility and merits of an application at the same time; it will then **deliver a judgment**.

Judgments finding violations are binding on the States concerned and they are obliged to execute them. The Committee of Ministers of the Council of Europe **monitors the execution of judgments**, particularly to ensure payment of the

amounts awarded by the Court to the applicants in compensation for the damage they have sustained.

In the event of a violation being found, the State concerned must be careful to ensure that no such violations occur again in the future, otherwise the Court may deliver new judgments against them. In some cases the State will have to amend its legislation **to bring it into line with the Convention.**

The Court's activity

In fact, 55% of the violations found by the Court concern either Article 6 (right to a fair hearing) or Article 1 of Protocol No. 1 (protection of property). Then in about 13% of cases, the Court has found a serious violation of the Convention under Articles 2 and 3 of the Convention (right to life and prohibition of torture and inhuman or degrading treatment).

The Court has been called upon to address issues that were not foreseeable when the Convention was signed in 1950. Over the past 50 years the Court has ruled on many issues of society such as: abortion-related questions, assisted suicide, strip-searching, domestic slavery, the right not to be prevented from tracing one's origins by the possibility for mothers to give birth anonymously, adoption by homosexuals, the wearing of the Islamic headscarf in schools and universities, the protection of journalists' sources, discrimination against Roma and environmental concerns.

https://www.echr.coe.int/Documents/50Questions_ENG.pdf

Task 2. Read the text and answer the following questions.

1. What is known about the establishment of the European Convention on Human Rights?
2. What rights does the European Convention on Human Rights secure?
3. How has the Convention evolved?
4. How far is the Convention applicable?
5. How many judges are there in the ECHR and what are the procedures for the election?
6. What are the formations for the cases to be heard?
7. What are the differences between a Section and a Chamber?
8. What is an ad hoc judge?
9. What are the two types of application?
10. How does the system provide for "easy" access to the Court?
11. What are the two main stages in the consideration of cases?
12. Who can intervene in proceedings as third parties and in which cases?
13. When may the Court decide to take investigative measures?

14. Where and how do the hearings take place?
15. What are the procedures for the Court's decisions and judgements?
16. Are the Court's decisions and judgements binding for the States?
17. What Articles do the violations mostly concern?

VOCABULARY

To establish an international judicial organ	To make a distinction between something
To fulfil their undertakings	To bring their cases directly to the Court
To be foreseeable	A duly completed application form
Abolition of the death penalty	To declare an application inadmissible
To be incorporated into the legislation	To be clear from the outset
A non-renewable term	To hold a public hearing
To be incompatible with their duty	Expiry of a three-month period
To provide the Court with legal and administrative support	To intervene in proceedings
Inadmissible applications	To be entitled to file pleadings
Relinquishment of jurisdiction	To take investigative measures
To refrain from taking part in something	To clarify the facts
To take up cases of its own motion	To carry out an on-site investigation
	To face death or torture
	To deliver a judgment
	To monitor the execution of judgments
	To bring it into line with the Convention

VOCABULARY EXERCISES

Task 1. Give 2 or 3 synonyms for each word.

1.	renewable			
2.	legal			
3.	admissible			
4.	distinction			
5.	application			
6.	outset			
7.	pleading			
8.	investigative			
9.	on-site			
10.	execution			

Task 2. Fill in with the preposition suitable for the following expressions.

1. bring it into line _____ the Convention
2. carry _____ an on-site investigation
3. intervene _____ proceedings
4. be clear _____ the outset
5. bring the case directly _____ the Court
6. take _____ cases of its own motion
7. refrain _____ taking part in something
8. be incompatible _____ their duty

Task 3. Find out antonym in the given line. Choose a, b or c.

1.	undertaking	a.	endeavour	b.	surrender	c.	effort
2.	foreseeable	a.	anticipated	b.	predictable	c.	improbable
3.	abolition	a.	annulment	b.	elimination	c.	restoration
4.	incorporated	a.	integrated	b.	excluded	c.	included
5.	incompatible	a.	appropriate	b.	conflicting	c.	contradicting
6.	relinquishment	a.	approval	b.	abdication	c.	abjuration
7.	duly	a.	appropriately	b.	improperly	c.	deservedly
8.	expiry	a.	termination	b.	completion	c.	initiation
9.	torture	a.	contentment	b.	torment	c.	suffering
10.	execution	a.	punishment	b.	crucifixion	c.	release

Task 4. Translate the following sentences from Russian into English using the vocabulary.

1. Подписание Конвенции стала импульсом для создания международно-го судебного органа.
2. Отмена смертной казни во всех ее проявлениях прописана в Протоколе 13 принятого в апреле 2005 года.
3. Конвенция является частью законодательства стран, членов Конвенции, которые обязуются защищать права человека, прописанные в ней.
4. Судьи, избранные на не возобновляемый 9-летний срок, не имеют право быть вовлеченными в какие-либо дела, которые не совместимы с их должностными обязательствами.
5. Заявления, которые считаются неприемлемыми, обычно рассматривает один судья.

6. Судей просят воздерживаться от участия в рассмотрении дел, если ранее они имели какое-либо отношение к этому делу.

7. Для того, чтобы дело начали рассматривать, необходимо направить в ЕСПЧ должным образом заполненную форму заявления, прикрепив к нему все необходимые документы.

8. ЕСПЧ сам принимает решение о целесообразности проведения публичных слушаний.

9. НГО могут вмешиваться в судебное разбирательство в качестве третьей стороны.

10. В определенных случаях Суд может назначить проведение расследования на местах для прояснения фактов по делу.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link – <https://www.youtube.com/watch?v=EPWGdhgQlgk>

To ultimately affect everyday lives	An infringement of the right to life
In the aftermath of the Second World War	To rule on the sensitive issue
To set up the Council of Europe	To authorize the withdrawal of artificial nutrition
A binding supervisory mechanism	To execute final judicial decisions
To experience the atrocities	To be set out in general terms
To represent National interests	A hazardous industrial plant
To hold public hearings	To be charged with abuse of power
The admissibility stage	To be placed in pre-trial detention
To award financial compensation	To verify the execution of the Court judgements
To comply with the Convention	To be detained unlawfully
To be at risk of ill treatment	To receive a great many similar repetitive applications
To be repatriated	To enhance the Court's effectiveness
To be in breach of the Convention	
To conduct an investigation into	

Task 1. Read the quote, which is given at the very beginning of the documentary, and comment on it. Share your ideas with your groupmates.

No one can look years into the future and claim to be safe from the threat of totalitarianism. That's why we must act first by creating a conscience that can raise the alarm. That conscience can only take the form of a special court for Europe.

(Pierr-Henri Teitgen, Member of the Consultative
Assembly of the Council of Europe, 1949)

Task 2. Give substantiated answers to the following questions based on the documentary.

1. Why do people turn to the European Court of Human Rights?
2. What were the reasons for the creation of the Court?
3. What are the divisions of the judges to take decisions?
4. What cases are considered to be admissible?
5. Why did the Court find Italy responsible for the violation of the Convention?
6. Why did the Court find the UK to be in breach of the Convention?
7. What happened in Turkey to find this country responsible for the violation of the Convention?
8. What were the cases of Anatoly Burdov and Yulia Timoshenko?
9. What country was in charge of threatening with torture? What was the case?
10. Has the Court and its judgements led to the changes in the legislation of the countries that affected the lives of everyone?

Task 3. Read the text about the Court again and watch the documentary, and give the brief outline on the European Court of Human Rights.

SELF-STUDY CASE

Task 1. Make a search on The European Convention on Human Rights, point out its principles and functions. Deliver a scientific thesis on the issue.

Task 2. Make a search and prepare a speech on the efficiency/inefficiency of The European Court of Human Rights.

RECOMMENDATIONS

For further information, please, site the following links:

https://www.echr.coe.int/Documents/Convention_ENG.pdf

<https://www.coe.int/en/web/human-rights-convention>

<https://www.europewatchdog.info/en/international-treaties/convention-on-human-rights/>

<https://internationalrelations.org/european-convention-on-human-rights/>

<https://ijrcenter.org/european-court-of-human-rights/>

<https://www.humanrights.is/en/human-rights-education-project/complaints-procedures-of-the-international-human-rights-supervisory-bodies/how-to-bring-a-complaint/european-court-of-human-rights>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/543728867/unit-5-the-european-convention-on-human-rights-flash-cards/>

UNIT 6. HUMAN RIGHTS VIOLATIONS



“Today's human rights violations are the causes of tomorrow's conflicts.”

Mary Robinson

<https://www.azquotes.com/quote/605185>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you agree with Mary Robinson?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“This discourse of human rights, it's a very good format for TV – the great atrocity analysis and 1. _____ industry. Who comes out 2. _____ sweet in the atrocity analysis? States have 3. _____ themselves with the right to legitimise violence – so who gets 4. _____ and delegitimised? The resistance. ... Human rights take the history out of 5. _____. ... The idea of justice – even just dreaming of justice – is 6. _____. The language of human rights tends to accept a status quo that is 7. _____ unjust – and then tries to make it more 8. _____. But then, of course, the catch-22 is that 9. _____ human rights is integral to the project of neoliberalism and global 10. _____.”</p> <p style="text-align: right;">Arundhati Roy, Things that Can and Cannot Be Said: Essays and Conversations</p> <p>https://www.goodreads.com/quotes/tag/human-rights-violations</p>	1. condemn
	2. smell
	3. invest
	4. criminal
	5. just
	6. revolution
	7. intrinsic
	8. account
	9. violate
	10. hegemon

SPECIFIC TERMS

Match the terms with their definitions

1.	Non-combatant civilian	a.	A rebel group and heterodox Christian group which operates in northern Uganda, South Sudan, the Central African Republic, and the Democratic Republic of the Congo.
2.	Insurgent	b.	A place where the process of re-education and retraining took place.
3.	Suicide attacks	c.	A federal executive department responsible for carrying out U.S. foreign policy and international relations.
4.	Act of resistance	d.	A person who has been officially ordered to stay in a prison or similar place, especially for political reasons.
5.	Rehab camp	e.	A person who does not participate in an armed conflict.
6.	Detainee	f.	A person who fights as part of an unofficial army, usually against an official army or police force.
7.	LRA (Lord's Resistance Army)	g.	A person who is fighting against the government in his/her country.
8.	Guerrilla	h.	An illegal action inciting resistance to lawful authority and tending to cause the disruption or overthrow of the government.
9.	The US State Department	i.	Judiciary free from political interference, and is independent to make its decisions based on Constitution and existing laws and regulations.
10.	Asphyxiation	j.	A medium of information flow that is imposed restrictions from the authorities of the country.
11.	Guantánamo Bay	k.	A person who is trying to get refuge in a foreign country.
12.	CIA	l.	Referenda without any falsification.
13.	Abduction	m.	The condition of being unable to breathe, usually resulting in death.
14.	Government security services	n.	The largest harbour on the south side of the island and it is surrounded by steep hills which create an enclave that is cut off from its immediate hinterland.

15.	Asylum-seeker	o.	An organ that is responsible for counterintelligence and surveillance of the military.
16.	State-sanctioned channel	p.	The act of making a person go somewhere with you, especially using threats or violence.
17.	Genuine elections	q.	A civilian foreign intelligence service of the federal government of the United States, officially tasked with gathering, processing, and analysing national security information from around the world.
18.	Independent judiciary	r.	A violent attack in which the attacker accepts his/her own death as a direct result of the method used to harm, damage, or destroy the target.

READING

Task 1. Read the text and mark the following statements T (True), F (False) or NG (Not Given).

1.	While some gains have been made over the course of the last six decades, human rights violations still plague the world today.	
2.	In Uganda, 1,500 people are released each week from the internally displaced person camps.	
3.	Japan is the only destination country for trafficked women, especially women coming from the Philippines.	
4.	The operations of a trafficking ring led to the death by asphyxiation of 26 Haitian migrant workers.	
5.	In 2008, US authorities continued to hold 270 prisoners in Guantánamo Bay, Cuba, without charge or trial.	
6.	In many countries, women in particular are the victims of unrestrained assault.	
7.	In Kinshasa, numerous individuals labelled as critics of the government arbitrarily detained and tortured by the Presidential Guard.	
8.	In Kenya, authorities violated international refugee law when they closed the border to thousands of people fleeing armed conflict in Somalia.	
9.	In northern Africa, 1.6 million citizens remained in displacement camps.	
10.	In Myanmar, the military junta totally supported peaceful demonstrations led by monks,	
11.	In China, Christians were persecuted for practicing their religion outside state-sanctioned channels.	
12.	Since 2000, in Russia, the murders of 17 journalists, criticized government policies and actions, remain unsolved.	

Human Rights violations

Human rights advocates agree that, sixty years after its issue, the Universal Declaration of Human Rights is still more a dream than reality. Violations exist in every part of the world. For example, Amnesty International's 2009 World Report and other sources show that individuals are:

- Tortured or abused in at least 81 countries
- **Face unfair trials** in at least 54 countries
- Restricted in their freedom of expression in at least 77 countries

Not only that, but women and children in particular **are marginalized** in numerous ways, the press is not free in many countries, and dissenters are silenced, too often permanently. While some gains have been made over the course of the last six decades, human rights violations still plague the world today.

To help inform you of the true situation throughout the world, this section provides examples of violations of six Articles of the Universal Declaration of Human Rights (UDHR):

ARTICLE 3 – THE RIGHT TO LIVE FREE

“Everyone has the right to life, liberty and security of person.”

An estimated 6,500 people were killed in 2007 in armed conflict in Afghanistan – nearly half being **noncombatant civilian deaths** at the hands of **insurgents**. Hundreds of civilians were also killed in **suicide attacks** by armed groups.

In Brazil in 2007, according to official figures, police killed at least 1,260 individuals – the highest total to date. All incidents were officially labelled “**acts of resistance**” and received little or no investigation.

In Uganda, 1,500 people die each week in the internally displaced person camps. According to the World Health Organization, 500,000 have died in these camps.

Vietnamese authorities forced at least 75,000 drug addicts and prostitutes into 71 overpopulated “**rehab**” **camps**, labelling the **detainees** at “high risk” of contracting HIV/AIDS but providing no treatment.

ARTICLE 4 – NO SLAVERY

“No one shall **be held in slavery** or servitude; slavery and the slave trade shall be prohibited in all their forms.”

In northern Uganda, the **LRA (Lord's Resistance Army) guerrillas** have kidnapped 20,000 children over the past twenty years and **forced them into service** as soldiers or sexual slaves for the army.

In Guinea-Bissau, children as young as five are trafficked out of the country to work in cotton fields in southern Senegal or as beggars in the capital city. In Ghana, children five to fourteen **are tricked with false promises** of education and future into dangerous, **unpaid jobs** in the fishing industry.

In Asia, Japan is the major destination country for trafficked women, especially women coming from the Philippines and Thailand. UNICEF estimates 60,000 child prostitutes in the Philippines.

The US State Department estimates 600,000 to 820,000 men, women and children **are trafficked across international borders** each year, half of whom are minors, including record numbers of women and girls **fleeing from** Iraq. In nearly all countries, including Canada, the US and the UK, deportation or harassment are the usual governmental responses, with no assistance services for the victims.

In the Dominican Republic, the operations of a trafficking ring led to the death by **asphyxiation** of 25 Haitian migrant workers. In 2007, two civilians and two military officers **received lenient prison sentences** for their part in the operation.

In Somalia in 2007, more than 1,400 displaced Somalis and Ethiopian nationals died at sea in trafficking operations.

ARTICLE 5 – NO TORTURE

“No one shall **be subjected to torture** or to cruel, inhuman or degrading treatment or punishment.”

In 2008, US authorities continued to hold 270 prisoners in **Guantánamo Bay**, Cuba, without charge or trial, subjecting them to “water-boarding,” torture that simulates drowning. Former-President George W. Bush authorized the **CIA to continue secret detention** and interrogation, despite its **violation of international law**.

In Darfur, violence, **atrocities** and **abduction are rampant** and outside aid all but cut off. Women in particular **are the victims of unrestrained assault**, with more than 200 rapes **in the vicinity of** a displaced persons camp in one five-week period, with no effort by authorities **to punish the perpetrators**.

In the Democratic Republic of the Congo, acts of torture and ill treatment are routinely committed by **government security services** and armed groups, including sustained beatings, stabbings and rapes of those in custody. Detainees are held incommunicado, sometimes in secret detention sites. In 2007, the Republican Guard (presidential guard) and Special Services police division in Kinshasa arbitrarily detained and tortured numerous individuals **labelled as critics of the government**.

ARTICLE 13 – FREEDOM TO MOVE

“1. Everyone has the right to freedom of movement and residence within the borders of each State.

“2. Everyone has the right to leave any country, including his own, and to return to his country.”

In Algeria, refugees and **asylum-seekers** were frequent victims of detention, expulsion or ill treatment. Twenty-eight individuals from sub-Saharan African countries with official refugee status from the United Nations High Commissioner for Refugees (UNHCR) were deported to Mali after being falsely tried, without legal counsel or interpreters, on charges of entering Algeria illegally. They were dumped near a desert town where a Malian armed group was active, without food, water or medical aid.

In Kenya, authorities **violated international refugee law** when they closed the border to thousands of people fleeing armed conflict in Somalia. Asylum-seekers **were illegally detained** at the Kenyan border without charge or trial and forcibly returned to Somalia.

In northern Uganda, 1.6 million citizens remained in displacement camps. In the Acholi subregion, the area most affected by armed conflict, 63 percent of the 1.1 million people displaced in 2005 were still living in camps in 2007, with only 7,000 returned permanently to their places of origin.

ARTICLE 18 – FREEDOM OF THOUGHT

“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.”

In Myanmar, the military junta **crushed peaceful demonstrations** led by monks, raided and closed monasteries, confiscated and destroyed property, shot, beat and detained protesters, and harassed or held hostage the friends and family members of the protesters.

In China, Falun Gong practitioners **were singled out for torture** and other abuses while in detention. Christians **were persecuted for** practicing their religion outside **state-sanctioned channels**.

In Kazakhstan, local authorities in a community near Almaty authorized the destruction of twelve homes, all belonging to Hare Krishna members, falsely charging that the land on which the homes were built had **been illegally acquired**. Only homes belonging to members of the Hare Krishna community were destroyed.

ARTICLE 19 – FREEDOM OF EXPRESSION

“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.”

In Sudan, dozens of human rights defenders were arrested and tortured by national intelligence and security forces.

In Ethiopia, two prominent human rights defenders **were convicted on false charges** and sentenced to nearly three years in prison.

In Somalia, a prominent human rights defender was murdered.

In the Democratic Republic of the Congo, the government attacks and threatens human rights defenders and restricts freedom of expression and association. In 2007, provisions of the 2004 Press Act were used by the government **to censor newspapers and limit freedom of expression**.

Russia repressed political dissent, pressured or **shut down independent media and harassed nongovernmental organizations**. Peaceful public demonstrations **were dispersed with force**, and lawyers, human rights defenders and journalists were threatened and attacked. Since 2000, the murders of seventeen journalists, all critical of government policies and actions, remain unsolved.

In Iraq, at least thirty-seven Iraqi employees of media networks were killed in 2008, and a total of 235 since the invasion of March 2003, making Iraq the world's most dangerous place for journalists.

ARTICLE 21 – RIGHT TO DEMOCRACY

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and **genuine elections** which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

In Zimbabwe, hundreds of human rights defenders and members of the main opposition party, the Movement for Democratic Change (MDC), were arrested for participating in peaceful gatherings.

In Pakistan, thousands of lawyers, journalists, human rights defenders and political activists were arrested for demanding democracy, the rule of law and an **independent judiciary**.

In Cuba, at the end of 2007, sixty two prisoners of conscience **remained incarcerated for** their nonviolent political views or activities.

Human rights exist, as embodied in the Universal Declaration of Human Rights and the entire body of international human rights law. They are recognized – at least in principle – by most nations and form the heart of many national constitutions. Yet

the actual situation in the world **is far distant from the ideals** envisioned in the Declaration.

