**EHR 3204 Technology and Human Rights**

**Course Description**

While science and technology offer opportunities for generating higher standards of living for millions of people and thereby fulfill such goals like the millennium development goals); science and technology is at the same time creating unprecedented problems like Greenhouse gases emissions, environment destruction, biotechnological revolutions e.g., in the health sector, all of which threaten the dignity and sanctity of human life. This course explores this dialectic, with an emphasis on how particular technologies relate to human rights observance.

**Course Objective**

As science and technological consciousness pervade and permeate ever, increasing areas of life; this course intends to equip learners with knowledge and awareness of how that unprecedented expansion of scientific and technological knowledge is affecting human rights, but also, how in turn, the human rights awareness may shape scientific and technological applications in that dialectic.

**Learning Objectives**

(i) By the end of this course, learners will know how every advance in scientific and technological knowledge has affected human rights.

(ii) Learners will be able to relate specific scientific and technological developments to specific human rights issues.

(iii) Learners will be able to appreciate the complexities debates of biotechnological knowledge, and how this is affecting areas like reproductive health.

(iv) Related to number (iii) above, learners will be able to the human rights issues at critically examine

Stake in such areas like reproductive health, genetic engineering.

**Course outline**

1. [**The definition of the concept of technology**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie04.htm#the%20definition%20of%20the%20concept%20of%20technology)
2. [**The origins of the western technological culture**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie04.htm#the%20origins%20of%20the%20western%20technological%20culture)
3. [**Enlightenment, the open industrial society, and human rights**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie04.htm#enlightenment,%20the%20open%20industrial%20society,%20and%20human%20rights)([**The enlightenment model of industrial development**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie04.htm#the%20enlightenment%20model%20of%20industrial%20development))
4. [**A critical analysis of the enlightenment model of industrial development (technological imperialism)**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie05.htm#a%20critical%20analysis%20of%20the%20enlightenment%20model%20of%20industrial%20development%20%28techno)
5. [**Models of development and the technological factor**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie05.htm#models%20of%20development%20and%20the%20technological%20factor)([**Development, choice, and human rights**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie05.htm#development,%20choice,%20and%20human%20rights))
6. [**The "deconstruction" of deterministic models of development**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie06.htm#the%20deconstruction%20of%20deterministic%20models%20of%20development)
7. GMOs and seed Imperialism
8. Technology and the Environment
9. Global warming and Climate change
10. The Right to Privacy
11. Democracy , Human Rights and the impact of Scientific and Technological Development in Developing countries: Case studies
12. Human Rights and Advanced technologies
13. [**Artificial methods of procreation**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie0r.htm#artificial%20methods%20of%20procreation)
14. [**Medical genetics**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie0s.htm#medical%20genetics)
15. [**Compulsory and mandatory medical examinations**](http://www.unu.edu/unupress/unupbooks/uu08ie/uu08ie0t.htm#compulsory%20and%20mandatory%20medical%20examinations)

**Methodology**

The facilitator(s) will employ the following methods; Case study, Guest lecturing, Group work, Interactive lectures, Class discussion, Guided exercise.

**Assessment Mode**

Take home exercise 15%

Practical exercise test 15%

End of semester examination 70%

**Reading list**

C.G. Weeramantry, ea., *Human Rights and Scientific and Technological Development* (United Nations University, Tokyo, 1990)

C.G. Weeramantry, *The Slumbering Sentinels - Law and Human Rights in the Wake of Technology* (Penguin, 1983)

P. Alcorn, *Social Issues in Technology - A Format for Investigation (Prentice-Hall,* Englewood-Ciffs, N.J., 1986)

C. Kerr, *The Future of Industrial Societies - Convergence or Continuing Diversity* (Harvard University Press, Cambridge, Mass./London, 1983)

C.G. Weeramantry, *The Slumbering Sentinels - Law and Human Rights in the Wake of Technology* (Penguin, 1983), p. xi.

P. Alcorn, *Social Issues in Technology - A Format for Investigation (Prentice-Hall,* Englewood-Ciffs, N.J., 1986), p. 218.

B. Joerges, "Technology in Everyday Lit-e: Conceptual Queries," *Journal for the Theory of Social Behaviour, vol.* 18, no. 2 (1988): 22.

D. MacKenzie and J. Wajcman, "Introductory Essay," in 1). MacKenzie and J. Wajcman, ea., *The Social Shaping of Technology - How the Refrigerator Cot Its Hum* (Open University Press, Milton Keynes/Philadelphia, Pa., 1985), pp. 3-4.

J. Berting, "The Goals of Development in Developed Countries," *Goals of Development* (Unesco, Paris, 1988), pp. 140-181.

C. Kerr, *The Future of Industrial Societies - Convergence or Continuing Diversity* (Harvard University Press, Cambridge, Mass./London, 1983), p. 18.

Kerr (note 28 above), p. 44.

J.W. Murphy and).T. Pardeck, Introduction to J.W. Murphy end d. Pardeck, eds., *Technology and Human Productivity - Challenges for the Future* (Quorum Books, New York, 1986), p. xv.

J. Ellul, *The Technological Society* (Alfred A. Knopf, New York, 1965), p. 74.

C. Calhoun, *The Question of Class Struggle - Social Foundations of Popular Radicalism during the Industrial Revolution* (Basil Blackwell, Oxford, 1982).

A. Schaff, "Frontiers of Science and Technology. Vision and Direction of the Future," in ). Berting et al., *The Socio-economic Impact of Micro-electronics* (Pergamon Press, Oxford, 1980), p. 61.

E.G. Herder, "Une autre philosophic de l'histoire (1774)" and "Ideen zu einer Philosophie der Geschichte der Menschheit (1784)." See also F. Jonas, *Ceschichte der Soziologie* (Rowohlt Taschenbuch, 1968) and "Gesellschaftslchre des deutschen Idealismus", vol. I, pp. 119- 173.

R. Bendix, *Force, Fate and Freedom - On Historical History* (University of California Press, Berkeley/Los Angeles/London, 1984), p. 8.

J. Berting, "Structures, Actors and Choices," in J. Klabbers et al., *Simulation and Caming: On the Improvement of Competence in Dealing with Complexity, Uncertainty and Value Conflicts* Press, Oxford, 1989), pp. 8-23.