

# Module Study Guide

Academic Year 2022–2023

PDHR (MA/S2/IR008/E2) –  
Political Dynamics Human Rights

Level: 7

Credits: 10 ECTS; 20 UK Credits

Academic Partner:

Marbella International University Centre  
(MIUC)

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# 1 Module overview

## 1.1 Introduction, aims and summary of content

The main objectives of this module are to present the full spectrum of the human rights laws and institutions and their compatibility with human rights issues and develop the capacity of perceiving and analysing different political and social affairs from the human rights perspective.

The first part of the module is dedicated to the history and scope of human rights. Students learn to differentiate the human rights dimensions and to discuss their importance in the contemporary world. The module presents and discusses the full spectrum of human rights instruments. The students become acquainted with international and regional institutional framework of human rights and with the role of civil society in the human right area. Second part of the module, capitalises on the knowledge acquired in the first half of the semester and moves to more critical perception of human rights and their universality. Consequently, the module deals with the global human rights issues of the 21st century, such as torture, genocide, transitional justice, terrorism and migration. Upon completion of the module students will be able to conduct analyses of different contemporary issues from the human rights perspective.

1.

## 1.2 Learning outcomes to be assessed

At the end of the module the student shall have:

2. Critical understanding of the human rights laws and the process of their ratification
3. Critical understanding of the human rights institutions – international, regional and non-governmental
4. An ability to effectively discuss the role of different human rights institutions vis-à-vis the contemporary global issues
5. Ability to use the acquired knowledge to analyse human rights situations in a given country with the support of the relevant resources.

## 1.3 Scheduled contact hours

Teaching Contact Hours	56 hours
Independent Study Hours	144hours
Total Learning Hours	200 hours

## 2 Assessment and feedback

### 2.1 Summative assessment grid

Type of Assessment	Word Count or equivalent	Threshold (if Professional Body-PSRB applies)	Weighting	Pass Mark	Submission due-date & time	Method of Submission & Date of Feedback
A1: Written Examination Midterm Exam	Open Book Exam	n/a	40%	50%	7 Week (date and time TBC)	Via NEO LMS & 10 working days after the assessment
A2: Written Assignment Human Rights Case Study	2500	n/a	60%	50%	15 Week (date and time TBC)	Via NEO LMS & 10 working days after the assessment

### 2.2 Assessment brief including criteria mapped to learning outcomes

#### 2.2.1 Assessment 1: Open Book Exam

You will need to prepare within 90 minutes a summary of given human rights cases referred to the UN Human Rights Committee, the African Commission on Human & People's Rights, the European Court of Human Rights or the Inter-American Court of Human Rights.

The summary should contain the following components:

- summary of the case and adjudication;
- statement of human rights issues the case pertains to;
- statement of international and regional human rights treaties regulate those rights;
- assessment of which other international and/or regional human rights bodies could have adjudicated about such a case;
- critical analysis of the adjudication and the possibility of its enforcement.

The exam will apply an 'open book' conditions, i.e. apart from the human rights case you will have access to all international and regional human rights treaties and conventions studied during the classes as well as recommended for the independent study.

**Assessment criteria for Assessment 1 (LO1- LO2 will be assessed)**

Assessment 1 will be marked in accordance with the following marking criteria:

**The Open Book Exam will be marked in accordance with the following marking criteria:**

- ❖ Knowledge and Understanding (40%)  
Demonstrated ability to identify the human rights violation and adjudication, link it to the relevant international and regional human rights instruments, and present the role of the adjudicating body in the given case.
- ❖ Cognitive Skills (40%)  
Critical analysis of the case study from the perspective of the global human rights violations and the precedence, which it sets. Assessment of other international and/or regional human rights bodies could have adjudicated in such a case. Critical analysis of the adjudication and possible limitations of its enforcement.
- ❖ Practical and Professional Skills (10%)  
Competence in using human rights related primary sources. Competence in commenting on key human rights cases, which serve as precedents in variety of professional contexts.
- ❖ Transferrable and Key Skills (10%)  
Presentation and organization of work, coherence of communication. Use of primary sources.

## **2.2.2 Assessment 2: Human Rights Case Study**

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At the end of the module you will be asked to deliver a case study on prevalence of a global human rights issue in a given country. In the case study you will need to:

- a. provide an exhaustive research regarding a given human rights violation, situation taking into consideration political and economic variables as well as cultural relativism, and its prevalence in a given country.
- b. analyse human rights instruments and bodies pertinent to the case study
- c. provide a critical judgment of the actual effectiveness of the role and effectiveness of international and regional human rights institutions as well as civil society.