<https://www.humanrights.com/what-are-human-rights/violations-of-human-rights/>

Task 2. Read the text and answer the following questions.

1. Is the UDHR still a dream? Why do you think human rights are violated in so many countries?
2. Why are women and children still victims? What can be done to stop the violations of Women's and Children's Rights?
3. What other examples of the violation of article 3 of the UDHR can you mention? What do you think the reasons are to breach this article?
4. Why are there concerns about human trafficking in the 21st century when we have the UDHR?
5. Why can't the human trafficking be stopped at all? Who benefits from it? Do you agree with the saying: While there is demand, there is supply?
6. Can human trafficking be a source of modern slavery in the 21st century? What is your vision of the situation?
7. Why do you think torture is used? Do you consider people might forget the atrocities committed during the WWII?
8. Do people in detention deserve the rightful attitude? Why are they being tortured? Should the problem of torture be solved once and forever all over the world? If yes, how?
9. What do you think about free movement between the countries? Should there be any privileges for the refugees and economic migrants? Do you think stricter border control will decrease the number of people flooding into the country?
10. What is your vision of religious freedom? Should the religion be a sensitive issue? Have the authorities the right to interfere with the religious freedom of the people?
11. What do you know about the ethnic cleansing in Myanmar (Rohingya community)? What should be done not to have such an atrocity again?
12. What is freedom of expression? Do you consider this right to be working in democratic states?
13. What do you understand by the right to democracy?
14. Why do you think Aristotle and some other Greek philosophers considered democracy as a bad form of government?
15. What should international community do, so that all people would recognize the human rights?

VOCABULARY

To face unfair trials	To violate international refugee law
To be marginalized	To be illegally detained
To be held in slavery	To manifest religion
To force into service	To crush peaceful demonstrations
To be tricked with false promises	To be singled out for torture
To be trafficked across international borders	To be persecuted for
To flee from	To be illegally acquired
To receive lenient prison sentences	To hold opinions without interference
To be subjected to torture	To be convicted on false charges
To continue secret detention	To censor newspapers
The violation of international law	To limit freedom of expression
To be rampant	To shut down independent media
To be the victims of unrestrained assault	To harass nongovernmental organizations
In the vicinity of	To be dispersed with force
To punish the perpetrators	To remain incarcerated for
To be labelled as critics of the government	To be far distant from the ideals

VOCABULARY EXERCISES

Task 1. Use the vocabulary from the text to substitute the words or phrases in italics in the following sentences.

1. An estimated 6,500 people were killed in 2007 in armed conflict in Afghanistan at the hands of *rioters*.
2. The authorities forced the *captives* into the rehab camps labelling them at risk.
3. There has been numerous raids committed by the *bush fighters* resulting in the kidnapping of thousands of children.
4. The operations of a trafficking ring led to the death by *suffocation* of many migrants workers in the plantation.
5. Violence, *barbarities* and abduction are rampant and outside aid all but cut off.
6. Women and children in particular are in danger with more than 200 rapes in the *neighbourhood* of camps.
7. In many countries, *people, looking for a status of refugee* were frequent victims of detention, expulsion or ill treatment.

8. In history, there are many cases when people were *hounded* for practicing their religion and viewpoint that were not always the same the government.

9. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and *bona fide referenda*, which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

10. Yet the actual situation in the world is far distant from the *principles* envisioned in the Declaration.

Task 2. Match the phrases on the left with the definitions or synonyms on the right.

1.	To face unfair trials	a.	To stay imprisoned for
2.	To be held in slavery	b.	To close sovereign news agency
3.	To flee from	c.	To penalize the criminals
4.	To receive lenient prison sentences	d.	To be dissipated using military units
5.	To be rampant	e.	To suppress media
6.	To punish the perpetrators	f.	To demonstrate belief
7.	To be illegally detained	g.	To be in captivity custody
8.	To manifest religion	h.	To get tolerant jail penalty
9.	To censor newspapers	i.	To be violent
10.	To shut down independent media	j.	To be unlawfully held in
11.	To be dispersed with force	k.	To run away from
12.	To remain incarcerated for	l.	To come across unjust hearings

Task 3. In the following chain of words, three have the same meaning. Find out an odd word.

1.	a.	marginal	b.	insignificant	c.	peripheral	d.	core
2.	a.	promise	b.	renege	c.	assurance	d.	guarantee
3.	a.	torture	b.	contentment	c.	torment	d.	persecution
4.	a.	detention	b.	custody	c.	arrest	d.	assistance
5.	a.	violation	b.	abuse	c.	obedience	d.	negligence
6.	a.	victim	b.	martyr	c.	culprit	d.	sufferer
7.	a.	assault	b.	retreat	c.	aggression	d.	offensive
8.	a.	cover	b.	manifest	c.	embody	d.	signify
9.	a.	surrender	b.	crush	c.	beat	d.	trample
10.	a.	interference	b.	meddle	c.	intervene	d.	assist
11.	a.	censor	b.	approve	c.	abridge	d.	blacklist
12.	a.	please	b.	harass	c.	badger	d.	tease

Task 4. Translate the following sentences from English into Russian. Pay attention to the words in bold.

1. Human rights **advocates** agree that, sixty years **after its issue**, the Universal Declaration of Human Rights is still more a dream than reality.

2. While some **gains have been made** over the course of the last six decades, human rights **violations still plague** the world today.

3. Hundreds of **civilians** were also killed in **suicide attacks** by armed groups.

4. Article 4 of UDHR states that “No one shall **be held in slavery** or servitude; slavery and the **slave trade shall be prohibited** in all their forms.”

5. In nearly all countries, **deportation or harassment** are the usual **governmental responses**, with no assistance services for the victims.

6. Former-President George W. Bush authorized the **CIA** to **continue secret detention** of the prisoners and interrogation, despite its **violation of international law**.

7. In some developing countries, acts of torture and ill treatment are routinely committed by **government security services** and armed groups.

8. Authorities **violated international refugee law** when they closed the border to thousands of people fleeing armed conflicts.

9. According to Article 19 of UDHR “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.”

10. The authorities of some countries repressed political dissent, pressured or **shut down independent media** and **harassed nongovernmental organizations**.

LISTENING

Before listening, look through the phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link – <https://www.youtube.com/watch?v=r2Qwkck4NjM>

To be often the root cause

The genesis of the war

To form an essential foundation

To stand up for human rights

A facet of foreign policy

To turn a blind eye to

Raising human rights concerns

A meddling in the domestic affairs

To create an international doctrine

In the aftermath of

To make a commitment to justice

To lift up their citizens

To conduct human rights diplomacy	A policymaker
To choose from a variety of tools	A peacebuilding operation
To fund a shelter	To understand the critical correlation between
To conduct interfaith dialogues	To devise more strategic security policies
To provide greater systematic evidence	

Task 1. Listen to the professor speaking about human rights violations and mark the following statements T (True), F (False) or NG (Not Given).

1.	Standing up for human rights and democracy is a moral imperative, but is in the best interest of the United States in making the world more stable and secure.	
2.	Before the WWII, many national leaders turned a blind eye to all kind of torture committed against the citizens.	
3.	UDHR created an international doctrine that still guides international law and human rights policy norms today.	
4.	Global leaders now understand that conflict in any country affects their own security.	
5.	Middle East instability put human rights into the economic spotlight as the root cause of civil conflict.	
6.	When governments lift up their citizens, it's a recipe for instability and strife.	
7.	Diplomats encourage free and fair elections and the right for political parties to organize and assemble as well as the right to freedom of speech and freedom of religion.	
8.	It is critical therefore for political leaders to understand that their impact and how this funding and diplomacy can be used more strategically.	
9.	Foreign policy leaders choose from limited tools to promote human rights.	
10.	There is a great deal of potential for trained academics to study this field more in depth and to provide greater systematic evidence to policymakers.	

Task 2. Discuss the issue of human rights violations (if necessary, make a search). If possible, justify your answers with statistics and visual information.

SELF-STUDY CASE

Task 1. Make a search on the Human Rights violations around the world and prepare a presentation with slide show on the following issues.

1. Human trafficking.
2. Modern slavery.
3. Female genital cutting in Africa.
4. Forced child labor.

Task 2. Make a search on the most violated articles of the UDHR and deliver a speech on one of them (share your personal opinion with the groupmates).

1. Violation of the right of freedom of religion.
2. Violation of the right of no torture.
3. Violation of the rights of freedom of expression and thought.
4. Violation of the right of free movement.

RECOMMENDATIONS

For further information, please, site the following links:

https://www.beyondintractability.org/essay/human_rights_violations%20

<https://ourworldindata.org/human-rights>

<http://rocketswag.com/law/human-rights/Examples-Of-Human-Rights-Violations.html>

<https://www.psychalive.org/human-rights-violations-personal-relationships/>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/543775655/unit-6-human-rights-violations-flash-cards/>

UNIT 7. COLOUR REVOLUTIONS



“Better to die fighting for freedom than be a prisoner all the days of your life.”

Bob Marley

<https://www.goodreads.com/quotes/tag/revolution>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you agree with Bob Marley?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“A revolution is not a dinner party, or 1. _____ an essay, or painting a picture, or doing 2. _____; it cannot be so refined, so 3. _____ and gentle, so temperate, kind, courteous, restrained and 4. _____. A 5. _____ is an insurrection, an act of 6. _____ by which one class 7. _____ another.”</p> <p style="text-align: right;">Mao Tse-tung</p> <p>https://www.goodreads.com/quotes/tag/revolution?page=2</p>	1. write
	2. embroider
	3. leisure
	4. magnanimity
	5. revolt
	6. violate
	7. throw

SPECIFIC TERMS

Match the explanation on the right with the term on the left.

1.	Credibility	a.	A term that describes non-violent mass protests aimed at changing the existing quasi-democratic governments through elections
2.	Political elite	b.	A term that describes the system pertaining to or characterized by the principle of political or social equality for all
3.	Globalization	c.	A term used to describe the differences between groups of people relating to their political beliefs, social class, etc.
4.	Quasi-democratic government	d.	A term that describes chosen few fit to rule the system
5.	Color revolutions	e.	A term that describes the transforming relations between state, land granting and society under the impact of changing global relations
6.	Polyarchy	f.	A term used to describe issues that exist or happen inside a country or organization.
7.	Foreign interference	g.	A term that describes a fight connected with political activity as influenced by the physical features of a country or area, or with the study of the way a country's size, position, etc. influence its power and its relationships with other countries
8.	CANVAS	h.	A term that describes a system that becomes an object of interest for surveillance
9.	Socio-political order	i.	A term that describes the process of making countries or organizations use democratic ways of making decisions
10.	Legitimacy	j.	A term that describes an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power
11.	Target state	k.	A term that describes the acquisition of democratic institutions within a political system that leads to the participation of a plurality of actors.
12.	Mass uprisings	l.	A term that describes the development of closer economic, cultural, and political relations among all the countries of the world as a result of travel and communication becoming easy

13.	Internal matters	m.	A term that describes the world's premier international development agency and a catalytic actor driving development results
14.	USAID	n.	A term that describes a U.S. agency with the stated goal of promoting democracy abroad.
15.	Geopolitical struggle	o.	A term that comprises the objective and subjective components of the believability of a source or message
16.	National Endowment for Democracy	p.	A term that describes the fact of being allowed by law or done according to the rules of an organization or activity
17.	Democratization	q.	A term that describes a non-profit, non-governmental, international network, oriented to educational work regarding strategic nonviolent conflict

READING

Task 1. Some passages are taken out from the text. Fill in the gaps with the passages given below. There is one extra passage.

A. These are specific privately run, but publicly funded organizations that the US had set up for the promotion of democracy abroad from the beginning of the Cold War. The democracy promoting organizations were used in the war of ideas with the Soviet Union **to strengthen the geostrategic position** of the US (Carothers, 1999: 30).

B. The destabilizing results of the “Arab Spring” protests in the Middle East and North Africa, especially the civil wars in Libya and Syria, give rise to Russian arguments that a “color revolution” is not only an information warfare method, but also an adaptive approach to the use of military force.

C. Therefore, for the successful outcome of a “color revolution”, it is important that it does not **escalate into violence**. Of course, the opposite is true as well – if you want to counter a “color revolution”, it is necessary to escalate violence.

D. Such view is rooted in the fact that **the unifying ideology of “color revolutions”** in different countries is “democracy”, which **is a fundamental political value** of the West. By promoting its political model, the West can also increase its influence globally.

E. “Color-revolutions” as a geopolitical tool of influence are morally debatable, regardless of their violent or non-violent execution. If they are used and initiated

by larger geopolitical players, then it is primarily done in their interests and at the expense of third parties.

F. In the context of “color revolutions” this view finds support in the fact that in the countries where mass protests have been successful in terms of the changing of the political elite, there has not been significant progress in democratization afterwards (Bunce & Wolchik, 2009: 96).

G. For instance, the image of a fist was first used in Serbia, and then in other “color revolutions” in the post-Soviet space. It was also present in the “Arab Spring” protests in the Middle East, North Africa and elsewhere. Such **unifying symbols** of mass protest as bulldozers in Serbia, roses in Georgia, the color orange in Ukraine, tulips in Kyrgyzstan, jasmine in Tunisia, the cedar in Lebanon and others have also been significant.

Color revolutions: Democratization, Hidden Influence or Warfare?

“**Color revolutions**” can be defined as non-violent mass protests aimed at changing the existing **quasi-democratic** governments through elections (Baev, 2011: 5).

Basically, the term “color revolution” is a metaphor that is used to describe a peculiar phenomenon. First, it could be questioned whether a “color revolution” really is a revolution, because the concept “revolution” includes claims for the creation of a new **socio-political order**. In contrast, “color revolutions” are largely limited to the changing of the **political elite** within the existing political system. Second, the word “color” highlights the importance of **well-crafted and targeted political symbolism** as a **mass mobilization tool**. 1. _____ .

There are two main explanations for the “color revolution” in the academic literature. One research direction uses **the perspective of the clash of geopolitical interests** between the East and the West after the Cold War, but the other one focuses on the issues of opposition movements – how they have become more effective in achieving their objectives (Tucker, 2007: 539). These viewpoints **mark two broader frames** for “color revolutions” – one supports the optimistic view of “color revolutions” as a further process of democratization, but the other is rather critical and highlights **foreign interference** in the **internal matters** of independent states.

The critique of “color revolutions” is based on the perspective of a **geopolitical struggle**, according to which it is a Western tool for broadening and **strengthening global influence**. 2. _____ .

The geopolitical approach is very attractive and beneficial to Russia, but similar ideas have also been expressed by Western scholars, journalists and social activists

(Sussman 2006, Barker 2006, Sussman & Krader, 2008). Therefore, the Russian view on “color revolutions” is to some extent based on the critical perspective of Western authors, **making the Russian narrative persuasive** outside the borders of Russia as well. It can be conceptualized that **the implementation of interests** in foreign countries can be done more effectively in a hidden manner; by covering them under an ideology that morally **justifies interference**. An ideology that is based on globally recognized and accepted values **serves as a tool** for justifying interventions internationally. It also turns part of the population of a **target state** into voluntary supporters of larger geopolitical players that promote this ideology. In this way, the compliance of a country with the interests of larger geopolitical players can be achieved even without applying military force.

One of the arguments in favor of the view that **democratization is not the ultimate aim** of “color revolutions”, is the quality of democracy in the countries where the political elite has been changed as a result of **mass uprisings**. In this regard, W.I. Robinson (Robinson, 1996) **develops the idea** that the goal of US democracy assistance is **to promote polyarchy** as opposed to popular democracy. According to W. I. Robinson, **polyarchy** is a system governed by a small group, instead of majority rule, which is a basic principle of democracy. In polyarchy, mass participation in decision-making is limited to the choice of leadership in elections, which are controlled by competing political elites (Robinson 1996: 623-624). The goal of promoting polyarchy is **to overthrow a dictatorship** without developing more fundamental change, because polyarchy as an elite form of government is an effective social control mechanism in the circumstances of **globalization** (Robinson 1996: 626-627).

3. _____ .

”Color revolutions” are carried out according to a certain pattern which was present in almost all cases (Beissinger, 2007: 261), and which show a high degree of foreign involvement. The most **obvious indicator of foreign presence** is the funding that the West has invested in protest movements. The officially available data about US financial resources in “color revolutions” in Serbia, Georgia and Ukraine gives an idea of the extent of the involvement: the “Bulldozer Revolution” in Serbia – 64 million USD; the “Rose Revolution” in Georgia – USD 525,000.00; and the “Orange Revolution” in Ukraine – more than 35 million USD (Sussman & Krader, 2008: 98-100).

Delivery of funding and other forms of support for opposition movements took place through transnational organizations such as the United States Agency for International Development (USAID), the **National Endowment for Democracy** (NED), the G. Soros Open Society Institute, and others.

4. _____ .

The Reagan administration used the example of German political party foundations that **facilitated democratic transitions** in Spain and Portugal for the promotion of democracy as an ideology (Carothers, 1999: 30). These foundations are specific transnational actors that use the non-governmental organization image, but are associated with German foreign policies (Dakowska, 2005: 150-169).

Transnational democracy promotion organizations played an important role in “color revolutions” in the former Soviet bloc countries, as well. Russians add a military dimension to the concept of a “color revolution” that makes it fundamentally different from the one originally worked out by the pro-democracy activists.

Strategic non-violence is the basic principle of “color revolution” movements for very practical considerations.

According to the CANVAS guide to non-violent struggle, it is crucial to **maintain non-violent discipline** because of three main reasons:

1) non-violent resistance is sympathetic to many people and increases the likelihood that more and more people will **join the movement**;

2) it will destroy the **credibility** and **legitimacy** of the government in power if it attempts to **suppress a protest movement violently**;

3) the non-violence of protesters helps to **co-opt representatives** from power structures such as the military and police (CANVAS, 2007: 88-89).

On the contrary, if representatives from the opposition movement perform acts of violence, it **gives an opponent a legitimate excuse to crack down on the movement** (CANVAS, 2007: 164-165).

5. _____ .

It is a simple, but fundamental principle that explains why Russian military experts define a “color revolution” as a type of warfare. Mass uprisings are usually a combination of **genuine local residents** protesting against a ruling political elite and a certain degree of foreign involvement.

Such a duality is the basis for the construction of the contradictory framing of the events in public discourse. There is **ample evidence** for the support of both ideas – the “fight for democracy” or “**hidden tool of influence**”.

Western involvement in post-Soviet “color-revolutions” has unfortunately turned out to **be a double-edged sword**. The support of the West is necessary for democratic initiatives in foreign countries, but at the same time, it provides arguments for **the defenders of authoritarian regimes**. By formulating and promoting the frame of “color-revolutions” as a “hidden tool of the influence of the West”,

authoritarian leaders can legally and morally **crush pro-democracy initiatives** for being directed against the independence of a country.

6. _____. In non-violent cases, the populations of independent countries are being used as objects of manipulation, and the genuine process of civic participation and democratization gets discredited.

In a case where there is an escalation in violence, third parties are being used as a battleground for the great powers, and local civilians are forced **to endure the severity of a conflict** that is basically not of their making.

Adapted from the article by Ieva Bērziņa, full text is available at https://www.naa.mil.lv/sites/naa/files/document/1_WP2014%20Color%20revolutions.pdf

Task 2. Read the text and answer the following questions.

1. What are “Colour Revolutions”?
2. What are the symbols of colour revolutions around the world?
3. What is the critique of colour revolution based on?
4. How can the implementation of interests in a foreign country be done?
What is the Russian narrative of it?
5. What serves as a tool for justifying interventions internationally?
6. What do you consider the ultimate aim of colour revolution?
7. What is “polyarchy”? Do you share the view of Robinson that polyarchy is promoted to oppose popular democracy?
8. Have the colour revolutions brought what was expected at the start?
9. What indicator is obvious that foreign countries are interested in colour revolutions?
10. What do you know about USAID, National Endowment for Democracy and G.Soros Open Society Institute?
11. How can you describe transnational democracy?
12. What are the main reasons to maintain non-violent discipline in non-violent struggle? Share your ideas.
13. Do you think colour revolutions might go non-violent or is it ipso facto a violent action?
14. Why has Western involvement in post-Soviet colour revolutions turned out to be a double-edged sword?
15. Why do you think it is debatable that colour revolutions might be effective geopolitical tool?

