# Group Project Instructions

One of our course goals is to develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences. To facilitate and encourage such communication, we use the group projects. Below is an explanation of the process for the creation of groups and the activities the groups should engage in.

You will be randomly assigned to work with an international team exploring a specific issue/problem with global, social justice and human rights implications. The members of the group will communicate with each other, seeking to reach an agreement on the topic to explore. This topic is to be selected from the list below. It is possible as well for the group to propose a different topic or question, but that must be approved by the group’s supervising faculty.

The group will then decide the tentative table of contents and distribute tasks evenly. The group will then work in creating a cohesive piece from all contributions.

This project is intended to be a briefing paper, exploring the problem (historically, across various national/cultural and disciplinary boundaries) and proposes sustainable solutions, which critically reflects and operationalizes this course contents. These projects can be either a traditional paper or a power point presentation. It can take another form, such as a film or a photo gallery with an explication of its contents. These alternative options must first be approved by the faculty.

To ascertain equal participation each student should prepare approximately 4 pages (double-spaced Times New Romans, 12 point font, 1 inch margin around) if the group is doing the traditional essay. If the group is doing a power point/prezi presentation, each student should prepare at least 7 slides. A similar arrangement should be made with alternative projects. It should be clear what has been the individual contribution to the final work.

This is a time line for these activities:

* Week 1 October: final list of student enrolled; presentation of the topic; random assignment of student to groups
* Week 8 October: international group finalized: group decision on the topic for their project
* Week 22 October: groups present the table of content
* Week 12 November: each member submits his/her part to the whole group
* Week 26 November: Presentation of final works / post them on NING

# Questions for Group Project

Each group has to answer 1 question.

1. The State Members of the United Nations aim to appreciate the fundamental rights of all individuals. This is the right to a life without hunger, poverty, lack of knowledge, illness and terror. Choose several different countries and assess their current achievements in one of these fields. What further policy recommendations would you give to achieve the goal? Please, provide empirical evidence for your argument.
2. Social media and modern technologies, such as the internet, help to promote and defend human rights. To which extent do you agree? Formulate and summarize your arguments.
3. What is the role of political institutions and human rights in promoting global justice? Please, refer to at least one of the following - A. Sen’s ‘The idea of Justice’ or J.Rawls’ ‘The Law of Peoples’ - while formulating your arguments.
4. How do age, class, and race/ethnicity differently affect a person’s experience of respect and abuse of their human rights?
5. The Declaration of Human Rights is not fully enforceable. Given this, should the push to make the Declaration legally enforceable be pursued?
6. Using examples from the course, illustrate how an ordinary individual’s decision in a developed and a developing nation can have global implications.
7. What is the relationship between globalization and immigration?
8. How do gender, class, and race/ethnicity interact to shape the immigrant experience in the global context?
9. What are the local challenges in human rights and how do these link to the theories and issues we've read globally?
10. Is there a link between a person’s gender and the globalization process?
11. How do class, race/ethnicity, and gender interact to differently expose people to the globalization process? Select a specific aspect of globalization (e.g. factory work, access to education, impact of global mining, etc.) in order to present your arguments
12. An important lesson from the readings involves the negative impact globalization can have on the quality of life of millions of individuals. What approaches can be taken to change in a more positive direction, one that leads to improvement in the quality of life of these millions of people?
13. What is the relationship between Social Justice, Human Rights, and environmental sustainability?
14. What is the relationship between Social Justice, Human Rights, and culture? In your view, how is it possible to advance the global implementation of a viable human rights regime in a way appropriate with the respect of culture-specific differences?
15. Are human rights universal or cultural-specific? How is it possible to move beyond universalism and particularism as polarized alternatives?
16. Human rights vs. citizenship: are they conflicting or complementary tools?
17. There might be a conflict between cultural respect and human rights? Might the recognition of cultural difference hinder or water down children or women’s rights? Discuss risks and the possibilities to prevent them.
18. Have governments ceded too much economic power to private multilateral corporations? What impact does this have on democracy? What roles can citizens play to defend democratic rights or to reverse the erosion of democracy?
19. Why do social movements seem to be pushing harder for social justice than many governments? What do you see as both the strengths and limitations of social movements? Use specific issues and social movements to illustrate your views.