**Logo%20Memo**

**MODULE SPECIFICATION**

FOR TAUGHT MODULES AT ALL LEVELS

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| **Name of Module** | | **International Human Rights Law** | | | | | | | | | | | | | |
| **Parent School/Dept** | | Political Science/International Relations | | | | | | | | | | | | | |
| **Programmes where module is offered** | | LLM International Law | | | | | | | | | | | | | |
| **Status** (compulsory, optional, free choice) | | Compulsory | | | | | **Pre-Requisite Modules or Qualifications** | | | | None | | | | |
| **FHEQ Level** | **7** | **Unit Value** | | **8 ECTS** | | | **Module Code** (where applicable) | IL503 | | | **Module Coordinator** | | | | Francesco de Sanctis |
| **Semester Taught** | | Autumn | | | | | **Applicable From** | | | | SEMESTER/YEAR 1st semester, 1st year | | | | |
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| **Educational Aims of the Module** | | | | | | | | | | | | | | | |
| This module examines the international law of human rights; its origin, sources, content, enforcement and justifications. It provides students with an in-depth understanding of the various systems for the protection of human rights, whether universal or regional. It also develops student knowledge of the application of international human rights norms, as well as tensions between international human rights law and other rules of international law. The module will require students to think critically as human rights advocates in their examination of specific policy choices, strategies and legislation that are designed to advance human rights. This includes the use of military force to promote human rights, the intersection of humanitarian and human rights law, the impact of globalisation and transnational corporations on human rights and the human rights dimensions of terrorism. | | | | | | | | | | | | | | | |
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| **Module Outline/Syllabus** | | | | | | | | | | | | | | | |
| 1. Introduction to International Human Rights 2. Human rights within International Law 3. The UN human rights system: Charter based institutions, techniques for responding to violations, The Human Rights Council, The High Commissioner for Human rights, Civil and Political Rights 4. Treaty body system: The Human Rights Committee and other committees 5. The concept of jurisdiction and interpretation of human rights treaties 6. The prohibition of torture, the right to life, contemporary issues concerning capital punishment 7. National Security, Terrorism and Derogation of Human Rights 8. Freedom of Expression, Conscience, Religion and Belief 9. Conflicts among Human Rights 10. Economic, Social and Cultural Rights, the relationship between civil, political, economic, social and cultural rights 11. Regional arrangements 12. Human rights and international humanitarian law 13. Human Rights Tragedies: The example of the former Yugoslavia | | | | | | | | | | | | | | | |
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| **Student Engagement Hours** | | | | | | | | | | | | | | | |
| *Type* | | | | | ***Number per term*** | | | | ***Duration of each*** | | | | ***Total Time*** | | |
| *Lectures* | | | | | 13 | | | | 4 hours | | | | 52 | | |
| *Seminars* | | | | | 13 | | | | 2 hours | | | | 26 | | |
|  | | | | |  | | | |  | | | |  | | |
| *Total Guided/Independent Learning Hours* | | | | | | | | | | | | | | **122** | |
| *Total Contact Hours:* | | | | | | | | | | | | | | **78** | |
| **Total Engagement Hours** | | | | | | | | | | | | | | **200** | |
|  | | | | | | | | | | | | | | | |
| **Assessment Method Summary** | | | | | | | | | | | | | | | |
| ***Type*** | | | ***Number required*** | | | ***Duration*** | | | | ***Weighting*** | | ***Timing/***  ***Submission Deadline*** | | | |
| Mid-semester test (unseen written test conducted in class - multiple choice and case analysis) | | | 1 | | | 1 hour | | | | 10% | | Mid-semester | | | |
| Set assignment (essay on a topic concerning comparative international human rights law with oral presentation) | | | 1 | | | 3000 words  10 minute presentation | | | | 40% | | Week 11 | | | |
| Final exam | | | 1 | | | 3 hours | | | | 50% | | End of Semester | | | |