VOCABULARY

Well-crafted and targeted political symbolism	Obvious indicator of foreign presence
A mass mobilization tool	Delivery of funding
Unifying symbol	To strengthen the geostrategic position
The perspective of the clash of geopolitical interests	To facilitate democratic transitions
To mark broader frames	To maintain non-violent discipline
To strengthen global influence	To join the movement
The unifying ideology of “color revolutions”	To suppress a protest movement violently
To be a fundamental political value	To co-opt representatives
To make narrative persuasive	To give a legitimate excuse
The implementation of interests	To crack down on the movement
To justify interference	To escalate violence
To serve as a tool	Genuine local residents
To be the ultimate aim	Ample evidence
To develop the idea	Hidden tool of influence
To promote polyarchy	To be a double-edged sword
To overthrow a dictatorship	The defenders of authoritarian regimes
	To crush pro-democracy initiatives
	To endure the severity of a conflict

VOCABULARY EXERCISES

Task 1. Match the phrases on the left with their synonyms on the right.

1.	unifying symbol	a.	obscure means
2.	global influence	b.	abundant data
3.	political value	c.	egalitarian shift
4.	ultimate aim	d.	objection action
5.	obvious indicator	e.	consolidating sign
6.	democratic transitions	f.	diplomatic importance
7.	legitimate excuse	g.	eventual goal
8.	ample evidence	h.	distinct sign
9.	protest movement	i.	genuine apology
10.	hidden tool	j.	universal impact

Task 2. In the following chain of words find and cross out an odd one.

1.	tool	apparatus	machine	stooge
2.	crush	squeeze	crumble	smooth
3.	clash	crush	conflict	confrontation
4.	mark	evaluate	indicate	signify
5.	ideology	beliefs	principles	ideals
6.	fundamental	crucial	major	paramount
7.	persuasive	convincing	credible	influence
8.	develop	diminish	advance	evolve
9.	dictatorship	autocracy	oligarchy	tyranny
10.	strengthen	condense	enhance	reinforce
11.	facilitate	speed	ease	hinder
12.	maintain	sustain	uphold	abandon
13.	suppress	crush	surrender	repress
14.	endure	cease	persist	continue

Task 3. Replace the phrases in italics with phrases from the vocabulary list.

1. These viewpoints *note two wider aspects* for “color revolutions” – one supports the optimistic view of “color revolutions” as a further process of democratization.

2. According to the concept the *realization of gains* in foreign countries can be done more effectively in a hidden manner.

3. The goal of promoting polyarchy is to *bring down a tyranny* without developing more fundamental change.

4. The Reagan administration used the example of German political party foundations that *promoted liberal conversion* in Spain and Portugal for the promotion of democracy as an ideology.

5. There is ample evidence for the support of both ideas – the “fight for democracy” or “*covert instrument of impact*”.

6. The support of the West is necessary for democratic initiatives in foreign countries, but at the same time, it provides arguments for the *advocates of dictatorial systems*.

7. Local civilians are forced to *continue the harshness of a clash* that is basically not of their making.

Task 4. Translate the following sentences into Russian, paying attention to the highlighted words and phrases.

1. “**Color revolutions**” can be defined as non-violent mass protests aimed at changing the existing **quasi-democratic** governments through elections.
2. The word "color" highlights the importance of **well-crafted and targeted political symbolism as a mass mobilization tool**.
3. One research direction uses **the perspective of the clash of geopolitical interests** between the East and the West after the Cold War, but the other one focuses on the issues of opposition movements – how they have become more effective in achieving their objectives.
4. Such view is rooted in the fact that **the unifying ideology of “color revolutions”** in different countries is “democracy”, which is a **fundamental political value** of the West.
5. An ideology that is based on globally recognized and accepted values **serves as a tool** for justifying interventions internationally.
6. The goal of US democracy assistance is **to promote polyarchy** as opposed to popular democracy.
7. The most **obvious indicator of foreign presence** is the funding that the West has invested in protest movements.
8. **Delivery of funding** and other forms of support for opposition movements took place through transnational organizations such as the United States Agency for International Development (USAID), the **National Endowment for Democracy** (NED), the G. Soros Open Society Institute, and others.
9. Therefore, for the successful outcome of a “color revolution”, it is important that it does not **escalate into violence**.
10. By formulating and promoting the frame of “color-revolutions” as a “hidden tool of the influence of the West”, authoritarian leaders can legally and morally **crush pro-democracy initiatives** for being directed against the independence of a country.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link – <https://www.youtube.com/watch?v=T2v4RYppucl>

An unrest
Austerity
A pundit

Fingerprints
Paws
An uprising

Incredible phenomenon
To be unattainable
Flare-up
A state of emergency
Executive power
Arson

A do-nothing government
To run out of ideas
To deter protests
Quangos
Geopolitical objectives

Task 1. Fill in the gaps with the missing words (no more than three words in a gap).

1. There is always going to be people that are unhappy, people who are protesting against government corruption, people who are _____, economic conditions.

2. Because the cost of living has accelerated to such a degree that people cannot keep up with paying for basics, I'm talking about _____ and medical care.

3. There has been arson there, there have been protesters burning down public transport stations in in in opposition to the government's _____, burning supermarkets as well.

4. This week it really kicked off, over the last four days anti-corruption, people opposing a _____ in Lebanon, national debt is spiraling, personal debt is becoming an issue.

5. And the solution was a rather than have a space in the middle of the city where people could gather and protest, they decide to build a whole block of _____, right in the center.

6. I think, they, the Spanish government, have put nine _____ and officials, Catalanian officials in prison.

7. And how the EU has also been _____ the Spanish government on this, as well, has kind of miffed many observers.

8. They've absolutely been involved from the very beginning, certainly, we can say that about the Arab Spring, through the various US government foundations agencies, quangos, _____, training activists.

9. But more importantly than that, there's an opportunity to achieve _____ through some sort of a crisis, a domestic crisis. Take Lebanon, for instance.

10. The US could be looking at this particular uprising in Lebanon, and thinking, hmm, where can we insert our resources in order to get the result we want, or to pit people _____, or to break up a government coalition.

Task 2. Listen again and answer the following questions.

1. What are the reasons for people to take the streets in great numbers?
2. What triggered the mass protests and rampage in Chile?
3. What did the government in Lebanon want to tax? What was the presenter's reaction to this idea?
4. What was the reason for Catalans to take the streets?
5. How has the US been involved in Arab Spring from the beginning? Who is Uncle Sam?

SELF-STUDY CASE

Task 1. Make a search on the Colour Revolutions. Prepare the scientific thesis on the basic peculiarities and common features of them around the world.

Task 2. Make a search on the Colour Revolutions. Prepare a presentation with slide show to describe one of the following events (point out the situation, reasons and outcomes). You may choose any other ones out of the list.

1. Revolution of roses in Georgia.
2. Purple revolution in Iraq.
3. Cedar revolution in Lebanon.
4. Orange revolution in Ukraine.
5. Tulip revolution in Kyrgyzstan.
6. Jasmin revolution in Tunisia.
7. Bulldozer revolution in Yugoslavia.
8. Green revolution in Iran.
9. Lotus revolution in Egypt.

RECOMMENDATIONS

For further information, please, site the following links:

<https://www.activistpost.com/2014/03/the-history-and-science-of-color.html>

<https://southfront.org/color-revolutions-as-an-element-of-net-centric-warfare/>

<https://syncreticstudies.com/2014/12/03/the-color-revolution-model-an-expose-of-the-core-mechanics/>

<https://www.journalofdemocracy.org/articles/the-real-causes-of-the-color-revolutions/>

<https://foreignpolicy.com/2013/03/18/why-the-color-revolutions-failed/>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/543800341/unit-7-colour-revolutions-flash-cards/>

UNIT 8.

THE RELATION BETWEEN DEMOCRACY AND HUMAN RIGHTS



“To tackle the underlying roots of violence and conflict, we need a massive international effort to reduce poverty and injustice, and to promote development, democracy and human rights.”

Clare Short

<https://www.azquotes.com/quote/900201?ref=democracy-and-human-rights>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you agree with Clare Short?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

<p>“Millions of people have been lifted from 1. _____ and have gained access to modern 2. _____ and health care. We have a universal 3. _____ of human rights, and 4. _____ of the importance of such rights has grown 5. _____. As a result, the ideals of freedom and democracy have spread around the world, and there is increasing 6. _____ of the oneness of humanity.”</p> <p style="text-align: right;">Dalai Lama XIV</p> <p>https://www.goodreads.com/quotes/768402-millions-of-people-have-been-lifted-from-poverty-and-have</p>	1. poor
	2. educate
	3. declare
	4. aware
	5. tremendous
	6. recognize

SPECIFIC TERMS

Give the definitions of the following terms.

The legal dimension of human rights	Democracy principle
Legal framework	Political system
Legal mechanisms	To legitimate human rights
The political dimension of human rights	The perception of violations of human rights
The moral dimension of human rights	Opinion-building process
A right-holder	Decision-making process
Justification of human rights	Legal society
The principle of vulnerability	A reductionist understanding of democracy
The universality of human rights	The Constitution
Cultural diversity	The Supreme Court
Inter-cultural dialogue	Global citizenship
Inter-religious dialogue	A moral justification

READING

Task 1. Read the text and mark the following statements T (True), F (False) or NG (Not Given).

1.	The international community found a consensus and ratified a human rights system in subsequent years.	
2.	Political opinion-building and decision-making processes can strive for human rights, as their aim is to guarantee every human being the enjoyment of human rights.	
3.	Every human being is only a right-holder and there is no need to respect the human rights and human dignity of others.	
4.	Human rights are a philosophical aspect of science.	
5.	Particular interests constantly challenge the universality of human rights.	
6.	Only a small number of human beings are still victims of violations of their human rights.	
7.	The inter-cultural and inter-religious dialogue would benefit from a frame of reference, to exclude the possibilities of discrimination and of arbitrariness.	

8.	Democracy is based on the human right to participate in democratization of all parts of the world.	
9.	Democracy is the political system that embodies the autonomy of the individual inherent within the idea and concept of human rights.	
10.	Every human being is born democratic and might acquire the skills and competencies to try this knowledge to participate in a democratic opinion-building and decision-making process.	
11.	Human rights education is not a subject which can be taught, learned, and tested and which will then be followed by another subject.	

The Relation between Democracy and Human Rights

Peter G. Kirchschlaeger

Human rights protect the essential elements and areas of a human existence, which are necessary for survival and for life as a human being. Human rights are those rights that belong to everyone as a member of the human race, regardless of skin color, nationality, political convictions or religious persuasion, social standing, gender or age. Human rights are rights with a certain complexity because they are at the same time moral, legal, and political rights.

The legal dimension of human rights is a positive achievement of human history as the international community found a consensus in the Universal Declaration of Human Rights of 1948 and created and ratified a human rights system in subsequent years. Human rights are now legally defined, know a legal framework and **are enforceable**. Human rights are legal reality in all parts of the world. Human rights legal mechanisms, instruments and human rights institutions give the idea of the protection of human dignity embodied in human rights.

The political dimension of human rights embraces human rights as content and political arguments in public political discussion as well. Even if they do not **lead to legal consequences**, they can **have political significance**. Furthermore political opinion-building and decision-making processes can **strive for human rights**, as their aim is to guarantee every human being the enjoyment of human rights.

It is part of the moral dimension of human rights to address the question of the ‘why’. The discourse about the reasons why every human being is a right-holder is of significance, because human rights did not ‘fall from heaven’. Human rights are not an ‘absolute truth’. The necessity of a justification of human rights is also provoked by the relation between human rights and corresponding duties: every human being is

not only a right-holder but also needs to respect the human rights of others. Human rights need to be justified to everyone **concerned with human rights**.

One possible approach of justifying human rights is based on the principle of vulnerability. The principle of vulnerability means that one is exposed to the possibility to be attacked or hurt physically or mentally including the incapability **to liberate oneself from vulnerability**. A human being perceives all other human beings and her/his living context and world as possible sources of her/his vulnerability. A human being depends upon herself/ himself, other human beings, the context and the world, as all of them can activate her/his vulnerability or protect her/him from it.

Human rights are a theory-based social construct. Human rights practice is commonly understood as actions through which we **advocate for the protection of human rights**. Social action and behaviour which actually do respect human rights, through which we promote their protection, protest against their violation, and organise action or establish institutions that realise and protect human rights, remain guided by theoretical considerations.

The universality of human rights is constantly challenged by particular interests, for example, by states which **claim the priority of their sovereignty** or alleged democratic decisions over the universality of human rights or by the private sector which **claims self-regulating approaches** and uses this to define its sphere of influence within certain limits.

These challenges are part of the political and legal dimension of human rights and as a consequence of the moral dimension of human rights as well. The implementation of human rights is not yet there where it should be, and that the vast majority of human beings **are still victims of violations of their human rights**. The universality is still a claim, not a reality. Furthermore, cultural diversity **can be seen as an obstacle** for the universality of human rights in the moral dimension of human rights.

It is an achievement of humanity that it seeks to protect this variety. As the fundament of protection of ideas, traditions and beliefs, human rights can therefore in exchange expect to be respected by religions, cultures, traditions, world views and beliefs.

Human rights do not find an end before religions, cultures, traditions, world-views and beliefs, but influence them on a theoretical level. On a practical level, cultural mediation and an adaption of the implementation of human rights to the specific religious, cultural and traditional context is necessary to respect cultural diversity which is protected by human rights.

Concerning the dialogue about differences between religions, cultures, traditions and world views, the recognition of the differences **leads to a better**

understanding and supports human rights on a practical level. This inter-cultural and inter-religious dialogue would benefit from a frame of reference, **to exclude the possibilities of discrimination** and of arbitrariness.

It is of significance to emphasize firstly that democracy is based on the human right **to participate in the political decision process** (Article 21 of the Universal Declaration of Human Rights of 1948), also called the ‘democracy principle’:

1. Everyone has the right **to take part in the government** of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall **be expressed in periodic and genuine elections** which shall be by universal and equal suffrage and shall **be held by secret vote** or by equivalent free voting procedures.

We have a human right to democracy. Human rights and democracy go hand in hand as democracy is the political system which **embodies the autonomy of the individual inherent** within the idea and concept of human rights.

One possibility to legitimate human rights is on the legal or political dimension through a democratic process. Legitimizing human rights through a process in which every human being has a right to participate seems to be convincing. But this approach **undermines the universality of human rights**, because human rights can then exist only within a particular legal system of a particular legal society. Human beings who are not citizens of this particular legal society remain without human rights. This would be against the universality of human rights. Human rights open a global horizon and start locally at the same time.

The perception of violations of human rights in one's own living context leads to recognition of one's own responsibility for the cause of human rights and one's own self-understanding as a global citizen with her/his responsibility for the realization of human rights.

As the democratic principle is part of human rights, a democracy is built on the fundament of human rights. Democracy can also be seen as the institutional expression of the respect of the individual's autonomy, giving an individual the possibility to participate in the opinion-building and decision-making process of the legal system she/he lives in as a citizen. At this point, one challenge of today's democratic societies appears to be the problem that within legal society not all right holders can participate in democratic decisions, for example, persons living in this particular legal society without citizenship of this particular state. Changes in the access to vote on the community level are first small steps to a solution of this problem.

The second challenge is the following. It is imaginable that a majority is in favor of something which **violates the human rights of a minority**. A majority voted in a democratic process in favor of a law discriminating a minority within the national legal system, in this case that they are not allowed to build minarets at all. Furthermore, the ban **violates the freedom of religion** of this minority as well. The example shows that a reductionist understanding of democracy can lead to human rights violations within so-called democratic processes. So a democracy must integrate mechanisms which ensure that human rights are respected regarding the access to democratic opinion-building and decision-making processes and in the way these processes are taking place, as the possibility of a democratic decision violating human rights is excluded from the start. Human rights are the frame of reference for a democracy. Different forms to guarantee the respect within a democratic system are known, for example, the Constitution, the Supreme Court, *etc.* and need to be established in democracies in which they do not exist for purposes of the further realization of human rights.

Human rights education could **meet these challenges** and **address the naïve assumption** as well that every human being is born democratic and with the skills and competencies to participate in a democratic opinion-building and decision-making process. Human rights education contributes to the functioning of democracy.

The UN Declaration on Human Rights Education and Training (Article 2/2) **defines human rights education** and training as:

a) education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that **underpin them and the mechanisms for their protection**;

b) education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;

c) education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Human rights education is not a subject which can be taught, learned, and tested and which will then be followed by another subject. Instead, it will be recognized as an aspect which **accompanies the process of education** beyond the boundaries of individual subjects. It will **play the role of a leitmotif** for teaching any subject matter.

If citizenship education empowers people to become active citizens of their own country, human rights education empowers them **to take up the challenges of global citizenship**, by teaching them about global values.

Human rights cannot **be fully implemented** if the political and legal system is not democratic as every human being's participation in opinion-building and

decision-making processes is protected by human rights. Going hand in hand means also that human rights can be legitimated by democratic processes, but in addition a moral justification which **goes beyond the boundaries of national democratic systems** is necessary to ensure that every human being – even outside of these boundaries – are holders of human rights. The going hand in hand of democracy and human rights embraces the essential role human rights play for a democracy as its fundament and its frame of reference.

Human rights education is a ‘must have’ and not a ‘nice to have’ in today's pluralistic society where human rights enable us **to live in peaceful coexistence** with respect for the human dignity of each other and with tolerance across the boundaries of traditions, cultures, religions, world views and opinions; where human rights empower the individual to participate in a democratic opinion-building and decision-making process; where human rights protect minorities from the human rights-violating decisions of a majority.

(shortened version of the article by Peter G. Kirchsclaeger “The Relation between Democracy and Human Rights” https://www.sociostudies.org/almanac/articles/files/globalistics_and_globalization_3/112-125.pdf)

Task 2. Read the text and answer the following questions.

1. Regardless of what do the human rights belong to everybody?
2. What is understood by the legal dimension of human rights?
3. What does the political dimension of human rights embrace?
4. What is a part of the moral dimension of human rights?
5. Why should human rights be justified?
6. In what way is the universality of human rights challenged?
7. What can be mentioned about the links between human rights, religion, culture, traditions, world-views and beliefs?
8. How can “democracy principle” be defined?
9. What is the possibility to legitimate human rights?
10. How can human rights be applied towards majorities or minorities in society?
11. In what way can human rights education be defined?
12. In what situation can human rights be fully implemented?

VOCABULARY

To be enforceable

To lead to legal consequences

To have political significance

To strive for human rights

To be concerned with human rights	To be held by secret vote
To liberate oneself from vulnerability	To embody the autonomy of the individual
To advocate for the protection of human rights	To undermine the universality of human rights
To claim the priority of the sovereignty	To violate the human rights of a minority
To claim self-regulating approaches	To violate the freedom of religion
To be still victims of violations of the human rights	To meet the challenges
To be seen as an obstacle	To address the naïve assumption
To lead to a better understanding	To define human rights education
To exclude the possibilities of discrimination	To underpin them and the mechanisms for protection
To participate in the political decision process	To accompany the process of education
To take part in the government	To play the role of a leitmotif
To be expressed in periodic and genuine elections	To take up the challenges of global citizenship
	To be fully implemented
	To go beyond the boundaries of national democratic systems
	To live in peaceful coexistence

VOCABULARY EXERCISES

Task 1. Look at the following words and give at least two synonyms for each of them.

1.	consequences			
2.	significance			
3.	vulnerability			
4.	violations			
5.	obstacle			
6.	elections			
7.	challenges			
8.	assumption			
9.	mechanisms			
10.	boundaries			

Task 2. Add the following words and phrases into the sentences given below. There is one extra word or phrase.

the universality, legitimated, the legal dimension, the justification, legitimating, the moral dimension, understanding, the political dimension, the perception of violations

1. _____ of human rights is a positive achievement of human history.