You will be provided with a list human rights case studies which you can choose from.

### **Assessment criteria for Assessment 2 (LO3- LO4 will be assessed)**

The Human Rights Case Study will be marked in accordance with the following marking criteria:

- ❖ Knowledge and Understanding (40%)  
Demonstrated ability to operate and apply the theoretical knowledge to a particular case study: student is able to provide an exhaustive factual data regarding human rights situation based ratified human rights treaties as well as reports of international and regional human rights bodies, and civil society.
- ❖ Cognitive Skills (40%)

Demonstrated ability to analyse human rights situation taking into consideration political and economic variables as well as cultural relativism. Critical analysis of the possible role of international and regional human rights institutions as well as civil society.

❖ Practical and Professional Skills (10%)

Competence in practical assessment of human rights instruments applicable to a given case study.

❖ Transferrable and Key Skills (10%)

Quality of referencing (academic journals, academic books), consistency of referencing, i.e. Harvard style.

For guidance on online submission of assignments, including how to submit and how to access online feedback, please refer to the MIUC Learning Management System student guideline.

## 2.3 Learning materials

The reading list for this module is available on MIUC Learning Management System in the module area.

### 2.3.1 Core textbook(s):

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Donnelly, J. (2013) *International Human Rights*. 4<sup>th</sup> edition, Westview Press.

Donnelly, J. (2013), *Universal Human Rights in Theory and Practice*, 3<sup>rd</sup> edition, Cornell University Press.

Fiddian-Qasmiyeh, E., Loescher, G., Long K. and Sigona, N. ed. (2016) *The Oxford Handbook of Refugees and Forced Migration*. Oxford University Press.

Freeman, M. (2011) *Human Rights. An Interdisciplinary Approach*. 2nd Ed. Cambridge: Polity Press.

Goodhart, M. (2016) *Human Rights. Politics and Practice*. Oxford University Press.

Hurd, I., (2014) *International Organizations. Politics, Law, Practice*. 2nd ed.

Moeckli, D., Shah, S., Sivakumaran, S. (2014) *International Human Rights Law*. Oxford University Press.

### 2.3.2 Other recommended reading:

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Austin, B. et al. (2011) *Advancing Conflict Transformation*, The Berghof Handbook II. Opladen/Framington Hills: Barbara Budrich Publishers. [uploaded on Blackboard]

Alston, P., Goodman, R. (2013) *International Human Rights. The Successor to International Human Rights in Context: Law, Politics and Morals*. Oxford: University Press.

Landman, T. (2006) *Studying Human Rights*. London and New York: Routledge.

Mullerat, R (2005) Corporate Social Responsibility. The Corporate Governance of the 21st Century. 2nd edition. International Bar Association and Kluwer Law International

Simmons, B.A. (2009) *Mobilizing for Human Rights*. New York: Cambridge University Press.

### 2.3.3 Other resources:

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#### Reports:

The United Nations Human Rights Treaty System (2012) UN Office of the High Commissioner for Human Rights, New York and Geneva. [uploaded on Blackboard]

The Role Of Regional Human Rights Mechanisms. (2010) European Parliament Study, (pp. 56-88) [uploaded on Blackboard]

Europe's Refugee Crisis: An Agenda For Action. (2015) Human Rights Watch Report. [uploaded on Blackboard]

Report of the UN Special Rapporteur on Torture regarding Solitary Confinement (2011)

Oslo District Court Judgement on A. Breivik (2016)

Senate Intelligence Committee Study on CIA Detention and Interrogation Program [Online] Available on: <https://www.feinstein.senate.gov/public/index.cfm/senate-intelligence-committee-study-on-cia-detention-and-interrogation-program> [Accessed: 02.09.2017]

#### Articles:

Davenport, C., Moore, W. & Poe S. (2003) Sometimes You Just Have to Leave: Domestic Threats and Forced Migration, *International Interactions: Empirical and Theoretical Research in International Relations*, Volume 29, Issue 1, pp. 27-55. [uploaded on Blackboard]

Evans, G. (2003) Rebuilding Societies in Crisis: Before and After War, International Crisis Group [uploaded on Blackboard]

