

Spring 2009. Human Rights: The Rights of Migrants

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Course web page: <http://www.unc.edu/~mrlerma/soci273.html>)

Introduction

This course provides students with the opportunity of studying human rights and linking this understanding to praxis, in collaboration with our community partners and with the residents of Abbey Court, Carrboro. Human rights law and doctrine insists that all humans are equal, entitled to their dignity, freedoms, and to economic and social security. No country or even community in the world has achieved all this, but it nevertheless this is a standard for collective struggle and shared purpose. For example, we know that in the United States women have not attained their full equality with men, and likewise African Americans and indigenous Americans have not attained full equality with white Americans. Yet we all aspire to achieving these equalities.

In our community of Chapel Hill and Carrboro, Latinos experience egregious violations of their rights in their daily lives and are the most adversely affected by the current economic downturn. Globalization has played a decisive role everywhere around the world in fueling migration. For example, multinationals and agribusiness displace workers who then need jobs to feed their families. The only option is to migrate. An amazing fact is that migrants return more in remittances to their families at home than all rich countries combined send as development aid. In other words, migrants make an immense contributions to both their host country and to their home country.

In this class we will engage possibilities for both protection and empowerment. Our projects include Identity Cards, a Civilian Review Board, an Ombudsman Office, and gather information about public health violations of property owners, financial resources, city loitering ordinances, and micro-financing. We will also have a picnic and a youth photography exhibit. Students who sign on for coordinating the picnic, will also be developing rapport. with the kids in Abbey Court – soccer games!

Community Partners

This is a service-learning class through APPLES, which involves 30 hours commitment. Opportunities have been carefully selected to harmonize with the course.

El Centro: Students will work with El Centro on computer services and in other capacities. El Centro's mission is to improve the quality of life for Latinos living in and around Orange County by providing educational and social services and cultural activities. <http://elcentrolatino.org/index.shtml>. Volunteers are needed to assist with childcare, client intake and referral, ESL classes and other special projects such as a financial literacy program or computer classes. (10 students)

Contact: Loida Ginocchio-Silva, 110 W Main St # 2F, Carrboro, (919) 932-4652. acceso@elcentrolatino.org

Southern Coalition for Social Justice. Participate in ongoing program for micro-financing involving a Latino community. www.southerncoalition.org
(1 student)

Contact: Anita S. Earls, Executive Director, Southern Coalition for Social Justice, 115 Market Street, Ste. 470, Durham: 919-323-3380, ext 115
AnitaEarls@southerncoalition.org

ACLU – Opportunity for students to work various projects, including an outreach project – “Know your rights” <http://www.acluofnorthcarolina.org/> (2-3 students)

Contact Rebecca C. Headen, Staff Attorney, Racial Justice Project
ACLU of North Carolina, Raleigh, (919) 834-3466; aclulegal@nc.rr.com

Peoples Channel - Students will make one or two short videos in the community, with the consent of residents. The classes run the 1st and 3rd weeks of the month, Tuesday and Wednesday 6-10pm and Saturday Noon-4pm.
www.thepeopleschannel.org (4 or 5 students)

Contact: Chad A. Johnston - The Peoples Channel 300AC South Elliott Road, Chapel Hill, 919.960.0088 , johnston@thepeopleschannel.org

Latino Credit Union. Outreach projects. <http://www.latinoccu.org/en>
(1 student)

Contact: Erika Bell, Latino Credit Union, 201 W. Main Street, Suite B01 (basement) Durham, NC (919) 688-9270 (919) erika@cooperativalatina.org

North Carolina Justice Center. <http://www.ncjustice.org/> (2 students to work on educational materials and other projects (1 of whom proficient in Spanish)

Carol Brooke, Staff Attorney, Immigrants Legal Assistance Project
North Carolina Justice Center, 224 S. Dawson St. Raleigh, NC
(919) 856-2144; carol@ncjustice.org

Chapel Hill-Carrboro Public Schools - ESL - Volunteers who work with ESL students are essential to the public school K-12 volunteer program. Training dates

are set for JAN. 22 or JAN. 28 from 5:30-9pm at the Lincoln Center, Must pre-register at www.chccs.k12.nc.us (10-15 students)

Contact: GeorgeAnn McKay: gmccay@chccs.k12.nc.us or 967-8211 ext. 339.

Class Projects (students will sign up for one)

Financial education and financial rights: Do research and prepare a brochure in English and Spanish about banking, obtaining credit, taking out a loan (4 students)

Rights as renters/owners under North Carolina and Federal Law. Do research and prepare a brochure on renters' and owners' rights, in English and Spanish (3 students)

Workers' rights under given visa designations and for undocumented workers under U.S. and N.C. laws, and according to ILO Conventions. Do research and prepare a brochure, in English and Spanish (3 students)

Civil rights including the use of public space (Carrboro SEC 5-20) Do research and prepare a brochure, in English and Spanish This is an issue that can be framed as a resolution to present to Carrboro Alderpersons (1 student)

Public health - investigate the prevalence of *Cimex lectularius*, and find out about public health measures that can be taken by public agencies (1 student)

Duplicate the Convención internacional sobre la protección de los derechos de todos los trabajadores migratorios y de sus familiares (about 3 ½ " x 5) and distribute to the residents of Abbey Court Students will also collect information about the history of this International Convention and parallel developments at UNESCO, and the International Labour Organization. (1 student).