2. _____ of human rights embraces human rights as content and political arguments in public political discussion.

3. _____ of human rights to address the question of the 'why'.

4. _____ of human rights is also provoked by the relation between human rights and corresponding duties.

5. _____ of human rights is constantly challenged by particular interests.

6. _____ human rights through a process in which every human being has a right to participate seems to be convincing.

7. _____ of human rights in one's own living context leads to recognition of one's own responsibility for the cause of human rights.

8. Education about human rights includes providing knowledge and _____ of human rights norms and principles.

9. Human rights can be _____ by democratic processes.

Task 3. Fill in with the correct prepositions.

1. Political opinion-building and decision-making processes can strive _____ human rights.

2. Human rights need to be justified to everyone concerned _____ human rights.

3. Human rights practice is commonly understood as actions through which we advocate _____ the protection of human rights.

4. The vast majority of human beings are still victims _____ violations of their human rights.

5. The recognition of the differences leads _____ a better understanding and supports human rights on a practical level.

6. Democracy is based on the human right to participate _____ the political decision process.

7. Everyone has the right to take part _____ the government of his country.

8. The will shall be expressed _____ periodic and genuine elections.

9. Human rights education is a 'must have' and not a 'nice to have' in today's pluralistic society where human rights enable us to live ____ peaceful coexistence.

Task 4. Translate the following sentences from Russian into English using the vocabulary of the unit.

1. Права человека не являются абсолютной истиной.
2. Человек не только обладает правами, ему необходимо также уважать права других.
3. Права человека понимаются как определенное средство или действие посредством чего мы призываем к защите прав человека.
4. Многие жители нашей планеты все еще становятся жертвами нарушения прав человека.
5. Признание различий между религией, культурой, традициями и мировоззрением ведет к лучшему пониманию прав человека на практическом уровне.
6. Воля людей должна стать основой правящего режима, и эта воля должна выражаться в честно проведенных выборах.
7. Права человека и демократия всегда ходят вместе, ибо демократия является политической системой, которая защищает суверенность граждан.
8. К сожалению, в некоторых странах, люди, не являющиеся гражданами этой страны, во многих случаях лишены своих прав.
9. Демократия должна интегрировать механизмы, которые гарантируют уважение прав человека.
10. Различные формы гарантии прав человека существуют в правовом государстве, такие как Конституция, Верховный Суд и т.д.
11. Права человека не могут осуществляться полноценно, если политическая и судебная системы не являются демократическими.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link - https://www.youtube.com/watch?v=Tq42Aep_STQ

To practice what we preach

The international universal values

To feel a little under the weather

To go through transitions

To negotiate a bigger voice

To support civil society

To scrutinize foreign policy	To be a mobilizing factor
The lack of a voice	Sustainable development goals
A legislator	To face scepticism and outright
To be kind of a lifeblood issue	opposition
To be a watchdog on foreign policy	To be a key driver

Task 1. Listen to a part of lecture and mark the following statements T (True), F (False) or NG (Not Given).

1.	The United States and Europe, now, are not looking very good as political or economic examples for the rest of the world.	
2.	We mustn't negotiate a bigger voice for them in global governance	
3.	The US always support regional coalitions of democracies that can provide ways to support other democracies as they go through their own transitions.	
4.	President Clinton has made a priority much more to support civil society, the media, and their role in scrutinizing foreign policy.	
5.	Just turning to some specific areas where we could all work together better and these are areas where, I thought, we had co-lateral benefits across the democracy agenda.	
6.	When other countries think about human rights, they think about economic and social rights.	
7.	We all know from lots of studies and research that education, particularly for girls and women, does not have such a very positive benefits across multiple indicators of societal health.	
8.	Disagreement with the policy and willingness for the better life get people engaged in politics, economics, taken to the streets to overthrow the incumbent regime.	
9.	The sustainable development goals that all of our governments have accepted, is really a great opportunity to marry up democracy and development.	
10.	We'll always face skepticism and outright opposition from ordinary people in various countries to counterbalance the West.	

Task 2. Read the following statement and comment on it. What is your perception of this quote? Share your ideas with the partners.

"First of all, we need to practice what we preach".

SELF-STUDY CASE

Task 1. Make a search on the link between democracy and human rights. Prepare a scientific thesis on this topic.

Task 2. Make a search on the thoughts and ideas of various philosophers and deliver a speech on why most of them criticize democracy. You may look through the thoughts and ideas of the following scholars.

1. Aristotle.
2. Socrates.
3. Jean Jacques Rousseau.
4. Robert A. Dahl.
5. Joseph Schumpeter.

RECOMMENDATIONS

For further information, please, site the following links:

https://www.sociostudies.org/almanac/articles/the_relation_between_democracy_and_human_rights/
<https://www.state.gov/policy-issues/human-rights-and-democracy/>
<https://www.un.org/en/sections/issues-depth/democracy/index.html>
<https://www.ohchr.org/EN/Issues/RuleOfLaw/Pages/Democracy.aspx>
<https://www.europarl.europa.eu/about-parliament/en/democracy-and-human-rights>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/544819809/unit-8-the-relation-between-democracy-and-human-rights-flash-cards/>

UNIT 9.

HUMAN RIGHTS IN THE CONTEXT OF INTERNATIONAL RELATIONS



“There is often talk of human rights, but it is also necessary to talk of the rights of humanity. Why should some people walk barefoot, so that others can travel in luxurious cars? Why should some live for thirty-five years, so that others can live for seventy years? Why should some be miserably poor, so that others can be hugely rich? I speak on behalf of the children in the world who do not have a piece of bread. I speak on the behalf of the sick who have no medicine, of those whose rights to life and human dignity have been denied.”

Fidel Castro

<https://www.goodreads.com/quotes/tag/revolution?page=3>

COMMUNICATION

1. Read the quote and comment on it.
2. Do you share the views of Fidel Castro concerning human rights?

SPEAKING

1. Fill in the gaps with the correct form of the word given.
2. Discuss the quote in pairs.

“The United Nation's Universal Declaration of Human Rights follows the same intrinsic logic, 1. _____, the power behind any constitution or charter is derived from the 2. _____ authority of a state; the legitimate authority of a state, in turn, rests upon a mandate to promote and protect 3. _____, justice, and peace; this mandate requires that every state recognize the 4. _____ rights and the intrinsic	1. name
	2. legitimacy
	3. free
	4. nature
	5. protect
	6. failure
	7. legitimate

dignity of every human being (because freedom, justice, and peace cannot be achieved without the 5. _____ of natural rights). If any state 6. _____ to protect the natural rights of human beings, that state loses its legitimacy and its right to govern and can be 7. _____ rebelled against in the interest of 8. _____, peace, and freedom.”	8. just
<p style="text-align: center;"><i>Robert J. Spitzer, Ten Universal Principles: A Brief Philosophy of the Life Issues</i></p> <p>https://www.goodreads.com/quotes/tag/human-rights?page=6</p>	

SPECIFIC TERMS

An insular world	Double standards
Offensive human rights	UN's political set-up
Defensive human rights	Supranational supervision
Pre-announced reservations	The axiom of global universality
State obligations	Non-state agencies
Systematic non-compliance	Multinational corporations
International governance	Public-political authority
State sovereignty	Inalienable rights
Conclusive observations	Moral rights
UN-mandated representatives	Legal rights
A legal venture	European Convention on Human Rights
Domestic violence	Socio-political transformation
Case-by-case approach	

Task 1. Match the specific terms with their synonyms (definitions).

1.	An insular world	a.	The theory of international ubiquity
2.	Offensive human rights	b.	Independence or autonomy of the country
3.	Defensive human rights	c.	Final or ultimate monitoring
4.	Pre-announced reservations	d.	A limited realm
5.	State obligations	e.	Regular failure or disobedience
6.	Systematic non-compliance	f.	Reasons proclaimed in advance for not accepting something completely
7.	International governance	g.	A focus on violations of privileges of social beings

8.	State sovereignty	h.	Members empowered by the UN
9.	Conclusive observations	i.	Duties the country is responsible to perform
10.	UN-mandated representatives	j.	a rule or standard of good behaviour that, unfairly, some people are expected to follow or achieve but other people are not
11.	A legal venture	k.	A regional human rights instrument giving effect to certain rights stated in the Universal Declaration of Human Rights, offering individuals the possibility of applying to the courts for the enforcement of their rights
12.	Domestic violence	l.	Incorporation of standards of social beings privileges in the country's national constitution
13.	Case-by-case approach	m.	decisions that are made separately, each according to the facts of the particular situation
14.	Double standards	n.	the situation in which someone you live with attacks you and tries to hurt you
15.	UN's political set-up	o.	Bureaus that do not belong to or is not controlled by a government
16.	Supranational supervision	p.	Organizations that owns or controls production of goods or services in at least one country other than its home country
17.	The axiom of global universality	q.	An administration that uses a government policy that affects everyone in a country or state, or these policies in general
18.	Non-state agencies	r.	Privileges which exist under the rules of legal systems or by virtue of decisions of suitably authoritative bodies within them
19.	Multinational corporations	s.	Arrangement of administrative components at UN
20.	Public-political authority	t.	Privileges of creators of copyrighted works generally recognized in civil law jurisdictions and, to a lesser extent, in some common law jurisdictions
21.	Inalienable rights	u.	A new activity allowed by the law
22.	Moral rights	v.	Alteration of or pertaining to a combination of social and political factors

23.	Legal rights	w.	Global administration
24.	European Convention on Human Rights	x.	Privileges that cannot be taken away from people
25.	Socio-political transformation	y.	Management involving more than one country, or having power or authority that is greater than that of single countries

READING

Human Rights in the Context of International Relations

Many years after the founding of the United Nations, human rights looks like **an insular world** unto itself: A system with its own standards, institutions and mechanisms, a world of experts still far from **being intrinsically connected** to people's daily life worlds. Insofar as the mass media pay attention to human rights questions and issues, their focus is primarily on international relations and foreign policy. This would not give any reason for concern if the emphasis were just on human rights as an end to be achieved. What **permeates international relations** is, however, human rights as an instrument **to uplift a state's own credibility** while undermining that of other states. In that respect, two distinctive ways of twisting human rights may be discerned: Offensive and defensive human rights.

Offensive human rights implies a focus on violations by other states. Illustrative in this respect is the usual practice in the relations between Cuba and the United States: In whatever forum possible, motions are put forward **to censure the rival state**.

The term **defensive human rights**, on the other hand, refers to the practice of signing and ratifying whatever treaty possible (not uncommonly with **pre-announced reservations**) as well as **incorporating human rights standards** in the country's national constitution, not as a first step towards implementation but simply as a point of positive reference whenever questions are asked as to the country's human rights record.

To be sure, the ensuing **state obligations** are internationally enforceable only if **systematic non-compliance** were first reported to the UN Security Council and next resulted in action in the form of sanctions.

This could happen only very rarely as **international governance** is extremely weak in practice. Consequently, **state sovereignty** – also a UN foundational principle (UN Charter Article 2) – has **remained a crucial obstacle** to the enforcement of

international human rights law. Thus, in practice, the states participating in Treaty-based mechanisms can **refrain from** submitting country reports as well as ignoring **conclusive observations** that require a clear follow-up, and in the Charter-based bodies they can **disregard motions and resolutions** requesting essential changes in their human rights policies and practices, while even denying access to **UN-mandated representatives** seeking entry into the country under scrutiny.

The point is that while international standards and mechanisms have been created as **a legal venture**, implementation has always been dominated by international relations. Thus, there is no world court of human rights comparable to the European Court of Human Rights in Strasbourg, whose judgments are executed as standard practice. As mentioned, membership of the Charter-based bodies is through state representation, implying that states are involved in judging their own cases.

The UN project as envisaged in the Charter was never meant to **be legally enforceable** by *international* means. The terminology was remarkably weak from the start, with the core expression of “protection and promotion of human rights” as testimony to its “soft law” character. Whereas rights **signify abstract commitment** to protection of interests by law, human rights refer to interests directly connected to human dignity, fundamental freedoms and basic entitlements. To “protect human rights,” then means protecting the protection of these interests by law. Such discourse obviously **weakens the mission**.

Even when country assessments and cases of human rights violations are treated as very serious matters, there is remarkably little attention to the follow-up of cases in which evident violations of human rights were established. This is one explanation why the global human rights deficit – manifested in **impunity of state-related perpetrators** of gross and systematic violations, structural non-implementation of the rights of the poor, lack of protection of non-dominant collectivities, and **domestic violence** against women and children – strongly persists.

The juridical nature of the international human rights venture went together with an emphasis on **case-by-case approaches**. Yet, national non-implementation is often of a structural nature, requiring primarily international political action. Insofar as such action has **been forthcoming**, it has suffered from the almost inherent **double standards** in the world of states. Effective action requires decision-making by the UN Security Council and that implies consent on the part of its permanent members, including China, Russia, and the United States. Thus, gross and systematic violations

of human rights cannot be effectively addressed in territories such as Chechnya and Tibet.

Effective protection of collectivities **requires close co-operation** between the UN's **political set-up**, which deals with international peace and security, and its juridical branch, which is tuned to the "promotion and protection" of human rights. Likewise, the realization of economic, social, and cultural rights needs the full commitment of relevant development-oriented agencies, including the international financial institutions (IFIs).

There has not been much interest in global human rights as a *common* mission of the "United Nations," as envisaged in Article 1 of the Universal Declaration of Human Rights. Instead, member states appear to believe in setting up their own human rights mechanisms – not as complementary to the international framework but as an alternative – rather than committing themselves to truly **supranational supervision** and enforcement. Strikingly, even in academic circles the grounds of human rights, as expressed in the first article of the Declaration, are rarely discussed, except for philosophical reflections on human dignity. The downside of that obvious endeavour to avoid discussions that might touch upon **the axiom of global universality** is that concrete human rights tend to get detached from the fundamental values that lie at the core of each distinct human right.

International human rights are not yet sufficiently focused on the economic, political, social, and cultural aspects of the distinct environments in which these rights have to be realized. As the whole international venture for the protection of human dignity against the abuse of power is based on well-functioning legal systems that connect enforceable national law to international law, efforts to realize these rights primarily require the creation of good governance based on the rule of law.

Devoid of global governance, economic globalization has increased socio-economic inequality while creating an adverse environment for the realization of economic, social, and cultural rights. Simultaneously, **non-state agencies** or actors became more relevant in the whole international endeavour for structural protection of human dignity. Effective check on human rights-affecting actions by **multinational corporations** (MNCs) is primarily the duty of states under whose responsibility these companies operate.

In the aftermath of 11 September 2001 (9/11) the world has **seen a strong revival of "exceptionalism"** in respect to international law. Exceptionalism is a term generally used to describe the ways and means by which states **exempt themselves from the international legal and political order**. The United States is the most obvious example of state-based exceptionalism. Within the setting of the

problematic that concerns us here, the phrase “exceptionalism” may be used to describe any attempt to exempt citizens and institutions from democratic **public-political authority** and its laws, policies and actual decisions, based on assumed **incompatibility with national principles**. In the wake of the “Global War on Terror” as the Pentagon termed the United States’ response to 9/11, even rights very close to the core of human dignity such as due process and the prohibition of torture have been grossly and systematically violated.

Notwithstanding these serious flaws in the operation of the international human rights system, there are certain hopeful signs.

The global “faith” in universal dignity and **inalienable rights** that was mentioned in the preamble of both the UN Charter and the UDHR is implicit in the strong moral-political rhetoric of the Declaration as exemplified in the articles specifying the various rights beginning with “all,” “everyone” or “no one.” Indeed, everybody counts and no one is to be submitted to treatment violating their basic human dignity. In what way the declaration may have finally been drafted – “written in two days in a hotel room in San Francisco by Eleanor Roosevelt and two assistants” – it is a simple fact that these words **have a universal appeal**. While this may not be the case in regard to all those who rule, it certainly applies to those who are ruled. In fact, just like Holy Scriptures such as the Bible, the Qur’an and the Bhagavad Gita, the UDHR appeals to a much wider circle of people than the cultural context in which it originated.

Notably, the whole venture is of a programmatic rather than an immediately conclusive nature. In fact, it all started with a Universal *Declaration* of Human Rights. This does not mean, however, that the term “rights” as used here is meant in the sense of a moral category as if these “**moral rights**” could be distinguished from “**legal rights**”. Rights signify interests protected by law, meaning a public-political responsibility towards their protection, and in this sense, human rights are not distinct from other rights. It should be noted that rights are never simply self-executing. Indeed, realization of one’s rights under the law always requires action and this applies to declared rights in particular.

The international human rights project was never intended as a separate venture, aside from regional and national mechanisms. Europe has created a very strong regional system through the **European Convention on Human Rights** and the adjoining European Court of Human Rights in Strasbourg. The regional mechanisms in Africa and in the Americas are gradually being reinforced. Even more importantly, national human rights institutions – supervisory commissions and institutes – play an increasing role.

Despite its flaws from the legality perspective, international human rights law has **created a strong notion of global legitimacy**, based on common standards of justice and injustice. This implies that no use of power is considered legitimate if it violates international human rights standards. It is particularly in the absence of a **reliable global instrument** for human rights enforcement that the international standards behind human rights play an important part in the real civilizing mission.

Particularly through the support of international civil society, linked to national NGOs in distinct contexts, international mechanisms for supervision of human rights compliance serve **to bring concrete violations out into the open**.

Thus, in the struggle for public justice, international human rights provide not just legal resources as based on positive law, but also political means anchored in public legitimacy. Additionally, human rights function not merely to protect people with regard to the freedoms and entitlements they have already acquired, but in their emancipatory struggles for **socio-political transformation** as well. Hence, the whole picture **offers a multifaceted perspective** based on a civilizational commitment of **utmost importance**. In the absence of reliable global mechanisms for the enforcement of human rights, international human rights laws and principles have to be connected, first and foremost, to national institutions and mechanisms with power **to enforce these standards**. Indeed, while from an international legal perspective, state sovereignty may well **be seen as an obstacle**, in a national context it might well constitute a basis for effective implementation.

(Shortened from the article “Human Rights in the Context of International Relations” by Bas De Gaay Fortman. Full text is available at <https://www.e-ir.info/2011/07/30/human-rights-in-the-context-of-international-relations-a-critical-appraisal/>)

Task 2. Read the text and answer the following questions.

1. How does the author describe the human rights as a system?
2. What are the two distinctive ways of twisting human rights? (Describe each and comment on them).
3. What can the states participating in Treaty-based mechanisms and Charter-based bodies do to deny access to the UN mandated representatives?
4. What is still a crucial obstacle for the international human rights law?
5. Why does the author mention the absence of world court of human rights?
6. How can you explain the statement “expression of “protection and promotion of human rights” as testimony to its “soft law” character”?
7. Why does the global human rights deficit strongly persist?
8. What does the article say about “Double standards”? Clarify the concept.

9. Why has there never been much interest in global human rights as a common mission of the UN?
10. Why do non-state agencies and actors become more significant?
11. How does the author explain the notion of “exceptionalism”?
12. Why does the author compare the UDHR with the Bible, the Qur’an and the Bhagavad Gita?
13. What was the main intention of international human rights project?
14. What are the flaws of the international human rights law?
15. How are the human rights and international relations linked with each other?

VOCABULARY

To be intrinsically connected	To see a strong revival of “exceptionalism”
To permeate international relations	To exempt from the international legal order
To uplift a state’s own credibility	The incompatibility with national principles
To censure the rival state	In the wake of the “Global War on Terror”
To incorporate human rights standards	Notwithstanding serious flaws
To remain a crucial obstacle	To have a universal appeal
To refrain from	To create a strong notion of global legitimacy
To disregard motions and resolutions	A reliable global instrument
To be legally enforceable	To bring concrete violations out into the open
To signify abstract commitment to	To offer a multifaceted perspective
To weaken the mission	An utmost importance
The impunity of state-related perpetrators	To enforce the standards
To be forthcoming	To be seen as an obstacle
To require close co-operation	
In the aftermath of	

VOCABULARY EXERCISES

Task 1. Match the phrases on the left with their synonyms on the right.