Franck, T. M. (2001) Are the human rights universal?. *Foreign Affairs*. [uploaded on Blackboard]

Malhotra, K. (2000) NGOs without aid- beyond the global soup kitchen. *Journal of International Studies*, 23(2), 267–285. [uploaded on Blackboard]

Morgenthau, H.J. (1979) Human Rights and Foreign Policy. Council on Religion and International Affairs. [uploaded via Blackboard]

Roosevelt, A. E. (1948) The Promise of Human Rights, *Foreign Affairs*. [uploaded on Blackboard]

Roy, A (2014) NGOisation of resistance [Online] Available from: <https://revolutionaryfrontlines.wordpress.com/2014/09/25/ngoisation-of-resistance-arundhati-roy/> [Accessed: 02.09.2017]

The Economist. (2001) *The politics of human rights*. [uploaded on Blackboard]



**Remember to log into MIUC Learning Management System daily to receive all the latest news and support available at your module sites!**

## 3 Things you need to know

### 3.1 Engagement

During the academic year 2020-21, the health, welfare and safety of all our students and staff is our top priority as Spain continues to deal with the ongoing implications of the COVID-19 outbreak.

Face to-face-teaching, access to MIUC facilities and being part of our unique University community are key parts of the excellent student experience at MIUC. We have been working to create a safe and efficient plan that will allow us to deliver these elements when you start with us in the fall semester, subject to government regulation.

MIUC will be ready to teach in September and we are committed to engaging with you as closely as we can, and to ensuring that you have a rich educational experience that is safe and protected to ensure that you continue to get the most from the University life and the city of Marbella.

Whether you are engaging with teaching and learning activities on site or via the MIUC Virtual Learning Environment, we expect the same level of commitment and engagement from you. If you are unable to attend scheduled on site or online activities or complete activities in the timeframes set out, you should let your module leaders know. You should aim to stick to assessment deadlines; if you are concerned that you will not be able to complete your assessments on time, you should talk to your module leaders. Your engagement, whether online or on site, will be tracked and if we see that you are not engaging, we will get in contact with you. However, we encourage you to let us know if you are struggling so we can work with you to find solutions and get you back on track as soon as possible. Give yourself the best possible chance to succeed by engaging with the full range of learning and teaching activities available to you.

### 3.2 Need help, just ask

The University recognises that there are times when you may encounter difficulties during your course of study and provisions are made to help you. If you are struggling with meeting deadlines please talk to us, whether it's your course/module leader, personal tutor or any member of staff, speak to them so they can get you the support you need to succeed. You can extend your deadline if you have a good reason why you are not able to submit a piece of coursework on time, [apply online for an extension](#) before your deadline. An extension will allow you an extra 10 days. When ongoing serious circumstances adversely impact a student's ability to complete assessments on time, a [postponement application](#) may be submitted for the assessment to be taken at the next scheduled opportunity. If an extension is not sufficient and circumstances beyond your control are preventing you from completing your assessment, then you can, [apply online for mitigation](#).

Please remember late submission without extension or mitigation will result in penalties depending on how late it is, see [Academic Regulations](#).

You are reminded that MIUC applies penalties to students who commit an academic offence, in which case the Academic Offences Regulations will be used to deal with any cases of academic misconduct including examination offences, plagiarism and other means of cheating to obtain an advantage.

You are encouraged to seek advice from the Students' Union and counselling service which support you with all aspects of your academic experience by providing advice and guidance to ensure you are fully informed of the academic regulations as well as advocate for student views.

You are expected to behave in line with University expectations, irrespective of whether your interactions with staff and other students are in person or online. As you will be engaging with others online and a range of online materials, it is important to consider how to stay safe online and ensure your communications are secure and appropriate. If you have any questions about how to manage your online activities, please contact your module leader.

If you have an issue about the module, you should speak to your Module Leader or Course Leader informally in the first instance. Your Course Representative can also raise your concerns at Course Committees, which take place each semester. If you are unable to resolve it informally, you should refer to the Complaints Procedure which is outlined in the student handbook and consult the Students' Union about it. The University aims to ensure that issues are resolved informally as quickly as possible to have minimum impact on your studies.

### **3.3 Getting support for your studies**

Throughout your course of study, you will have access to a wide variety of sources of support depending on your individual circumstances and needs. Your first point of call for getting general academic support is your Personal Tutor. As well as approaching your Module Leader with any questions specifically related to your module and your Course Leader with questions on your Course, do contact your Personal Tutor for academic advice in relation your studies and your academic development.