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| **Module Outcomes** | | | |
| ***Intended Learning Outcomes:***   1. Display mastery of the complex and specialised knowledge relating to international human rights movements (history), philosophical underpinnings, political impacts, legal character and the source of international human rights laws 2. Demonstrate a clear, in-depth understanding of the evolution of international human rights laws, the Universal Declaration of Human Rights, the guiding principles, the UN protection mechanisms in the area of human rights, the treaty body system of protection and the concept with relevant practice (case-law) of extraterritorial protection of human rights (jurisdiction) 3. Demonstrate a critical understanding of current developments, standards and problems in the area of International Human Rights Law with regard to specific rights and situations such as terrorism, national security and cultural relativism and form cohesive legal arguments. 4. Thorough understanding of the key policy debates and dilemmas in International Human Rights Law including critical knowledge of relevant causes and examples of human rights tragedies, and articulate this knowledge clearly 5. A critical awareness of different and specialised international and regional mechanisms in the area of International Human Rights Law, and comprehensive understanding of their roles and functions. | | → | ***Teaching/Learning Strategy:***   1. Key information is delivered via lectures (ILO: 1-5) 2. Seminars operate as a platform for group discussion, debate, presentations and topical case-study analysis (ILO:1-5) 3. Group discussions enable students to express their views, form cohesive arguments and enhance knowledge of a specific topic (ILO: 1-4) 4. Short presentations, including short moot court debates (group work) in class help students to obtain additional in-depth knowledge through preparation, research, practical delivery and debate on a given topic. Students will also benefit from instant feedback and guidance from tutors highlighting the strengths and weaknesses of their argument (ILO: 1,3,4) 5. Students will have the opportunity to view historic and documentary films to enhance their understanding of international human rights law in practice. They will further develop argumentation skills during discussions in class (ILO: 1-5) 6. Country specific and comparative essays will aid critical awareness of key policy debates and dilemmas, current developments and standards in International Human Rights Law, including a comprehensive understanding of different mechanisms of protection of Human Rights and thorough understanding of cultural diversity and its impact on Human Rights Standards throughout the world, (ILO: 1-5) |
| → | ***Assessment Strategy:***   1. Final exam (ILO:1-5) 2. Mid-semester test (ILO:1,2) 3. Set assignment: essay (students will critically analyse human rights from different areas of the world and compare it to human rights standards and understanding in Bosnia and Herzegovina from a legal aspect, taking into account different mechanisms of protection, cultural and other diversities) (ILO: 1-5) |
| ***Practical Skills:***   1. Employ advanced skills to conduct independent legal research and present the results in a coherent and clear format 2. Recognise, interpret and accurately apply the rules of International Human rights law to a given set of facts and provide critical and in depth legal assessment 3. Ability to compare different standards of International Human Rights Law in different countries and to spot and utilise different approaches to human rights implementation in critical/borderline situations 4. Advanced ability to utilise specialised on-line legal resources | | → | ***Teaching/Learning Strategy:***   1. Lectures will provide the core information and seminars will further develop practical skills in analysis and information retrieval (PS. 1,2) 2. Students will develop practical skills in research, legal argument and debate by taking part in short presentations on a given topic (PS: 1-4) 3. Short moot court debates will take place based on specific cases under the supervision of the tutor. Students are expected to prepare thoroughly for the moot and tutors will provide individual feedback on how to structure, apply and express the acquired knowledge appropriately (PS: 1-4) 4. Comparative research will enhance practical skills (PS:1,3,4) 5. Films (documentary and historic) will be shown to aid interpretation and application of international human rights law (PS:1,2) |
| → | ***Assessment Strategy:***   1. Written examination: final exam, mid-semester test   (PS: 1-3)   1. Set assignments: essay (PS: 1-3) |
| ***Transferable Skills:***   1. An ability to access and assimilate information from a variety of sources 2. Communication skills: written and oral 3. Ability to develop reasoned arguments for decisions 4. Independent study skills | | → | ***Teaching/Learning Strategy:***   1. Seminars provide a forum for discussion and develop skills in communication, information retrieval and presentation. (TS:1-4) 2. Lectures provide students with essential information, and enable them to question material and receive guidance from the lecturer (TS:1-4) 3. Short presentations on specific previously assigned topics will contribute to the enhancement of transferrable skills and offer opportunity for their demonstration and practice (TS:1-4) |
| → | ***Assessment Strategy:***   1. Examination and mid-semester test will test student knowledge, cognitive ability and written skills (TS:1,2,3) 2. Set assignments (essay, presentations) encourage guided independent learning and research, and allow students to practice academic writing skills, communication skills and the development of legal argumentation. (TS:1-4) |
| **Key Texts and/or other learning materials** | | | |
| **Key texts:**   1. Moeckli, D., Shah, S. and Sivakumaran, S. eds., 2010. International Human Rights Law. Oxford: Oxford University Press. 2. Steiner, H.J. and Alston, P., 2007. *International Human Rights in Context.* 3rd ed.Oxford: Oxford University Press.   **Other learning materials:**   1. Ghandhi, S. ed., 2010. Blackstone’s International Human Rights Documents. 7th ed. Oxford: Oxford University Press. 2. Weissbrodt, D., Fitzpatrick, J. and Newman, F., 2009. *International Human Rights: Law, Policy and Process.* 4th ed. LexisNexis: Anderson Publishing Co. 3. Morsink, J., 2000. *The Universal Declaration of Human Rights.* Philadelphia:University of Pennsylvania Press. 4. Weissbrodt, D., Fitzpatrick, J., Newman, F., Hoffman, M. and Rumsey, M., 2009. *Selected International Human Rights Instruments and Bibliography for Research on International Human Rights Law*. 4th ed. LexisNexis, Anderson Publishing Co. 5. Freeman, M., 2011. *Human Rights: Key Concepts*. 2nd ed. Cambridge: Polity Press. 6. World Courts: *case law of international judicial and quasi-judicial bodies*, 2013. [Online] <http://worldcourts.com/> (accessed 15 July 2013). | | | |
| **Please note:** This specification provides a concise summary of the main features of the module and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module and programme can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency. | | | |
| **Date of Production:** |  | | |
| **Date approved by School Learning and Teaching Committee** |  | | |
| **Date approved by School Board of Study** |  | | |
| **Date approved by University Learning and Teaching Committee** |  | | |
| **Date of Annual Review:** |  | | |