1.	To be intrinsically connected	a.	To be still a significant barrier
2.	To permeate international relations	b.	To hold a worldwide interest
3.	To remain a crucial obstacle	c.	To propose all round viewpoint
4.	To be legally enforceable	d.	Regardless of meaningful pitfalls
5.	To weaken the mission	e.	To be basically linked
6.	To be forthcoming	f.	A solid international tool
7.	To require close co-operation	g.	To be considered as a barrier
8.	Notwithstanding serious flaws	h.	To penetrate global ties
9.	A reliable global instrument	i.	To be valid according to law
10.	To offer a multifaceted perspective	j.	To be impending
11.	To be seen as an obstacle	k.	To demand intimate collaboration
12.	To have a universal appeal	l.	To reduce the strength of the undertaking

Task 2. In the following chain of words, there are three words with the same meaning. Cross out the odd one that does not suit the meaning of the others.

1.	credibility	validity	implausibility	reliability
2.	censure	endorsement	admonition	reprimand
3.	to signify	to withhold	to symbolize	to stand for
4.	impunity	exemption	dispensation	denial
5.	perpetrator	violator	culprit	law-abiding citizen
6.	aftermath	consequences	cause	results
7.	revival	suppression	resurrection	renewal
8.	incompatibility	harmony	animosity	discordance
9.	utmost	absolute	partial	ultimate
10.	importance	significance	inferiority	relevance
11.	to exempt	to keep	to exonerate	to spare
12.	violation	breach	contravention	observance

Task 3. Fill in with the appropriate prepositions.

- Offensive human rights implies a focus ____ violations ____ other states.
- The states can refrain _____ submitting country reports.

3. The government denies access to representatives seeking entry ____ the country ____ scrutiny.

4. The terminology was remarkably weak ____ the start, ____ the core expression of “protection and promotion of human rights”.

5. There is remarkably little attention ____ the follow-up of cases ____ which evident violations of human rights were established.

6. The juridical nature of the international human rights venture went together ____ an emphasis ____ case-by-case approaches.

7. The downside ____ that obvious endeavour to avoid discussions that might touch ____ the axiom of global universality is that concrete human rights tend to get detached ____ the fundamental values.

8. The whole international venture ____ the protection of human dignity against the abuse of power is based ____ well-functioning legal systems.

9. Effective check ____ human rights-affecting actions by multinational corporations (MNCs) is primarily the duty of states ____ whose responsibility these companies operate.

10. Realization of one's rights ____ the law always requires action and this applies ____ declared rights in particular.

11. Despite its flaws ____ the legality perspective, international human rights law has created a strong notion ____ global legitimacy.

12. The whole picture offers a multifaceted perspective based ____ a civilizational commitment ____ utmost importance.

Task 3. Translate the following sentences from English into Russian, paying attention to the highlighted phrases.

1. What permeates international relations is, however, human rights as an instrument to uplift a state's own credibility while undermining that of other states.

2. The ensuing state obligations are internationally enforceable only if systematic non-compliance were first reported to the UN Security Council.

3. The point is that while international standards and mechanisms have been created as a legal venture, implementation has always been dominated by international relations.

4. Whereas rights signify abstract commitment to protection of interests by law, human rights refer to interests directly connected to human dignity, fundamental freedoms and basic entitlements.

5. This is one explanation why the global human rights deficit – manifested in impunity of state-related perpetrators of gross and systematic violations and domestic violence against women and children – strongly persists.

6. The juridical nature of the international human rights venture went together with an emphasis on case-by-case approaches.

7. In the aftermath of 11 September 2001 (9/11) the world has seen a strong revival of “exceptionalism” in respect to international law.

8. In the wake of the “Global War on Terror” even rights very close to the core of human dignity such as due process and the prohibition of torture have been grossly and systematically violated.

9. Europe has created a very strong regional system through the European Convention on Human Rights and the adjoining European Court of Human Rights in Strasbourg.

10. It is particularly in the absence of a reliable global instrument for human rights enforcement that the international standards behind human rights play an important part in the real civilizing mission.

11. The whole picture offers a multifaceted perspective based on a civilizational commitment of utmost importance.

LISTENING

Before listening, look through these phrases you will hear and try to understand their meanings. If necessary, look them up in the dictionary.

Here is the link – <https://www.youtube.com/watch?v=6jVx3HpETUU>

The founder of school

A political persecution

In favor of independence

An intrinsic link

Access to education

The traditional sense

To propel someone to work

To imply duties

The fulfillment of our right

To inspire another person

To stand up for the rights

To document abuses of human rights

To distribute humanitarian aid

Inalienable things

To advocate for human rights

Task 1. Fill in the gaps with the missing words (no more than three words).

1. Dr. Hunter left _____ at the age of seventeen, in 1850.

2. He eventually founded a school that was radically committed to education, education for women of _____, all races, all national backgrounds and religions.

3. Access to education is a human right _____ still too many in today's world.

4. Education does not _____ about human rights though, to be for it.

5. The fulfillment of our right means that we _____ to work towards the rights of others, in the fight for the protection of their rights.

6. Most of us will go on professions where we _____ that there even could be a connection to working towards the fulfillment of others as human rights.

7. It's the knowledge that the _____ in math class may someday be the base of a model that deals with how to distribute humanitarian aid after crises.

8. Last year we had a filmmaker who _____ abuses in Guatemala as well as the people working to fight those.

9. There are professional opportunities _____ that work for the fulfillment of others' human rights and to advocate for human rights.

10 Learning in every subject, learning in every discipline is learning for the _____ and for the service of others as human rights.

Task 2. Nicholas Goldrosen spoke about intrinsic link between education and human rights. He has proven this link in three ways as written below. Give your comments on each way presented below.

1. Education is a human right.
2. Education is about human rights.
3. Education is for human rights.

Task 3. Nicholas Goldrosen gave a statement written below. What are your ideas about it? Share your views with a partner.

“But rights imply duties”

SELF-STUDY CASE

Task 1. Make a search on the Human Rights in the Context of International Relations and prepare a scientific thesis on the topic.

Task 2. Make a search and deliver a presentation with slide show on “**Double Standards**” in International Relations.

RECOMMENDATIONS

For further information, please, site the following links:

<https://cyberleninka.ru/article/n/human-rights-and-sanction-a-paradox-in-international-relations>

https://ec.europa.eu/international-partnerships/topics/human-rights_en

<https://eng.globalaffairs.ru/articles/human-rights-what-and-who-made-them-divide-the-world/>

<https://seekandread.com/human-rights-important/>

<https://www.britannica.com/topic/human-rights/International-human-rights-prescription-and-enforcement>

LEARNING MATERIALS

Learn the vocabulary from reading and listening part with Quizlet.

<https://quizlet.com/gb/544989938/unit-9-human-rights-in-the-context-of-international-relations-flash-cards/>

TAPESCRIPTS

Unit 1. History of Human Rights

At first, there were no human rights. If you were in with the right crowd, you were safe, if you weren't, you weren't.

But then a guy named Cyrus the Great decided to change all that. After **conquering** Babylon, he did something completely revolutionary. He announced that all slaves were free to go. He also said, people had the freedom to choose their religion, no matter, what crowd they were a part of. They documented his words on **a clay tablet**, known as the Cyrus cylinder.

And just like that human rights were born. The idea spread quickly to Greece, to India and eventually to Rome. They noticed that people naturally followed certain laws, even if they were told to. They called this – natural law. But it kept getting trampled on by those in power.

Not until a thousand years later in England, they finally get a king to agree that no one can **overrule the rights** to people. Not even a king. People's rights were finally recognized and they were now safe from those in power, kind of. It still took **a bunch of British rebels** declaring their independence before the king, at the point that all men are created equal, which isn't to say he liked the idea, but he couldn't stop them.

And America was born. The French immediately followed with their own revolution for their own rights. Their list was even longer and they insisted that these rights weren't just made up. They were natural.

The Roman concept of natural law had become natural rights. Unfortunately, not everyone was thrilled. In France, a general named Napoleon decided to **overthrow the new French democracy** and crown himself Emperor of the world. He almost succeeded but the countries of Europe joined forces and defeated him.

Human Rights was again a hot topic. They drew up international agreements broadly granting many rights across Europe, but only across Europe.

The rest of the world, somehow, still didn't qualify, instead, they got invaded, conquered and consumed by Europe's massive empires.

But then a young lawyer from India decided enough was enough. His name was Mahatma Gandhi and **in the face of violence**, he insisted that all people on Earth had rights, not just in Europe.

Eventually, even Europeans started to agree, but it wasn't going to be that easy. Two world wars erupted. Hitler **exterminated half the Jewish population** of Earth

in **horrifying Nazi death camps**. All told 19 million people died. Never had human rights been so terrifyingly close to extinction. And never had the world **been more desperate for change**.

So, the countries of Earth banded together and formed the United Nations. Their basic purpose was to **reaffirm faith** in fundamental human rights, in dignity and worth of the human person.

But what were human rights? What were the proclamations of Cyrus? The natural laws of Rome? The declarations of France?

Everyone seemed to have a slightly different idea of what human rights should be.

But under the supervision of Eleanor Roosevelt, they finally agreed on a set of rights that **apply to absolutely everyone**: the Universal Declaration of Human Rights.

The French concept of natural rights have finally become human rights.

So, in summary, at first only a few lucky people had any rights until one of those guys decided “Hey, other people should have some rights too”, which was great, except not everyone agreed and it only took a few thousand years of fighting and declaration and more fighting until everyone finally agreed that human rights should apply to everyone.

And, they all lived happily ever after, except for one little problem.

If people have the right to food and shelter, why are 16000 children **dying of starvation** every day, one every five seconds?

If people have freedom of speech, why are thousands in prison for speaking their minds?

If people have the right to education, why are over a billion adults unable to read?

If slavery has truly **been abolished**, why are 27 million people still **enslaved** today, more than twice as many as in 1800.

The fact is when it was signed the Universal Declaration of Human Rights did not have the force of law. It was optional. And despite many more documents, conventions, treaties and laws, it’s still a little more than words on a page.

So, the question is who will make those words a reality?

When Dr. King **marched for racial equality**, he was marching for rights that had been guaranteed by the United Nations for almost two decades. But still he marched.

When Nelson Mandela **stood up for social justice** in 1990s, his country had already agreed to abolish such discrimination for almost 40 years. But still, he fought.

Those who fight today against torture, poverty and discrimination are not giants or superheroes, they are people, kids, mothers, fathers, teachers, free-thinking individuals, who refuse to be silent, who realize that human rights are not a history lesson, they are not words on a page, they are not speeches or commercials or PR campaigns. They are the choices we make every day as human beings. They are the responsibility we all share to respect each other, to help each other and to protect those in need.

As Eleanor Roosevelt said: “Where do, after all, the Universal Human Rights begin? In small places, close towns, so close and so small that they cannot be seen on any maps of the world. Yet, they are the world of the individual person, the neighbourhood he lives in, the school or college he attends, a factory, farm or office where he works. Such are the places where every man, woman and child **seeks equal justice**, equal opportunity, **equal dignity** without discrimination. Unless these rights have meaning there, they have little meaning anywhere.”

Unit 2. The Universal Declaration of Human Rights

Where, after all, do universal human rights begin? After World War II it was clear that the horrors of the war should never be allowed to occur again. Founded in 1945 the United Nations sought to prevent future atrocities by affirming in its foundational charter faith in fundamental human rights, the dignity and worth of the human person and a commitment to promote better standards of life in larger freedom.

In the years that followed Member States of the United Nations strived to develop the human rights provisions of the Charter and capture them in a single document. It took three years to agree on a common vision. On the 10th December 1948, the General Assembly of the United Nations adopted the Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations.

Still it is the first step in a great evolutionary process. It is the first occasion on which the organized community of nations has made a declaration of human rights and fundamental freedoms. And it has the authority of the body of opinion of the United Nations as a whole and millions of people, men, women and children all over the world will turn for help and guidance and inspiration to this document.

While history alone can determine the historic significance of an event, it is safe to say that the Declaration before us may be destined to occupy an honourable place in the procession of positive landmarks in human history.

The Declaration consists of a preamble and 30 articles. With Article 1 powerfully proclaiming that all human beings are born free and equal in dignity and rights.

No discrimination;

- right to life, liberty and security;
- no slavery;
- no torture or cruel, inhuman or degrading treatment or punishment;
- equal protection of the law;
- no arbitrary arrests, detention or exile;
- fair and public hearing;
- no arbitrary interference with privacy;
- right to freedom of movement;
- right to seek and enjoy asylum;
- right to a nationality;
- right to marry and to found a family;
- right to property;
- freedom of thought, conscience and religion;
- freedom of opinion and expression;
- freedom of peaceful assembly and association;
- right to take part in Government;
- right to work;
- right to rest and leisure;
- right to food, clothing, housing, medical care and social services;
- right to education;
- right to participate in cultural life.

These human rights are not country-specific. They are not a reward for good behaviour or particular to a certain era or social group... . They are the rights of people of every colour, from every race and ethnic group; whether or not they have disabilities; citizens or migrants; no matter their sex, their class, their caste, their creed, their age or sexual orientation.

The declaration has generated action for human rights protection in many ways. It has inspired hundreds of human rights instruments that together constitute international human rights law and a number of international bodies and mechanisms for human rights protection.

The principles of the declaration have supported the decolonization struggle and have been enshrined in the Constitutions of the newly established countries which have joined the United Nations.

The declaration has inspired national and regional human rights protection systems including legislation and institutions, and it continues to guide the work of human rights defenders and advocates worldwide.

Today, the declaration is available in more than 500 languages and dialects and it has obtained the Guinness World Record for the most translated document in the world.

The 10th of December, the day on which the declaration was adopted, is celebrated each year as human rights day. The declaration emphasizes the relevance of human rights in our daily lives.

“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world”.

“Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm or office where he works”.

“Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination”.

“Unless these rights have meaning there, they have little meaning everywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world”.

<https://www.youtube.com/watch?v=5RR4VXNX3jA>

Unit 3. Universal and regional protection mechanisms **by Professor Sarah Joseph**

The United Nations Charter is a key milestone in the development of international human rights law. It made it clear, that human rights, even those of a State's own citizens, is a legitimate part of international law. The UN Charter was followed three years later by the Universal Declaration of Human Rights, and since then it has developed nine core human rights treaties. The UN has also developed an array of human rights institutions, which have been developed to promote and protect human rights.

Today I'm going to focus on two of these institutions: the UN treaty bodies and the UN Human Rights Council. These are, respectively, the quasi-judicial wing of human rights institutions, and the inter-governmental, political wing of the UN human rights institutions.

So, first, the United Nations treaty bodies, which are, sometimes, known as the “United Nations Human Rights Committees”. Each of the nine core treaties has a human rights treaty body, which is responsible for supervising and monitoring the

implementation of the relevant treaty. The members of these treaty bodies range from about a dozen up to eighteen members. These members serve in their individual expert capacity, and that's important. That means they don't represent their State. They are there in an independent capacity. They are elected by the State parties to the relevant treaty. Members serve four-year terms and half of the committee is elected every two years.

These treaty bodies have a number of functions, and I'm going to focus on two of those functions: the reporting process and the individual complaints process.

First, the reporting process, which is a compulsory process under each of the treaties. Each State party to a human rights treaty must submit a periodic report to the relevant treaty body, detailing its implementation of the particular treaty. It should talk about areas of success with regard to implementation and also areas where there are problems.

Often, a counter-report will also be submitted by civil society from that country. The reports and the information are then examined in a public dialogue between the State and the relevant treaty body. The process is concluded by the treaty body issuing what are called "concluding observations". These are like a "report card", detailing good aspect of the State's implementation, aspects, which are needing more improvement, and recommendations for the future.

Turning to the individual complaints process. This is a process where an individual can submit a complaint to a treaty body alleging violations of his or her rights under the relevant treaty, that is, violations by a State. This is always an optional process, that is, a State must opt-in to the process in order to allow individuals to have this right. The individual complaints process has two stages: admissibility and merits. First of all, a treaty body must establish if a complaint is admissible, according to particular admissibility criteria. If the complaint is admissible, then it moves to the merits of the complaint, that is, to decide whether or not a violation has in fact taken place. If a violation has taken place, it will then make recommendations to the State as to how to compensate the victim and how to avoid similar violations in the future.

The treaty bodies are not courts. To be clear: they are quasi-judicial bodies. This means that their findings are not strictly binding in international law. However, their findings do represent authoritative interpretations of the relevant treaties, which are legally binding documents. If a State routinely ignores the findings of these committees, that is evidence of a bad faith attitude towards their human rights treaty obligations.

Turning to that other human rights institutions, the United Nations Human Rights Council. The Council was established in 2006, and it succeeded and replaced

a similar body known as the Commission on Human Rights, which had existed from 1946 to 2006. The Council is made up of 47 State members, and that's important. The members of the Council represent their governments. That means the Council is an inter-governmental, political body, and its proceedings are inevitably politicized. This has led to some criticism of the Council. The 47 members are spread out amongst the five United Nations regions. Each member is elected by secret ballot and by a majority of the General Assembly. Each member serves a three-year term. No member might serve more than two consecutive three-year terms. It is also possible for a member to be suspended by a vote of the General Assembly. This happened in 2011, when Libya was suspended from the Human Rights Council.

The Human Rights Council has a number of functions. It meets three times a year at the UN human rights headquarters in Geneva, for a total of ten weeks. This is its regular session agenda. It makes decisions and passes resolutions under that agenda. A resolution is passed if more States vote in favour than against. There is also a possibility for an abstaining vote. By a vote of one third of the members of the Council, there is also the provision for a special one-day sessions on particular human rights issues or on particular countries.

The Human Rights Council also controls a process known as Universal Periodic Review, or "UPR". With UPR, the human rights record of every State member of the United Nations, that is 193 countries, is examined by all of the other countries. This takes place on a rolling basis over four and a half years.

Another function of the Human Rights Council is its special procedures. This is when the Human Rights Council decides to appoint a special expert, often known as a "Special Rapporteur", or sometimes a group, known as a "working group". Sometimes it will appoint such a body to investigate a particular human rights issue. Those who are appointed to a special procedure serve in their independent, expert capacity, and they report to the Human Rights Council.

One criticism of the Human Rights Council has been its disproportionate focus on certain States and certain issues, compared to its lack of focus on other States and other issues. The disproportionate focus on particular States, and even worse, the lack of focus on States which deserve scrutiny, is the problem with a political body. Unfortunately, it's difficult to stop a political body from being political. Sometimes States would vote in accordance with their political interests rather than necessarily in the interest of what is good for human rights. Having said that, it is important that there is a global, inter-governmental human rights body, like the Human Rights Council. States care what other States think about their human rights record. That is, they care about what their peers think of them.

Like the human rights treaty bodies, the resolutions of the Human Rights Council are not legally binding. However, they can have great political value and moral value, and that can be just as important in the field of international relations.

I turn now, briefly, to the regional human rights systems. The oldest human rights system is in Europe, under the auspices of the Council of Europe. The key instrument is the European Convention on Human Rights. There is a European Court of Human Rights, which hears cases about alleged violations. There are also other European treaties dealing with particular human rights issues, such as economic, social and cultural rights and torture.

An Inter-American system exists under the auspices of the Organization of American States. The key instruments are the American Declaration of the Human Rights and Duties of Man and an American Convention on Human Rights. There is an Inter-American Court on Human Rights, which hears cases, and there is a quasi-judicial body, the Inter-American Commission on Human Rights, which hears cases, and which also has other functions such as reporting on particular human rights issues.

Under the Organization of African Unity, there is an African human rights system, with an African Court of Human Rights and an African Commission on Human Rights. The key instrument is the African Charter of Human and People's Rights.

There is also a burgeoning Arab system developed by the Arab League, with an Arab Convention on Human Rights.

These regional systems are in some ways stronger than the global system, because they are regional courts; regional courts which can make binding international legal decisions.

The region which is lagging behind is in Asia, especially South Asia and South East Asia, where there isn't yet any advanced human rights machinery.