Apart from the University-wide support framework, which encompasses the Module Leaders, Course Leader, the Subject Librarian and your Course Administrator, you will also have at your disposal the MIUC Academic Support Team. The Team offers Academic Skills Workshops throughout the year, helping you to develop skills relevant to your degree. Workshops include for instance Essay Planning and Writing; Critical Thinking; Reflective Writing; Group Work and Presentation Skills.

English Language support and One-to-one academic support opportunities are also available. For information about all these services, please consult the Academic Office.

### **3.4 Student support**

In addition to the support listed in the previous section, there is also more help offered by MIUC Student services, consisting of Student Life Department, Internship Support, Life Coaching Service and Counselling service. They offer a wide range of support and services consisting of extracurricular activities; Careers and internship support; Student Welfare and Counselling.

Contact Student Services for more information at:

Student Life Department: [student.life@miuc.org](mailto:student.life@miuc.org)

Internship Support: [ana.cantle@miuc.org](mailto:ana.cantle@miuc.org)

Life Coaching Service: Ms. Ana Cantle, [ana.cantle@miuc.org](mailto:ana.cantle@miuc.org)

Counselling Service: Ms. Eva Berkovic, [eva@miuc.org](mailto:eva@miuc.org)

### **3.5 Module evaluation – have your say!**

Towards the end of the module you will be invited to provide some anonymous feedback to the Module Leader through a (online) survey. This is your opportunity to give some direct feedback about the module through a series of questions and free text. Your constructive feedback will help the Module

Leader and teaching team to understand the module experience from your perspective and helps inform the development of the module.

<b>1. Weekly Schedule</b>		
<b>Week 1</b>	<b>Content</b>	Development of the Human Rights Regime in 20th century
	<b>Key concepts / issues</b>	Birth of human rights concept, impact of WWI and WWII on the development of human rights, Universal Declaration of Human Rights, human rights dimensions
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Discussion on students' initial understanding of human rights
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Donnelly, J. (2013) <i>International Human Rights</i> . 4 <sup>th</sup> edition, Westview Press Chapter 1: Human Rights as an Issue in World Politics  Landman, T. (2006) <i>Studying Human Rights</i> . London and New York: Routledge. Chapter 1.  Moeckli, D., Shah, S., Sivakumaran, S. (2014) <i>International Human Rights Law - Chapter 1 - History</i>
	<b>Independent study</b>	Roosevelt, A. E. (1948) <i>The Promise of Human Rights, Foreign Affairs</i> . [uploaded on NEO LMS]
<b>Week 2</b>	<b>Content</b>	Civil rights
	<b>Key concepts / issues</b>	The ratification process, International Covenant of Civil and Political Rights, freedom of speech, assembly and political participation
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Discussion about observance of the civil and political rights nowadays
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Moeckli, D., Shah, S., Sivakumaran, S. (2014) <i>International Human Rights Law - Chapter 11 – Thought, expression, association, and assembly &amp; Chapter 13 – Detention and Trial</i>  Simmons, B.A. (2009) <i>Mobilizing for Human Rights</i> . New York: Cambridge University Press. Chapter 5
	<b>Independent study</b>	N/A
<b>Week 3</b>	<b>Content</b>	Economic and Social Rights

	<b>Key concepts / issues</b>	history of economic and social right, the International Covenant on Economic, Social and Cultural Rights
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case studies as base for discussion about the principles of progressiveness, “minimum core obligation” and assumption of sufficient resources
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Donnelly, J. (2013), <i>Universal Human Rights in Theory and Practice</i> , 3 <sup>rd</sup> edition, Cornell University Press, Chapter 3: Economic Rights and Group Rights  Freeman, M. (2011) <i>Human Rights. An Interdisciplinary Approach</i> . 2nd Ed. Cambridge: Polity Press. Chapter 8  Moeckli, D., Shah, S., Sivakumaran, S. (2014) <i>International Human Rights Law</i> - Chapter 10 – Adequate standard of living, Chapter 12 – Education and work and Chapter 28 - Poverty
	<b>Independent study</b>	The Economist (2001) <i>The politics of human rights</i> . [uploaded on NEO LMS]  Moeckli, D., Shah, S., Sivakumaran, S. (2014) <i>International Human Rights Law</i> – Chapter 29 – Environmental degradation
<b>Week 4</b>	<b>Content</b>	UN Human Rights System
	<b>Key concepts / issues</b>	Human Rights Council, the High Commissioner for Human Rights, treaty reporting system
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Studies of the recent reports of the High Commissioner for Human Rights and of the Human Rights Council representatives
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	The United Nations Human Rights Treaty System (2012) UN Office of the High Commissioner for Human Rights, New York and Geneva.  Donnelly, J. (2013) <i>International Human Rights</i> . 4 <sup>th</sup> edition, Westview Press Chapter 5: Global Multilateral Mechanisms  Moeckli, D., Shah, S., Sivakumaran, S. (2014)