Micro-financing. Identify the possibilities for loans and mortgages. Do research and prepare a brochure. (3 students)

Give the teens in Abbey Court disposable cameras and then arrange for a photography exhibit. (4 students)

Community Project -- This begins with playing soccer with the teens of Abbey Court, taking laptops to Abbey Court to assist people with job searches, and then planning for a picnic that starts early in the semester for a late spring picnic. Students will find a good location, set up tent, make invitations, make sure food is on hand (approximately 26 students)

Course requirements: (1) Take-home midterm exam covering roughly half the textbook, international human rights laws, the Universal Declaration of Human Rights, other

readings and class discussions (25%); Take-home final exam covering the remainder of the textbook, other assigned readings, and class discussions (20%); Service-learning journal (20%); Class project journal (30%); Final in-class exam (5%)

Ethics We treat the residents of Abbey Court at all times with respect and courtesy. As far as your papers and other work for this class is concerned, your working together in groups is fine, and necessary for the projects. Acknowledge those with whom you work. I expect regular class attendance.

Many students will be devoting time outside of class to meet with the residents of Abbey Court. The housing complex is accessible by buses, CW and CM.

Books for purchase:

Judith Blau et al, *The Leading Rogue State: The U.S. and Human Rights* (2008). This book helps to clarify the comprehensive nature of human rights.

United Nations, Universal Declaration of Human Rights (1948) (at the checkout counters of the bookstore)

Other materials:

“International Convention on the Protection of the Rights of all Migrant Workers and the Members of Their Families,” prepared by Rafael Gallegos (on the class webpage)

Scott Phillips, Jacqueline Maria Hagan, and Nestor Rodriguez, “Brutal Borders? Examining the Treatment of Deportees During Arrest and Detention, *Social Forces* Volume 85, 1 (2006): 94-109.

International Migration Office. “About Migration” <http://www.iom.int/jahia/Jahia/lang/en/pid/3>

International Labour Organization. Global Forum on Migration and Development: http://www.ilo.org/public/english/protection/migrant/download/ilo_paper_gfmd_rt_1.pdf

A radio marathon for International Migrants’ Day (UNESCO) http://www.radio1812.net/en/audio/2008/12/remix_musical_festival_origines_controlees_1

“Know your rights.” National Immigration Law Center: <http://www.nilc.org/ce/ceindex.htm>

Schedule

15 Jan. What are Human Rights? The Universal Declaration of Human Rights; Why focus on migrants? Course overview and students sign up for “apples” agencies, and projects.

Handout – one page summary of the International Convention on the Protection of the Rights of All Migrant Workers and Their Families

Read the document prepared by Rafael Gallegos and IMO's "About Migration" (Gallegos' document is on the webpage)

22 Jan. Finalize apples placements and project assignment. Discuss the International Convention on the Protection of the Rights of Migrants and Their Families and the Gallegos document. Rebecca Headen, Director of the Racial Justice Program, ACLU-NC will speak to the class about ACLU's programs regarding migrants' rights.

Read: Overfelt and Brunsmma, (ch 1) of Blau et al.; Phillips, Hagan, and Rodriguez

29 Jan. Discuss right to housing and Phillips, Hagan and Rodriguez. Discuss project assignments and schedules.

Read: Ugalde and Homedes (ch. 3) and "Global Forum on Migration and Development"

5 Feb. Discuss right to health and Global Forum on Migration and Development. Discuss project assignments and schedules.

Read: Roscigno and Martin (ch 4) and Gran (ch. 5)

12 Feb. Discuss labor rights and children's rights. Radio marathon. Discuss projects.

Read Menjivar and Rumbaut (ch 6, Rights of Migrants and Minorities) ; "Know your rights"

19 Feb Discuss discrimination, racism, patriotism, and religion as factors that fuel xenophobia; the rights of migrants and the vulnerabilities of migrants .

Read Pearce (ch 8) and Smith (ch 9)

Distribute mid-term questions

26 Feb. Discuss women's rights from a global and US perspective; discuss indigenous rights. What is "self-determination" ? Compare with Article I of both the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights

Read Golash-Boza and Parker (ch. 11); Coates (ch. 12)

Mid-term due (1/2 letter grade deducted for late paper)

5 Mar Discuss language rights and cultural rights

12 Mar Spring break

19 Mar. Regrouping with the projects, fast-track remaining tasks.

Read Frezzo (ch. 17)

26 Mar. Projects; Discuss Frezzo. What is the right to democracy? Student Apples presentations

Read Blau & Moncada (ch. 19)

2 Apr. Discuss projects; discuss Blau & Moncada; Student Apples presentations

9 Apr. Photography exhibit and videos

Distribute questions for final

16 Apr. No class – the picnic is tentatively scheduled for 18 Apr (rain date the 19th)

23 Apr. Wrap-up and all papers due (1/2 letter grade deducted for late papers)

Final due (2-3 pages)

Apples journal due (2-3 pages)

Class project due (about 4-5 pages)

30 Apr. In-class exam, 5pm. Everyone will be called on in a discussion: “What did we learn about human rights? Migrants’ rights? About ourselves?”