So, that's an introduction to some of the main human rights mechanisms in the world. Thanks for listening.

<https://www.youtube.com/watch?v=xlChHXPWiTw>

Unit 4. Introduction to regional human rights systems

Today we begin week four of the course, which discusses regional human rights systems. I think this is one of the most interesting and rapidly developing areas of international human rights law and I look forward to discussing these issues with you.

I want to begin by giving you some overarching questions to consider. So, first is a very basic question: why create regional human rights systems in the first place?

We have now studied the UN Human Rights treaty bodies. We have looked at the UN Charter mechanisms such as the Commission and the Council. So, we certainly have international monitoring and review mechanisms with regards to States' Human Rights commitments in treaties and also in customary international law. What value added you might ask? Our regional systems. We will explore that question in a moment.

A second question to which will guide our discussion over the coming lectures is what are the distinctive features of the three major regional human rights systems in Europe, the Americas and Africa? These three systems were developed at different times. Europe first, then the inter-American system, then the African Charter now African Union system. And they have many similarities, but also quite a few differences and we'll explore both the similarities and the differences.

Finally, what are the prospects for regional or sub-regional human rights mechanisms in other parts of the world? This is an especially important question if you think that regional systems are more effective in the promotion and protection of human rights than are UN based systems.

Let us briefly discuss the first question. Why create regional human rights systems? I want to suggest a number of answers to this question here, but I certainly invite you to think of others and to raise them in the discussion forums.

So, the first answer or potential answer to this question of why States create regional human rights systems is to address distinctive human rights issues. Issues that are of special importance or particular concern within a given region. I have given you one example here in the African Charter of human and people's rights. Of the rights of people to just freely dispose of their wealth and natural resources. This does not appear in the major Covenants of civil and political rights or economic and social and cultural rights, nor does it appear in the European or American systems.

Other examples of region-specific issues might be female genital cutting in Africa, which is the subject of a special protocol to the African Charter. The forced disappearance of individuals that was first regulated in the Americas before becoming subject of a UN treaty. And the prohibition of capital punishment, which was first incorporated into an optional protocol to the European Convention before it was incorporated into an optional protocol to the ICCPR.

So, that is one reason distinctive human rights issues at the regional level requiring a distinctive regional response.

A second answer to this question is that States want to commit to higher or more stringent human rights standards than might be possible at the global level. So

it might be that different countries with different legal systems, different political traditions, different cultures might agree to a minimum baseline of human rights protection, but regional systems which might be more similar in along those dimensions could agree to higher standards. So, that is another good reason for having a regional human rights system.

A third reason and I think, perhaps, one of the most important is to create stronger monitoring and enforcement mechanisms, such as an International Court and an International Commission. We haven't seen yet in this course any International Human Rights courts and we don't have any and I don't think we're likely to see any for the foreseeable future at the global level.

We do however have three regional Human Rights courts in Africa, the Americas and in Europe. And one question that will ask is what kinds of activities do these courts perform? What sort of cases do they hear? And, what sort of influence do they have on the behavior of the Member States in that region.

A final answer to the question of why create regional Human Rights systems is because they are a product of greater political will for the protection and promotion of human rights than might be available at the global level. And that political will for compliance might come from domestic interest groups voters, etc. within a State who favor human rights compliance at home and abroad and also regionally. A form of peer pressure from other governments in the region who think either for instrumental, or moral or other reasons that the protection of human rights within a particular region is desirable as a policy matter and as a legal matter.

So, that loads and brief are four answers to the question of why create human rights systems. We will discuss these questions and more depth as we proceed through the materials this week.

Let me give you a very quick overview of the lectures for this coming week. We will have two lectures on the European Human Rights system and the European Court of Human Rights, two lectures on the inter-American Human Rights system and its Court and also two lectures on the African Human Rights system and its much more recently created and much more recently functioning core of human and people's rights.

We will conclude the week with a brief discussion of sub-regional systems in Africa and also in Asia. I will leave you with one source for additional information about regional Human Rights systems which you might care to examine before continuing with the remaining lectures this week.

<https://www.youtube.com/watch?v=DGUsWvqMkqg>

Unit 5. European Court of Human Rights

No one can look years into the future and claim to be safe from the threat of totalitarianism. That's why we must act first by creating a conscience that can raise the alarm. That conscience can only take the form of a special court for Europe. (Pierr-Henri Teitgen, member of the Consultative Assembly of the Council of Europe, 1949).

Each year tens of thousands of people, who consider that their fundamental rights have been breached, turn to the European Court of Human Rights. What is this Court, which for over half a century has allowed individuals to have states held to account and whose decisions may **ultimately affect our everyday lives**. It was in 1949 **in the aftermath of the Second World War** that a number of countries joined forces **to set up the Council of Europe** in order to promote Human Rights, Democracy and the rule of law across Europe.

They adopted the European Convention on Human Rights, setting up a system that was unique at that time, including **a binding supervisory mechanism** that was how the Court came into being in 1959. Reflecting the Member States desire never again **to experience the atrocities** committed in the mid-20th century. Twelve States signed up initially, now there are almost 50 of them.

The Court is based in Strasbourg in the Human Rights building. It is composed of one judge for each member state of the Council of Europe. The judges who are elected by the Parliamentary Assembly of the Council of Europe are fully independent and do not **represent any National interests**. In dealing with cases, the judges are assisted by the Registry, which employs qualified staff from all the Member States.

The Court receives hundreds of letters and phone calls every day. When applications arrive at the court, they are sorted and then dispatched to one of the units of the Registry, which prepare the files for the judges. All the decisions are taken by the judges sitting as a single judge formation, a three-judge committee, a seven-judge chamber or a grand chamber of seventeen judges for the most important cases. The procedure is conducted in writing but in a very few cases the Court also **holds public hearings**, all of which are filmed and can be viewed via webcast.

The Court receives a huge number of applications every year, however, the vast majority of them are rejected at **the admissibility stage**, because the criteria for applying to the Court have not been met, for example, because the applicants have not first raised their case before the National Courts. For that reason, the Court delivers judgement on the merits and only a small proportion of the cases brought

before it. It then rules on whether or not there has been a violation of the Convention and it may **award financial compensation**.

Since it was first set up, the Court has completed the examination of hundreds of thousands of cases. This is hardly surprising given that the number of individuals covered by the system totals around 820 million people. That is the number of potential applicants living in the countries, which have undertaken **to comply with the Convention**.

In reality, however, there are even more potential applicants, non-Europeans whether they are refugees or other individuals who happen to be within the jurisdiction of a Member State are also protected. For instance, the Court found a violation of the Convention by Italy following the forced return of Somalians and Eritreans to Libya from where they had originally set out by boat for Europe. The Court held that they would **be at risk of ill treatment** if they **were repatriated**. In exceptional cases, the scope of the Convention can also extend beyond Europe's borders.

The Court found the United Kingdom **to be in breach of the Convention** following the deaths of civilians in Iraq during security operations carried out by British forces. The Court held that as an occupying power responsible for maintaining security in the region concerned, The United Kingdom should have **conducted an investigation into** civilian deaths in which British soldiers were involved. A State can thus be held responsible for events occurring outside its territory. But States can also be held accountable for acts committed within their jurisdiction by another State if they were aware of them. This was the case with the former Yugoslav Republic of Macedonia which was found to be in breach of the Convention, because a person suspected of terrorism was tortured while on that State's territory. The torture had been committed by CIA agents, but in the presence of officials of the State concerned. Numerous rights are protected under the Convention. The most fundamental is the right to life and the death penalty is no longer applied in any Member State of the Council of Europe.

Some cases concern the treatment to which the population is subjected in conflict zones. Other cases relate to the State's failure to protect individuals. The Court found a violation by Turkey for **an infringement of the right to life** and discrimination against women. The case concerned physical assaults carried out repeatedly by a man on his wife and his mother-in-law. The husband later killed his mother-in-law.

The Court has also had **to rule on the sensitive issue** of the end-of-life. In a case against France, it held that there would not be a violation of the Convention in

the event of implementation of a decision by the French courts **to authorize the withdrawal of artificial nutrition** and hydration from a person in a vegetative state.

Another fundamental right is the prohibition of torture and inhuman or degrading treatment. Greece was found to be responsible for the torture of an unlawful migrant from Turkey, whose boat was stopped by Greek Coast Guard officials while he was attempting to reach Italy. The man had then been beaten and sexually assaulted by one of the officials.

In numerous other cases brought against various countries, the Court has identified problems with overcrowding in prisons and inhuman and degrading conditions of detention. But, most of the cases coming before the Court concerned the right to a fair hearing and especially the length of domestic proceedings. The Court has received thousands of applications from individuals who in some cases have waited more than 20 years for a final judgement in their own country. There are also very many cases concerning the failure **to execute final judicial decisions**. For example, Anatoly Burdov, who worked on the Chernobyl site following the nuclear disaster, had to wait several years before the Russian authorities paid him the compensation awarded by the domestic courts for his health problems. The Court in Strasbourg held that a State could not cite budget shortages as a reason for not executing a judicial decision.

The rights and freedoms contained in the Convention **are set out in general terms** and the Court has to interpret them in the context of today's society in order to avoid the Convention in becoming a document that is out of touch with contemporary issues. For instance, the Court has delivered judgements in several cases concerning discrimination against homosexuals whether in the context of criminalization of homosexuality, the ban on homosexuals in the Armed Forces or the organization of Gay Pride marches and with regard to civil partnerships.

It has also had to rule on environmental issues. In a case, which led to a finding against Italy and subsequently to the closure of **a hazardous industrial plant**, the Court found that the authorities had not informed people living near the plant about the risks and the procedure to follow in the event of an accident, even though there had already been one explosion and numerous cases of poisoning.

The Court has also ruled on issues that were unimaginable when the Convention was adopted. For example, in cases concerning new technology. In one case, it found that Turkey had breached the Convention by blocking access to the entire Google sites, internet hosting service. The Court held that restricting access to the internet in this way was a breach of freedom of expression.

Some of the cases dealt with the Court relate to politically sensitive issues. One such example was the case brought by Yulia Tymoshenko, the former Prime Minister of Ukraine and leader of one of the country's main opposition parties. She **was charged with abuse of power** following the change of the government and **was placed in pre-trial detention**. The Court found that Miss Tymoshenko's detention had been arbitrary and unlawful, but it had not been the subject of a proper review and that it had been motivated by reasons other than the suspicions against her.

Some cases provoked a strong reaction from members of the public. The right set forth in the Convention apply to everyone including individuals who have committed very serious offences. Many people find this difficult to understand. In a case against Germany, which resulted in a finding of a violation, the Court ruled that it is not permissible to threaten someone with torture even if another person's life is at stake. German police officers had threatened to torture an individual who had abducted and murdered an 11 year-old boy in order to force him to reveal the location of the victim whom they believed to be still alive.

These are just a few examples of cases the Court has found many thousands of violations. The Court may find that a State has indeed breached the Convention, but in practical terms what is the impact of a judgement finding a violation? The repercussions are very far-reaching. As States are bound to comply with and execute the judgements that concern them.

Ensuring that the Court's judgements are respected and that the necessary remedial action is taken to prevent similar violations of the Convention in future is the task of the Council of Europe's executive arm, the Committee of the Ministers. This Committee is made up of the Foreign Affairs Ministers of the Council's Member States or their permanent representatives. The Committee of Ministers meets regularly **to verify the execution of the Court judgements** and cases remain on its books until it is satisfied with the measures taken by the State concerned.

The judgements delivered in Strasbourg have led to numerous changes in national legislation affecting the lives of everyone. They have also opened the way for retrials of individuals convicted following an unfair trial for the restitution of expropriated properties to their owners or the payment of compensation, for the closure of factories causing pollution and for the release of individuals who have **been detained unlawfully**.

In recent years, several high-level conferences on the future of the Court have emphasized the importance of the principle of subsidiarity. Under this principle, cases should only reach the Court when the fundamental rights of the individuals concerned have not been recognized directly at national level.

However, the Court still **receives a great many similar repetitive applications** because States have not applied the Convention or have not enacted legislation to implement and safeguard the rights it protects. A number of reforms have been implemented **to enhance the Court's effectiveness**. Ultimately, however, it is at national level that the Convention has to be applied.

Governments must take action to ensure that the Convention is respected in their country. In the meantime, the Court continues to serve as the bastion of human rights in Europe. A last resort for millions of people, as it has been for over half a century.

<https://www.youtube.com/watch?v=EPWGdhgQlgk>

**Unit 6. Human Rights Violations:
the root of the international conflict.
American Public University.**

Human Rights violations **are often the root cause** of domestic and international conflict. Wars may be the result of discrimination based on several causes. Religion, ethnic minorities, race or national origin, but **the genesis of the war** is often found in the systematic denial of human rights. This year the US Secretary of State stated, that: "Promoting human rights and democratic governance is a core element of US foreign policy. These values **form an essential foundation** of stable, secure and functioning societies. **Standing up for human rights** and democracy is not just a moral imperative (he said), but is in the best interest of the United States in making the world more stable and secure (place)." (Rex W. Tillerson Secretary of State).

Addressing human rights as **a facet of foreign policy** is relatively new. Before the WWII, many national leaders **turned a blind eye to** how people were treated by their own governments. **Raising human rights concerns** about another country was seen as **meddling in the other nation's domestic affairs**. Since then leaders realize the need to address genocide, religious discrimination and other human rights violations.

In 1948, the Universal Declaration of Human Rights was signed at the United Nations. This document **created an international doctrine** that still guides international law and human rights policy norms today. As a result, many governments now recognize that international peace and stability are critical to a society's security and

economic development. With few exceptions global leaders now understand that conflict in any country impacts their own security.

In the aftermath of the Arab spring, for example, Middle East instability put human rights into the political spotlight as the root cause of civil conflict. Last year President Obama told Middle East leaders that quote “Governments across the Middle East who **make a “commitment to justice** and human rights” will continue to have a friend in America... When governments do not **lift up their citizens**, it’s a recipe for instability and strife.” (President Barack Obama).

Most democracies now promote human rights and democracy is a part of their foreign policy. Diplomats encourage free and fair elections and the right for political parties to organize and assemble as well as the right to freedom of speech and freedom of religion.

Human rights and humanitarian assistance are now multimillion-dollar industries. It is critical therefore for international relations experts to understand that their impact and how this funding and diplomacy can be used more strategically. While many governments **conduct human rights diplomacy** there is a need for more scientific study for this type of work. Foreign policy leaders **choose from a variety of tools** to promote human rights including **funding a shelter** for labourers and domestic workers related to trafficking in persons, training candidates in political party development, **conducting interfaith dialogues**, funding international election monitors.

There is a great deal of potential for trained academics to study this field more in depth and **to provide greater systematic evidence** to **policymakers** of the effectiveness of their specific strategy. Some global military and defence leaders do not acquire training or expertise in international human rights practices. As a result, human rights are sometimes undervalued by security officials and certain nations.

Women, ethnic or religious minorities are left out of **peacebuilding operations**, which can lead to long-term unresolved conflict far beyond military alliances and trade partnerships. Security personnel benefit from **understanding the critical correlation between** human rights abuses and civil unrest.

The academic world can assist foreign policy leaders in **devising more strategic security policies**. We offer several degree programs related to national and global security. For more information call us or visit us online.

<https://www.youtube.com/watch?v=r2Qwkck4NjM>

Unit 7. 'Were Color Revolutions Ever Real?'

The theme of today's show is when color revolutions were real. So the question is: were they ever real? Are there any real color revolutions? Well yes, yes and no. Let me explain. At any given moment in time, any given moment in the world there is always going to be **unrest**, there is always going to be people that are unhappy, people who are protesting against government corruption, people who are protesting against **austerity**, economic conditions. There is all sorts of reasons why people would take the streets in great numbers in some cases and what looks like a color revolution from the from the outside.

As Gerald Celente once said, the great political and economic **pundit** in the United States Gerald Celente had this famous saying, which is that “when people have nothing to lose they lose it”. So, you have to look around in countries and we're seeing an **incredible phenomenon** right now. Now there are real color revolutions, no doubt, and there are manufactured color revolutions.

We've covered many of them including the situation in Hong Kong very much as the **fingerprints** of the United States, the US State Department National Endowment for democracy. Steve Bannon and many other actors have got their sort of **paws** on that event, but there are actually real **uprising** because there's a commonality across any countries.

It's because the cost of living has accelerated to such a degree that people cannot keep up with paying for basics, I'm talking about food, transport, accommodation and medical care. Just for starters. That's not talking about anything else and any of the extras. The things that make life worth living like being able to afford to get married and have a family. And things like that. No, no, no. We're just talking about the basics: food, transport, housing, medical, okay.

There's a lot of places in the world where this is **unattainable** at the moment. So looking around we're seeing this happen. **Flare-ups** in a number of countries is a type of a color revolution. Or not. I would say, a mass, mass protests, mass unrest in Chile, South America, is one example what triggered this public transport fare hikes, the the cost of living is simply too high for many people on a working wage to even afford the basics. In response to these protests, the government is called a **state of emergency**. This is power, **executive power** given by the government there, under the Pinochet military dictatorship regime. There has been **arson** there, there have been protesters burning down public transport stations in in in opposition to the government's financial and austerity policies, burning supermarkets as well. That could be an anti-corporate move by protesters. That's in Chile.

In Lebanon, in Lebanon it just, I just got back from Lebanon last week, it turns out I missed all the fun. This week it really kicked off, over the last four days anti-corruption, people opposing a **do-nothing government** in Lebanon, national debt is spiraling. Personal debt is becoming an issue. Then the government wanting to raise money, so they're putting tax on things.

Guess what they decided to tax in Lebanon. This is one of the great, genius ideas by any government. Not. They wanted to tax whatsapp messaging. So, something like point zero two per cents on every whatsapp message. So, they want to tax text messages on what is normally a free app.

That's desperation by any government. If they've **run out of ideas**, that's a good example of a government, that has absolutely run out of ideas. So, rightfully so, that people have taken to the streets and the millions, and they did something interesting in Beirut, in the central square Ryad El Solh. It used to be a central square. There's still a square left. It's not very big. It used to be huge. Because they had massive protests and sit-ins there, well they, sort of, sold it off to developers. And the solution was a rather than have a space in the middle of the city where people could gather and protest, they decide to build a whole block of expensive overpriced apartments, right in the center. So this is one solution by the ruling establishment which is to, well, get rid of the public spaces by filling them up with very unattractive modern apartment buildings. So, but it still hasn't **deterred protests** that are going on across the country, well, mainly in Beirut and Tripoli. Tripoli is the northern city of Lebanon, not to be confused with the same name of the city, which is the Tripoli in in Libya, which is in North Africa. So, two different Tripolis.

So, we'll see now where is the US sitting in these protests. Catalonia is, well, they've got major unrest in Catalonia after they sentenced independence leaders to nine, between nine and thirteen years in prison. I think, they, the Spanish government, have put put nine pro-independence personalities and officials, Catalanian officials in prison. That's very heavy-handed on the part of the Spanish state, clearly they've overreacted, not in, but not all residents in Catalonia are pro-independence and this is the problem. So, a lot of people have grievances against the State, against the government, against the establishment, but not everybody is necessarily on board with independence in Catalonia. So, this little bit of, there are people with slightly varying agendas, there's definitely a solidarity in terms of anti-corruption, believe, that these people who've been sent to prison shouldn't be in prison. They have a right to express themselves politically. Most people, I think, will agree with that, but it's how the state has handled it I think more than anything. And

how the EU has also been kind of backing the Spanish government on this, as well, has kind of miffed many observers.

So, where's the US sitting? Where the United States, this some of, some color revolutions they've absolutely been involved from the very beginning, certainly, we can say that about the Arab Spring, through the various US government foundations agencies, **quangos**, third sector organizations, training activists. And the idea is, canvas is another one outdoor, canvas out of Serbia, actually originally.