		International Human Rights Law – Chapter 18 – United Nations
	<b>Independent study</b>	N/A
<b>Week 5</b>	<b>Content</b>	Regional Human Rights Regimes
	<b>Key concepts / issues</b>	European regional regime, inter-American system, African regional human rights regime, human rights in Arab World.
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case study: Arab League suspension of Syria’s membership in 2011
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	The Role of Regional Human Rights Mechanisms. (2010) European Parliament Study, pp. 56-88.  Donnelly, J. (2013) International Human Rights. 4 <sup>th</sup> edition, Westview Press Chapter 6: Regional Human Rights Regimes.
	<b>Independent study</b>	N/A
<b>Week 6</b>	<b>Content</b>	Civil Society and Human Rights
	<b>Key concepts / issues</b>	role of civil society as human right advocate, Amnesty International, Human Rights Watch
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Student’s presentations of different human rights organizations.
	<b>Pre session reading</b>	Roy, A (2014) NGOisation of resistance [Online] Available from: <a href="https://revolutionaryfrontlines.wordpress.com/2014/09/25/ngoisation-of-resistance-arundhati-roy/">https://revolutionaryfrontlines.wordpress.com/2014/09/25/ngoisation-of-resistance-arundhati-roy/</a> [Accessed: 02.09.2017]
	<b>Literature for this session</b>	Freeman, M. (2011) <i>Human Rights. An Interdisciplinary Approach</i> . 2nd Ed. Cambridge: Polity Press. Chapter 7  Donnelly, J. (2013) International Human Rights. 4 <sup>th</sup> edition, Westview Press Chapter 10: Transnational Human Rights Advocacy  Malhotra, K. (2000) NGOs without aid- beyond the global soup kitchen. <i>Journal of International Studies</i> , 23(2), 267–285 (uploaded on NEO LMS)
	<b>Independent study</b>	N/A

<b>Week 7</b>	<b>Content</b>	Midterm Review of the Studied Material
	<b>Key concepts / issues</b>	All concepts and issues studied from week 1 to week 6
	<b>Learning and teaching</b>	Overview of the material studied so far
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	All reading materials from Week 1 to Week 6
	<b>Independent study</b>	All reading materials from Week 1 to Week 6
<b>Week 8</b>	<b>Content</b>	Challenges to the Universalism of Human Rights
	<b>Key concepts / issues</b>	Human rights in different cultural, religious and economic environments
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation During the seminar part of the session the students will debate the topic „Are the Human Rights Universal?“. The debate will be organized in accordance with the academic debating format.
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Freeman, M. (2011) <i>Human Rights. An Interdisciplinary Approach</i> . 2nd Ed. Cambridge: Polity Press. Chapter 6  Donnelly, J. (2013) <i>International Human Rights</i> . 4 <sup>th</sup> edition, Westview Press Chapter 3: The Relative Universality of Human Rights  Donnelly, J. (2013), <i>Universal Human Rights in Theory and Practice</i> , 3 <sup>rd</sup> edition, Cornell University Press, Chapter 6: The Relative Universality of Human Rights
	<b>Independent study</b>	Franck, T. M. (2001) <i>Are the human rights universal? Foreign Affairs</i> .
<b>Week 9</b>	<b>Content</b>	Human Rights and Foreign Policy
	<b>Key concepts / issues</b>	human rights issues in foreign policies agenda at the bilateral and multilateral actions
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case studies: the foreign policy of the permanent members of the UN Security Council.
	<b>Pre session reading</b>	N/A