Now, the idea is, you could start a color revolution. Yes, that can be done. Look at George Soros's efforts in many different countries certainly has been there from even before the beginning. You can start it or the people could start it, it could start naturally. But the United States would definitely be looking to co-op or hijack a color revolution or an uprising for these specific reason of wanting to steer it. But more importantly than that, there's an opportunity to achieve certain **geopolitical objectives** through some sort of a crisis, a domestic crisis. Take Lebanon, for instance.

The United States a few months ago had all of a sudden started talking about, after the US officials visit Lebanon, that we need to sanction allies of Hezbollah. So, the US is upset, because Hezbollah is represented in the government, in Parliament in Lebanon, and then they threatened to sanction their allies as well in coalition, which is, I think, what they meant. And so, the US could be looking at this particular uprising in Lebanon, and thinking, hmm, where can we insert our resources in order to get the result we want, or to pit people against each other, or to break up a government coalition. Somehow, government ministers have already resigned in Lebanon, Christian government ministers. This is very interesting.

I personally think, there's more to this story than meets the eye, and we'll keep a close eye on it. But do look for the hand of Uncle Sam anytime there's unrest Uncle Sam will be there. You can bet on it

(SUNDAY WIRE: 'Were Color Revolutions Ever Real?'

<https://www.youtube.com/watch?v=T2v4RYppucl>)

Unit 8. Five rising democracies, democracy, and human rights

Now, let me say a word about, looking ahead, given the various differences between north and south, where there might be some convergent.

First of all, we need **to practice what we preach**. And, I think, here's why we're **feeling a little under the weather**, when it comes to this issue, because, right

now, the United States and Europe are not looking very good as political or economic examples for the rest of the world. And, I think, it is a bit of a crisis of confidence and for good reason.

So, that is something we need to reconsider as we look at our own behavior at home as well as abroad. We also need to better understand, where these countries are coming from, as I pointed out before, their own histories. You have to consider how we might **negotiate a bigger voice** for them in global governance, but that remains a big question about how to do that.

There are regional mechanisms that could be used to encourage these trends as long as they're within **the international universal values**. You have crossed regional coalitions of democracies that can provide ways to support other democracies as they **go through their own transitions**.

I think it's critical, and, I think, President Obama has made a priority much more **to support civil society** and the media and their role in **scrutinizing foreign policy** and, of course, big surprise for me was the **the lack of a voice** by **legislators** on foreign policy and much more can be done on that front.

And then, just turning to some specific areas where we could all work together better and these are areas where, I thought, we had co-lateral benefits across the democracy agenda. I mean, you can't have the civil society, that's repressed, they can't play their role unless they're given the space to do so. And related to that the access to information of freedom of internet **is kind of a lifeblood issue**, if you're going **to be a watchdog on foreign policy** you need information really available.

Another big issue, that I came across in my research was when other countries think about human rights, they think about economic and social rights. That's not necessarily the case in this country and we need to have a much more honest conversation about the universality of Human Rights, being political and economic and social. And, in our country we've not been very good about that, but these societies are dealing with significant levels of poverty, that they think first about food and water and health. Of course, we all know from lots of studies and research that education, particularly for girls and women, has very positive benefits across multiple indicators of societal health. And then, the areas of corruption and the role of business, you know, as transnational corporations rise in influence, the massive corruption, that is really, I think, breaking through. As an issue, of course, in Brazil and Indonesia, in Guatemala, in other countries. This **is a mobilizing factor** that is getting people engaged in politics, taken to the streets, and demanding a response by governments, by independent prosecutors and courts. And I think, that's something that all countries are facing the needs to be a priority.

And then, a final kind of bonus point, the **sustainable development goals** that all of our governments have accepted, is really a great opportunity to marry up democracy and development.

So, finally, I think, you get the point that these countries can be active supporters of liberal terms, liberal norms, but on their own terms. I think, we'll always **face skepticism and outright opposition** from elites in various countries to counterbalance the West. I mean that's with or without Russia and China. And I think, strategic autonomy will continue **to be a key driver** and much more needs to be done to reinforce this Democratic peace theory.

We, as a country, need to revisit the costs and benefits of our policies of ends versus means, and I think, democratization of these issues will continue which gives us lots of opportunities for influence.

https://www.youtube.com/watch?v=Tq42Aep_STQ

Unit 9. Unique Importance of Human Rights Education (Nicholas Goldrosen, TEDxHunterCCS)

I'd like to begin today by talking about Hunter's least read book "The Umbrella", our Student Handbook. If you turn to page five of this publication, you'll find the story of Dr. Thomas Hunter, **the founder of our school**.

Dr. Hunter left his native Ireland at the age of seventeen, in 1850. But he didn't do so voluntarily, he did so because of **political persecution**, regarding newspaper articles he had published **in favor of Irish independence**.

And I'd like to think this experience, this denial of his rights stuck with Dr. Hunter. If he eventually founded a school that was radically committed to education, education for women of all ethnicities, all races, all national backgrounds and religions. Dr. Thomas Hunter understood, as we all should, that there is **an intrinsic link between education and human rights**.

And I'd like to present this link in three different ways.

First, education in and of itself is a human right. The right to ideas, the right to learn, the right to be exposed to viewpoints that one may have never considered and to learn skills that one may have never dreamt of. This, in and of itself, **access to education** is a human right one sadly denied still too many in today's world.

Education can also be about human rights. We may conceive of this in a **traditional sense** in a social studies class learning about the Universal Declaration of Human Rights or the Bill of Rights. This is the education, that we think of as human rights education about human rights.

But what I want to focus on is that education is for human rights. Education does not have to be about human rights though, to be for it. All education can **propel someone to work** for the fulfillment of others as human rights and that is what I would classify as human rights education.

If we start from this foundational principle, the education and ideas are human rights, one would say that ours as members of the Hunter community have been well fulfilled. With the amazing opportunities we have both in traditional educational sense, the resources, the faculty, as well as the opportunity for the people we learn with. Our right in this regard has been more than fulfilled.

But rights **imply duties**. **The fulfillment of our right** does not mean that we are done and we can stop worrying. The fulfillment of our right means that we have a duty to work towards the rights of others, in the fight for the protection of their rights.

How do we do this? We do this through human rights education, but not the type of human rights education, that's education about human rights necessarily. There's, of course, a fundamental value to knowing what human rights are, to knowing about civil rights, political rights, social economic and cultural rights. But, ultimately, this basis is not enough. These most all of us will not go on to be professionals in the field of Human Rights itself. Many of us, and most of us will go on professions where we may never consider that there even could be a connection to working towards the fulfillment of others as human rights. But that is the education that we need. The knowledge that whatever field one is in, whatever subject one studies, can be used towards promoting the human rights of others. A paradigm shift that all education whether it is about human rights or not is for human rights and should be taught in that context. It can be being taught, that the skills you learn in art class may someday allow you to **inspire another person to stand up for the rights** of others or to allow you to **document abuses of human rights**. It is knowing that the knowledge receiving chemistry and biology may one day allow you to develop something that contributes to access to medical care, a fundamental human right that so many are still not able to have fulfilled in this world. It's the knowledge that the function you learn in math class may someday be the base of a model that deals with how to **distribute humanitarian aid** after crises. It is teaching every discipline in the context that it can be used for the fulfillment of others human rights.

But how do we do this? How do we take this abstract notion that what you're learning in school today can someday change the world by allowing others those **inalienable things** that they are guaranteed as humans?

We have to allow students to see potential, an example. Here, at Hunter, the past few years, every December 10th, which is both international human rights day

and my dad's birthday, so I know what time papyrus closes on Thursdays, it's 6:00 p.m., we bring in speakers to Hunter, who work in the human rights field, but not necessarily always in traditional sense before the United Nations or in a government organization. The speakers, many of whom are alums, are involved in a whole range of fields.

Last year we had a filmmaker who documented human rights abuses in Guatemala as well as the people working to fight those. Two years ago with a mathematician from the United Nations office for the Coordination of Humanitarian activity who talked about how he used a model that had been developed and previously used an entirely different sense to distribute aid in areas after natural disasters and other crises.

It's allowing students to see that there are professional opportunities in every field that work for the fulfillment of others' human rights and to **advocate for human rights**.

That is the type of Human Rights education we need. Our right to education has been so well fulfilled and that is something that I'm sure I and all of us are grateful for.

But it leaves us with an obligation to make it clear that learning in every subject, learning in every discipline is learning for the service of others and for the service of others as human rights.

This is the type of human rights education we need. Human rights education that is not education about human rights but in every subject across the board is education for human rights.

Thank you.

<https://www.youtube.com/watch?v=6jVx3HpETUU>

Final test script

Zeid Ra'ad Al Hussein (UN High Commissioner for Human Rights)

Human Rights Day message (10 December 2014)

Hello.

All human beings are born free and equal in dignity and rights in perhaps the most resonant and beautiful words of any international agreement.

The Universal Declaration of Human Rights promises to all the economic, social, political, cultural and civil rights that underpin a life free from want and fear.

These human rights are not country-specific; they are not a reward for good behaviour or particular to a certain era or social group. They are the inalienable entitlements of all people at all times and everywhere 365 days a year. They are the rights of people of every colour, from every race and ethnic group, whether or not they have disabilities, citizens or migrants, no matter their sex, their class, their cast, their creed, their age or sexual orientation.

The commitments made to the people of the world through the Universal Declaration are in themselves a mighty achievement discrediting the tyranny, discrimination and contempt for human beings that have so painfully marked a human history.

And since the Declaration was adopted, countless people have gained greater freedom, violations have been prevented, independence and autonomy have been attained.

Many people though not all have been able to secure freedom from torture, unjustified imprisonment, summary execution, enforced disappearance, persecution, and unjust discrimination as well as fair access to education, economic opportunities, rich cultural traditions and adequate resources and health care. They have obtained justice for wrong, and national and international protection for their rights through the strong architecture of the international human rights legal system.

The power of the Universal Declaration is the power of ideas to change the world; it tells us that human rights are essential and indivisible 365 days a year. Every day is human rights day; a day on which we work to ensure that all people can gain equality, dignity and freedom.

The UN Human Rights Office stands with the millions of people around the world whose voices are denied. And, I look forward to you joining us whether you do so via social media or in person. Together we must demand what should be guaranteed, our human rights universal, indivisible, inalienable for everybody 365 days a year.

Thank you.

<https://www.youtube.com/watch?v=wO0kIDfJ4e4>

USEFUL LINKS

Links to Kahoot games

Unit 1

<https://create.kahoot.it/details/unit-1-the-history-of-human-rights/a5a2dcec-27bd-474e-a73a-066a28f18e13>

Unit 2

<https://create.kahoot.it/details/unit-2-the-creation-of-udhr/c7c63044-e507-4bfb-9614-2cfe1c066f46>

Unit 3

<https://create.kahoot.it/details/unit-3-human-rights-bodies/50c29f74-e63a-44ac-9d97-58ed4019e259>

Unit 4

<https://create.kahoot.it/details/unit-4-human-rights-organizations/68547920-3d1d-4d1c-80ab-b7759231d97f>

Unit 5

<https://create.kahoot.it/details/unit-5-the-european-convention-on-human-rights/6ee6198c-2d8f-4082-8684-61e3ee09d8c0>

Unit 6

<https://create.kahoot.it/details/unit-6-human-rights-violations/186b611d-21e3-42e7-bc11-16f01c342804>

Unit 7

<https://create.kahoot.it/details/unit-7-color-revolutions/55cc62bf-2fac-481d-8416-96f5b8c73f14>

Unit 8

<https://create.kahoot.it/details/unit-8-the-relation-between-democracy-and-human-rights/fcffa406-3834-4173-b3ee-5a72429fc37e>

Unit 9

<https://create.kahoot.it/details/unit-9-human-rights-in-the-context-of-international-relations/520b18d1-ba38-4706-8582-e0f367ae1513>

Additional links for consideration

Unit 1

<https://www.lincoln.edu/criminaljustice/hr/History.htm>

<https://www.encyclopedia.com/history/modern-europe/british-and-irish-history/petition-right>

<https://www.humanrights.com/what-are-human-rights/brief-history/>

<https://www.jstor.org/stable/10.1525/j.ctv1xxscm>

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1010489

Unit 2

<https://www.equalityhumanrights.com/en/what-are-human-rights/what-universal-declaration-human-rights>

<https://standup4humanrights.org/en/article.html>

http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm

<https://en.unesco.org/udhr>

<https://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/articles-1-15.html>

Unit 3

<https://blogs.lse.ac.uk/vaw/int/treaty-bodies/>

https://www.academia.edu/43637453/Mapping_the_International_Convention_on_the_Elimination_of_All_Forms_of_Racial_Discrimination_as_a_Living_Instrument

https://www.academia.edu/44091020/Universalism_or_Fragmentation_United_Nations_Treaty_Bodies_and_Affirmative_Actions_in_Latin_America_the_United_Kingdom_South_Africa_China_and_India

https://www.academia.edu/42287098/Universal_Periodic_Review_Treaty_Bodies_and_Special_Procedures_A_connectivity_study

<https://www.coe.int/en/web/compass/what-are-human-rights->

Unit 4

<https://www.humanrights.com/voices-for-human-rights/human-rights-organizations/non-governmental.html>

<https://www.fundsforngos.org/featured-articles/worlds-top-ten-human-rights-organisations/>

<https://www.mbaknol.com/general-business-articles/non-governmental-organization-ngo/>

<https://www.globalissues.org/article/25/non-governmental-organizations-on-development-issues>

<https://www.sciencedirect.com/science/article/pii/B9780080448947015098>

Unit 5

<https://www.equalityhumanrights.com/en/what-european-convention-human-rights>

<https://www.gov.uk/government/speeches/european-convention-on-human-rights-current-challenges>

<https://www.europewatchdog.info/en/court/>

<https://agendaeurope.wordpress.com/european-court-of-human-rights/>

https://www.equalityhumanrights.com/sites/default/files/83._european_court_of_human_rights.pdf

Unit 6

<https://www.hrw.org/sites/default/files/reports/US941.pdf>

<https://www.nytimes.com/2020/11/14/world/asia/myanmar-aung-san-su-kyi-election.html>

<https://graduateway.com/human-rights-violations/>

https://www.academia.edu/43573105/FEMALE_GENITAL_MUTILATION_BRINGING_IT_OUT_OF_THE_CLOSET

https://www.academia.edu/44412713/On_Human_Rights_and_Democracy_State_Violation_and_Social_Structure_Injustice

Unit 7

<https://www.globalresearch.ca/colored-revolutions-a-new-form-of-regime-change-made-in-the-usa/27061>

<https://www.zerohedge.com/political/americas-color-revolution>

<https://www.strategic-culture.org/news/2015/03/06/kerry-re-writes-history-of-us-support-for-color-revolutions/>

https://www.researchgate.net/publication/276841954_The_Color_Revolutions_and_Arab_Spring_in_Russian_Official_Discourse

<https://anarchitext.wordpress.com/2011/04/13/color-revolutions/>

Unit 8

<https://www.democracy-international.org/human-rights>

https://www.researchgate.net/publication/323236846_Democracy_and_Human_Rights_Concepts_Measures_and_Relationships

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/902494/FCO1414_FCO_AHRR_2019_-_accessible.pdf

https://www.academia.edu/17445635/The_Relationship_Between_Democracy_and_Human_Rights

https://www.euro-access.eu/programm/european_instrument_for_democracy_and_human_rights

Unit 9

https://www.researchgate.net/publication/43525803_Human_Rights_in_International_Relations

<https://moluch.ru/archive/63/9839/>

<https://www.hg.org/human-rights.html>

<https://www.icrc.org/en/doc/resources/documents/article/other/57jmrt.htm>

https://www.academia.edu/44087196/Social_Participation_in_Human_Rights_Regimes_comparative_study_between_the_Inter_American_Human_Rights_System_and_the_Mercosur_Institute_of_Public_Policy_on_Human_Rights

QUICK UNIT TESTS ON VOCABULARY

UNIT TESTS

Quick test. Unit 1

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 1.

1. To wish the same lawfulness
2. The tardy thanks
3. To create harmony
4. To be a powerful supporter
5. Disproportionate levies

Task 2. Match the phrases with the definitions given.

- | | |
|----------------------------|----------------------------------|
| 1. To derive from a notion | A. To expand on the thought |
| 2. To develop the idea | B. To speculate with the thought |
| 3. To apply to everyone | C. To use towards all people |
| 4. To overrule the rights | D. To stem from the concept |
| 5. To theorize the idea | E. To invalidate the rules |

Task 3. Choose the most appropriate answer.

1. To surrender a bit of independence
 - a) To be desperate for change
 - b) To stand up for social justice
 - c) To give up some sovereignty
 - d) To derive from a notion
2. Taken as captive
 - a) A bunch of rebels
 - b) To develop the idea
 - c) To inherit property
 - d) To be enslaved
3. To establish speculative basis
 - a) To ensure international security
 - b) To practice charity and compassion
 - c) To stress the importance
 - d) To set the theoretical foundation

4. The importance of combatting the state of being poor
 - a) The emphasis on fighting poverty
 - b) To espouse idea of human rights
 - c) Horrifying death camps
 - d) To call on the state
5. To champion the concept of privileges
 - a) To exterminate half the population
 - b) To advocate for notions of human rights
 - c) To share beliefs without interference
 - d) To influence international relations

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

1. Same decency - To be abolished
O True O False
2. To annihilate 50 % of people on Earth - To interfere with one's liberty
O True O False
3. To restrict someone's liberty - To make additional contributions
O True O False
4. The liberty of mind - To derive from a notion
O True O False
5. To topple egalitarianism - To overrule the rights
O True O False

Quick test. Unit 2

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 2.

1. to keep up amicable aura -
2. to advance improved norms -
3. to eliminate global offenses -
4. lawfully mandatory power -
5. to establish a norm of privileges -

Task 2. Match the phrases with the definitions given.

- | | |
|----------------------------------|------------------------------------|
| 1. to achieve a stature. | A. to be impose on someone |
| 2. to chair an interim group | B. to run a temporary body |
| 3. to achieve human dignity | C. to gain competence |
| 4. to be inflicted on someone | D. to reach decency for all people |
| 5. to occupy an honourable place | E. to take reputable position |

Task 3. Choose the most appropriate answer.

1. to blueprint smth
 - a) a great leap forward
 - b) to lay plans for smth
 - c) to achieve a stature
 - d) to sort out problems
2. to declare solemnly
 - a) to state firmly
 - b) to be enshrined
 - c) to generate action
 - d) to set a standard
3. a big step ahead
 - a) a great leap forward
 - b) to generate action
 - c) to sort out problems
 - d) to lay plans for smth
4. to face ineffective in development
 - a) to set a standard of rights
 - b) to look in vain for progress
 - c) to prevent future atrocities
 - d) to achieve human dignity
5. basically undisputable set
 - a) to eradicate international crimes
 - b) to underline the responsibility
 - c) virtually unchallengeable grounds
 - d) legally binding force

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

1. an activating script - an energising document
O True O False
2. to be central community and diplomatic privileges - to be core civil and political rights
O True O False
3. to engender process - to achieve a stature
O True O False
4. to stress out the importance of people's privileges - to emphasize the relevance of human rights
O True O False
5. to be preserved - to be enshrined
O True O False

Quick test. Unit 3

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 3.

1. at all costs -
2. to be pseudo-forensic organs -
3. a bunch of organizations -
4. to be a blooming structure -
5. in conformity with the arrangements -

Task 2. Match the phrases with the definitions given.

- | | |
|------------------------------------|-------------------------------------|
| 1. to address consistent patterns | A. to be together called as |
| 2. to be legally binding documents | B. records to be obligatory by law |
| 3. the right to self-determination | C. to focus on logical models |
| 4. to be collectively referred to | D. to be opted by the poll |
| 5. to be elected by secret ballot | E. the claim to distinguish oneself |

Task 3. Choose the most appropriate answer.

1. eventual goal
 - a) indigenous issues
 - b) a legitimate part

- c) ultimate aim
 - d) to lag behind
2. to reimburse the sufferer
- a) to monitor compliance with
 - b) to compensate the victim
 - c) to ensure equal treatment
 - d) to be mandated to examine
3. specialized collaboration
- a) technical cooperation
 - b) to monitor compliance with
 - c) an abstaining vote
 - d) to allege violations
4. under the aegis
- a) an abstaining vote
 - b) under any circumstances
 - c) indigenous issues
 - d) under the auspices
5. to be an obligatory case
- a) to be collectively referred to
 - b) to be a compulsory process
 - c) to be quasi-judicial bodies
 - d) to be elected by secret ballot

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

- 1. to get backing from - to receive support from
O True O False
- 2. to declare breaches - to receive support from
O True O False
- 3. neither yes nor nay ballot - an abstaining vote
O True O False
- 4. to present information on periodic manner - to submit regular reports
O True O False
- 5. a separate professional ability - the right to self-determination
O True O False

Quick test. Unit 4

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 4.

1. advancement of liberty -
2. to uphold comprehensive net pages -
3. a determined effort by persons in political authority -
4. endemic matters -
5. to reach real advancement -

Task 2. Match the phrases with the definitions given.

- | | |
|---|---|
| 1. to be backed by strong public advocacy | A. to be supported by social advancement |
| 2. to commit to more stringent standards | B. to protect the security all over the world |
| 3. to take wider initiatives | C. to create harmony among people |
| 4. to build peace in the minds of men | D. to adhere to the strictest norms |
| 5. to defend the safety worldwide | E. to exceed the eagerness to do something |

Task 3. Choose the most appropriate answer.

1. to uphold the cooperation
 - a) to strengthen awareness
 - b) to take wider initiatives
 - c) to maintain partnerships
 - d) to eliminate racial hatred
2. to tackle the issues of displaced people
 - a) to expose human rights violations
 - b) to defend the safety worldwide
 - c) to call for remedial action
 - d) to resolve refugee problems
3. to act as a single unit
 - a) to agree to a minimum baseline
 - b) to develop new strategies
 - c) to take solidarity actions
 - d) to play a primary role

4. to request restorative activities
 - a) to maintain extensive websites
 - b) to take wider initiatives
 - c) to call for remedial action
 - d) to resolve refugee problems
5. peculiar trait
 - a) distinctive feature
 - b) region-specific issues
 - c) to conduct research
 - d) to generate action

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

1. to stop maltreatment of people's privileges - to defend the safety worldwide
O True O False
2. to defy administration - to challenge governments
O True O False
3. to eradicate ethnic enmity - to maintain partnerships
O True O False
4. to devote attempts - to dedicate efforts
O True O False
5. fastly growing territory - to challenge governments
O True O False

Quick test. Unit 5

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 5.

1. to be empowered to claim -
2. to start inquiry -
3. forms that are not acceptable -
4. to meddle with the process -
5. to be accused of misuse of might -

Task 2. Match the phrases with the definitions given.

- | | |
|-----------------------------|-------------------------------|
| 1. to hold a public hearing | A. to define the evidence |
| 2. to clarify the facts | B. to bring a verdict |
| 3. to fulfil undertakings | C. to arrange community trial |
| 4. to deliver a judgment | D. to improve efficiency |
| 5. to enhance effectiveness | E. to accomplish duties |

Task 3. Choose the most appropriate answer.

1. to assign reimbursement
 - a) to award financial compensation
 - b) to take up cases of its motion
 - c) to be entitled to file pleadings
 - d) to represent National interests
2. to observe that recommendations of judges are fulfilled
 - a) to make a distinction between something
 - b) to monitor the execution of judgments
 - c) to rule on the sensitive issue
 - d) to be incorporated into the legislation
3. to abstain from participation
 - a) to set up the Council of Europe
 - b) to refrain from taking part
 - c) to be clear from the outset
 - d) to rule on the sensitive issue
4. to have an impact on lives eventually
 - a) to ultimately affect lives
 - b) to rule on the sensitive issue
 - c) to refrain from taking part
 - d) to intervene in proceedings
5. dangerous factory
 - a) to experience the atrocities
 - b) to establish judicial organ
 - c) a hazardous industrial plant
 - d) to provide with legal support

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

1. an exhaustible period of time - a non-renewable term
O True O False
2. appropriately filled in forms - to rule on the sensitive issue
O True O False
3. to become inconsistent with responsibilities - to be incompatible with duty
O True O False
4. to be forthcoming - to be detained unlawfully
O True O False
5. to differentiate something among something - to monitor the execution of judgments
O True O False

Quick test. Unit 6

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 6.

1. to get sold in the other country -
2. to be seen as dissent -
3. to signify the belief -
4. to get diminished -
5. to be found guilty on the wrong allegations -

Task 2. Match the phrases with the definitions given.

- | | |
|--|---|
| 1. to crush peaceful demonstrations | A. to express thoughts without being |
| 2. to choose from a variety of tools | meddled |
| 3. to continue secret detention | B. to opt from the diversity of instruments |
| 4. to shut down independent media | C. to keep in hidden custody |
| 5. to hold opinions without interference | D. to close sovereign news agency |
| | E. to suppress non-violent striker |

Task 3. Choose the most appropriate answer.

1. to break the universal rules of the displaced
 - a) to conduct interfaith dialogues
 - b) to be convicted on false charges

- c) a facet of foreign policy
- d) to violate international refugee law
- 2. to be the main trigger
 - a) to be illegally detained
 - b) to be often the root cause
 - c) to remain incarcerated for
 - d) to be dispersed with force
- 3. pretend not to see
 - a) to remain incarcerated for
 - b) to turn a blind eye to
 - c) to be held in slavery
 - d) to punish the perpetrators
- 4. interference with the inner policy
 - a) a policymaker
 - b) meddling in the domestic affairs
 - c) raising human rights concerns
 - d) to limit freedom of expression
- 5. to forge safety guidelines
 - a) to be illegally detained
 - b) to devise security policies
 - c) to be dispersed with force
 - d) to continue secret detention

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

- 1. to raise people of the country - to face unfair trials
O True O False
- 2. to get tolerant penalty - to provide greater systematic evidence
O True O False
- 3. to put into torment - to be subjected to torture
O True O False
- 4. to penalize criminals - to punish the perpetrators
O True O False
- 5. to be still jailed - to be often the root cause
O True O False

Quick test. Unit 7

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 7.

1. the power to carry out laws -
2. supporters of dictatorship -
3. to be basic beauracatic worth -
4. more than enough data -
5. marks left by fingers that identify a person -

Task 2. Match the phrases with the definitions given.

- | | |
|--|---|
| 1. to strengthen the geostrategic position | A. to bolster the stance in the political arena |
| 2. obvious indicator of foreign presence | B. to reinforce universal impact |
| 3. to maintain non-violent discipline | C. to suppress pro-liberal drive |
| 4. to strengthen global influence | D. to uphold conduct which is without the breach of law |
| 5. to crush pro-democracy initiatives | E. clear understanding of external powers being in site |

Task 3. Choose the most appropriate answer.

1. quasi-nongovernmental organization
 - a) flare up
 - b) arson
 - c) unrest
 - d) quangos
2. to disperse the march using force and power
 - a) to suppress a protest movement violently
 - b) to facilitate democratic transitions
 - c) to crack down on the movement
 - d) to strengthen global influence
3. to be an instrument
 - a) to escalate violence
 - b) to overthrow a dictatorship
 - c) to be unattainable
 - d) to serve as a tool

4. aims important for international affairs
 - a) hidden tool of influence
 - b) to join the movement
 - c) geopolitical objectives
 - d) genuine local residents
5. the feet of an animal
 - a) arson
 - b) quangos
 - c) executive power
 - d) paws

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

1. not to have any more thoughts - to run out of ideas
O True O False
2. to avert riots - to deter protests
O True O False
3. to tell convincingly - to give a legitimate excuse
O True O False
4. to show lawful sorrow - to make narrative persuasive
O True O False
5. severity - a pundit
O True O False

Quick test. Unit 8

Task 1. Match the phrases with the definitions given.

- | | |
|---------------------------------------|--|
| 1. to negotiate a bigger voice | A. to rescue from susceptibility |
| 2. to lead to legal consequences | B. to bring into lawful implications |
| 3. to be concerned with human rights | C. to worry about people's privileges |
| 4. to live in peaceful coexistence | D. to be of constitutional importance |
| 5. to be a watchdog on foreign policy | E. to interact with a louder expression |
| 6. to have political significance | F. to exist in harmony |
| 7. to liberate from vulnerability | G. to be the curator of external affairs |

Task 2. Choose the most appropriate answer.

1. a lawmaker
 - a) a legislator
 - b) lifeblood issue
 - c) a key driver
 - d) mobilizing factor
2. to campaign for the safety of people's privileges
 - a) to advocate for the protection of human rights
 - b) to participate in the political decision process
 - c) to claim self-regulating approaches
 - d) to violate the human rights of a minority
3. to back civilians
 - a) to be fully implemented
 - b) to support civil society
 - c) to meet the challenges
 - d) to be seen as an obstacle
4. the absence of expressing thoughts
 - a) the lack of a voice
 - b) to strive for human rights
 - c) to have political significance
 - d) to negotiate a bigger voice
5. important matter
 - a) lifeblood issue
 - b) to support civil society
 - c) the lack of a voice
 - d) to feel a little under the weather
6. to focus on unsophisticated acceptance
 - a) to address the na'ive assumption
 - b) to lead to a better understanding
 - c) to define human rights education
 - d) to lead to legal consequences

7. 17 goals adopted by the UN in 2015 to reduce disparities between developed and developing countries by 2030

- a) to play the role of a leitmotif
- b) to have political significance

- c) to be concerned with human rights
- d) sustainable development goals

Task 3. Are the definitions “True” or “False”? If not, write down the right version.

1. to face defiances - to meet the challenges
O True O False
2. to demand the ways to be chosen automatically - to claim self-regulating approaches
O True O False
3. to distinguish the study of privileges - to lead to legal consequences
O True O False
4. to exercise what we admonish - to practice what we preach
O True O False
5. to come across with non-belief and utter resistance - to take up the challenges of global citizenship
O True O False
6. to be considered as a barrier - to be fully implemented
O True O False

Quick test. Unit 9

Task 1. Write down the definitions for the phrases given. Use the vocabulary of Unit 1.

1. conventional meaning -
2. the freedom of official wrongdoers -
3. to record the misuse of privileges -
4. the realization of privileges -
5. to reveal specific breaches -

Task 2. Match the phrases with the definitions given.

- | | |
|-----------------------------------|-----------------------------------|
| 1. to be seen as an obstacle | A. to get general address |
| 2. to inspire another person | B. to be considered as a barrier |
| 3. to distribute humanitarian aid | C. to deliver generous assistance |
| 4. to have a universal appeal | D. to rebuke competing country |
| 5. to censure the rival state | E. to stimulate someone else |

Task 3. Choose the most appropriate answer.

1. following
 - a) intrinsic link
 - b) in the wake of
 - c) to refrain from
 - d) to be forthcoming
2. to integrate norms
 - a) to weaken the mission
 - b) to enforce the standards
 - c) to incorporate standards
 - d) to inspire another person
3. to imbue global ties
 - a) to disregard motions and resolutions
 - b) to uplift a state's own credibility
 - c) to offer a multifaceted perspective
 - d) to permeate international relations
4. for the sake of sovereignty
 - a) in favor of independence
 - b) to censure the rival state
 - c) to have a universal appeal
 - d) to incorporate standards
5. despite significant drawbacks
 - a) the fulfillment of our right
 - b) to advocate for human rights
 - c) to remain a crucial obstacle
 - d) notwithstanding serious flaws

Task 4. Are the definitions “True” or “False”? If not, write down the right version.

1. very significant - access to education
O True O False
2. innate connection - intrinsic link
O True O False
3. to demand devoted collaboration - to advocate for human rights
O True O False

4. to improve country's validity - to uplift a state's own credibility
O True O False
5. to dilute the task - to enforce the standards
O True O False

FINAL TEST

LISTENING

Task. Listen to Zeid Ra'ad Al Hussein (UN High Commissioner for Human Rights) and his Human Rights Day message (10 December 2014). Fill in the gaps with missing words (no more than three words for each gap).

Here is the link: <https://www.youtube.com/watch?v=wO0kIDfJ4e4>

1. In perhaps the most _____ words of any international agreement.
2. They are not a reward for good behaviour or particular to _____ or social group.
3. The commitments made to the people of the world through the Universal Declaration are in themselves _____.
4. Countless people have _____, violations have been prevented, independence and autonomy have been attained.
5. As well as fair access to education, economic opportunities, _____ and adequate resources and health care.
6. It tells us that human rights are _____ 365 days a year.
7. Together we must demand what should be guaranteed, our human rights _____ for everybody 365 days a year.

READING

Task. Fill in the gaps with appropriate form of the words given in brackets.

The right to be a person, not a thing
(by Margaret Atwood)

People, we have a problem. Or rather two problems. The first is a matter of 1. _____ (to define): who or what is a human being, 2. _____ (to title) to the rights spelled out in the Universal Declaration of Human Rights? The second is the old mind-body split: what if these two components have different wills?

I illustrate by means of the Ohio Republicans, who have recently moved to declare motherhood 3. _____ (mandate), and also to define any fertilised egg – whether in a woman’s body or in a Petri dish – a person under the law. Causing a non-living condition in such an entity would be murder, 4. _____ (to incur) the death penalty. Even if by miscarriage, it could be manslaughter: a woman might spend years in prison for falling off a horse, like Scarlett O’Hara in *Gone with the Wind*. (These same Republicans have plans to declare an acorn of an oak tree: anyone destroying an acorn would incur the full wrath of the 5. _____ (environment) tree-protection forces.)

But the Libertarians too must be satisfied: the rights of the individual must be respected! This could be solved by 6. _____ (to revert) to the 19th century and declaring women to be adults in respect to responsibilities, but children in respect to rights. Though that might not wash today, considering all the new rights children have been granted.

However, a more sophisticated plan is being mulled over, helped by another Republican who declared that 7. _____ (pregnancy) women cannot have been raped, since a woman’s body “shut(s) that whole thing down”. According to this theory, the body is a sort of automaton.

Thus one proposal might be to declare women persons from the neck up, but things from the neck down. The things could then be requisitioned by the state, like parcels of land. In 8. _____ (fair), compensation would have to be paid to the head, at full market value. The head would be, legally, a she; the body would be an it.

This will annoy some of the female heads, and 9. _____ (to squawk) will ensue; but anti-squawking legislation should take care of that! (Not 10. _____ (to apply) to chickens.)

However, with advances in transplant surgery a solution satisfactory to all could be legislated: a mandatory Head Exchange! Those heads that don’t want their bodies to have children would be made to switch with those heads who’d like to have children, but whose bodies refuse to comply. Joy all round! (These lawmakers would surely pass a sub-clause 11. _____ (to change) the words of “I’m So Pretty”, from *West Side Story*, to “I’m So Itty”. This would reinforce the message to women that their bodies are things, and have no human rights.)

People, I don’t recommend any of this. It would go pear-shaped very fast (no innuendo intended). Instead of happiness there would be strife. Imagine the 12. _____ (to argue) that would take place over the allocations of heads and bodies! Bribery and political influence would play their part – and picture the lawsuits concerning bodies that malfunction. Some heads – I hesitate to say – might

declare a wish to get pregnant 13. _____ (simple) in order to obtain a body more to their liking. What uproar!

To forestall this sad state of affairs, the Universal Declaration of Human Rights should add a clause concerning the Right to Refuse 14. _____ (itty). In view of the new findings that the intestinal tract constitutes a second brain, this clause would reject the mind-body split and declare the neck a 15. _____ (to protect) area, much like the Korean demilitarised zone. Problem solved!

Not that such a clause will do much good in Ohio, where they don't seem so keen on the universal declaration in any case.

(extract from "Human rights for the 21st century: by Margaret Atwood, Reni Eddo-Lodge, Dave Eggers and more", available at <https://www.theguardian.com/books/2018/dec/08/universal-declaration-human-rights-turns-70>)

VOCABULARY

Task 1. Match the phrases on the left with their equivalents on the left.

1.	To mark a major advance	k.	to stay imprisoned for
2.	monitor compliance	l.	abundant data
3.	ample evidence	m.	a critical moment
4.	To face unfair trials	n.	to suppress media
5.	A strong proponent	o.	to run away from
6.	indigenous issues	p.	encompass civil privileges
7.	unifying symbol	q.	to come across unjust hearings
8.	To flee from	r.	to soften barbarity
9.	hidden tool	s.	a vigorous advocate
10.	To downplay atrocities	t.	consolidating sign
11.	cover human rights	u.	control conformity
12.	A turning point	v.	focus on rational model
13.	To censor newspapers	w.	to note important progress
14.	legitimate excuse	x.	endemic matter
15.	address consistent pattern	y.	genuine apology
16.	To remain incarcerated for	z.	obscure means

Task 2. Complete the gaps with the prepositions.

1. was ready _____ a great leap forward
2. bring it into line _____ the Convention
3. concerned _____ human rights
4. laid plans _____ establishing international organization
5. be clear _____ the outset
6. live _____ peaceful coexistence
7. virtually unchallengeable grounds _____ asserting
8. be expressed _____ periodic and genuine elections
9. endorsed the text of the UDHR _____ any amendments
10. be incompatible _____ their duty
11. advocate _____ the protection of human rights
12. included in the preamble _____ the Charter of the UN

Task 3. Find the odd word in the chain of words (three words in the chain are closely related in meaning).

1.	advocate	promote	champion	defy
2.	covenant	denunciation	pact	treaty
3.	crush	squeeze	crumble	smooth
4.	marginal	insignificant	peripheral	core
5.	tax	levy	strain	dues
6.	major	crucial	fundamental	paramount
7.	victim	culprit	martyr	sufferer
8.	undertaking	endeavour	surrender	effort
9.	maintain	sustain	uphold	abandon
10.	contribution	benefit	donation	grant
11.	abolition	annulment	elimination	restoration
12.	torture	contentment	torment	suffering
13.	surrender	crush	beat	trample
14.	challenge	defiance	ultimate	objection
15.	relations	ties	connections	threads
16.	assist	intervene	meddle	interfere
17.	auspices	aegis	backlash	patronage
18.	belated	delayed	quick	tardy

Task 4. Replace the phrases in *italics* with the phrases from vocabulary list.

1. They dedicate themselves to *stop man's privileges offense*.
2. The authorities forced the *captives* (detainees) into the rehab camps labelling them at risk.
3. *Their main task* is to persuade the parties to stop violations.
4. Violence, *barbarities* (atrocities) and abduction are rampant and outside aid all but cut off.
5. The goal of promoting polyarchy is to *bring down a tyranny* without developing more fundamental change.
6. In many countries, *people, looking for a status of refugee* were frequent victims of detention, expulsion or ill treatment.
7. Jack Healey uses the arts and technologies to create and *elaborate state-of-the-art scenario* to stop atrocities against the humanity.
8. Yet the actual situation in the world is far distant from the *principles* envisioned in the Declaration.
9. The organization's mission is to help *give people power* to uphold their rights to freedom.
10. There is ample evidence for the support of both ideas – the “fight for democracy” or “*covert instrument of impact*”.
11. Its work aims to *reinforce the understanding* and acts as a catalyst for regional actions.

Task 5. Choose a, b or c for the appropriate meaning of the word.

1.	recognition	a.	perception	b.	discovery	c.	notification
2.	interim	a.	ad hoc	b.	pro tempore	c.	provided
3.	declaration	a.	proclamation	b.	denunciation	c.	termination
4.	inherent	a.	ingrained	b.	acquired	c.	essential
5.	inalienable	a.	assailable	b.	conquerable	c.	absolute
6.	binding	a.	alterable	b.	recommending	c.	mandatory
7.	eradicate	a.	abandon	b.	eliminate	c.	terminate
8.	endorse	a.	approve	b.	sign on	c.	encourage
9.	anniversary	a.	vocation	b.	commemoration	c.	biennial
10.	dignity	a.	honesty	b.	appreciation	c.	decency

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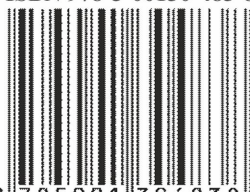
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