	<b>Literature for this session</b>	<p>Donnelly, J. (2013) International Human Rights. 4<sup>th</sup> edition, Westview Press Chapter 9: Human Rights and Foreign Policy</p> <p>Donnelly, J. (2013), Universal Human Rights in Theory and Practice, 3<sup>rd</sup> edition, Cornell University Press, Chapter 12: Human Rights and Foreign Policy</p> <p>Morgenthau, H.J. (1979) Human Rights and Foreign Policy. Council on Religion and International Affairs. [uploaded via NEO LMS]</p>
	<b>Independent study</b>	N/A
<b>Week 10</b>	<b>Content</b>	Globalization and Human Rights
	<b>Key concepts / issues</b>	globalization, welfare markets, development rights trade-offs, corporate social responsibility
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case studies
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	<p>Donnelly, J. (2013) International Human Rights. 4<sup>th</sup> edition, Westview Press Chapter 14: Globalization, the State, and Human Rights</p> <p>Donnelly, J. (2013), Universal Human Rights in Theory and Practice, 3<sup>rd</sup> edition, Cornell University Press, Chapter 13: Human Rights, Democracy and Development, Chapter 14: The West and Economic and Social Rights</p> <p>Mullerat, R (2005) Corporate Social Responsibility. The Corporate Governance of the 21st Century. 2nd edition. International Bar Association and Kluwer Law International - Chapter 10</p> <p>Moeckli, D., Shah, S., Sivakumaran, S. (2014) International Human Rights Law - Chapter 26 - Non-state actors</p>
	<b>Independent study</b>	<p>UNSG Report on HR and transnational corporations – 2010</p> <p>UN Guiding Principles on Business and Human Rights (2011)</p>
<b>Week 11</b>	<b>Content</b>	Genocide and Humanitarian Intervention



	<b>Key concepts / issues</b>	Genocide, Humanitarian Intervention, the International Criminal Court
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case studies: Iraq, Libya, Syria ICC-relevant case studies: Burundi, Gambia, South Africa and Russian Federation
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Donnelly, J. (2013) International Human Rights. 4th edition, Westview Press, Chapter 13: Humanitarian Intervention Against Genocide  Donnelly, J. (2013), Universal Human Rights in Theory and Practice, 3rd edition, Cornell University Press, Chapter 15: Humanitarian Intervention against Genocide  Goodhart, M. (2016) Human Rights. Politics and Practice - Chapter 20 - Genocide and Human Rights  Hurd, I., (2014) International Organizations. Politics, Law, Practice. 2nd ed. Chapter 9
	<b>Independent study</b>	Simmons, B.A. (2009) Mobilizing for Human Rights. New York: Cambridge University Press. Chapter 7  Evans, G. (2003) Rebuilding Societies in Crisis: Before and After War, International Crisis Group [uploaded on NEO LMS]
<b>Week 12</b>	<b>Content</b>	Torture
	<b>Key concepts / issues</b>	Prevalence of torture, CAT, solitary confinement,
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case study: Norway – Andreas Breivik
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Goodhart, M. (2016) Human Rights. Politics and Practice - Chapter 15 - Torture
	<b>Independent study</b>	Report of the UN Special Rapporteur on Torture regarding Solitary Confinement (2011)  Oslo District Court Judgement on A. Breivik (2016)
<b>Week 13</b>	<b>Content</b>	War on Terrorism
	<b>Key concepts / issues</b>	Surveillance, infringement of civil liberties, arbitrary detentions, extraordinary renditions, Guantanamo Base

	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Film: “Road to Guantanamo” 2006 - Director: Michael Winterbottom
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Donnelly, J. (2013) International Human Rights. 4 <sup>th</sup> edition, Westview Press Chapter 15: Anti(Terrorism) and Human Rights  Moeckli, D. (2006) Terrorist Profiling and the Importance of a Proactive Approach to Human Rights Protection. University of Zurich, School of Law. [Uploaded on NEO LMS]  Moeckli, D., Shah, S., Sivakumaran, S. (2014) International Human Rights Law - Chapter 27 - Terrorism
	<b>Independent study</b>	Senate Intelligence Committee Study on CIA Detention and Interrogation Program [Online] Available on: <a href="https://www.feinstein.senate.gov/public/index.cfm/senate-intelligence-committee-study-on-cia-detention-and-interrogation-program">https://www.feinstein.senate.gov/public/index.cfm/senate-intelligence-committee-study-on-cia-detention-and-interrogation-program</a> [Accessed: 02.09.2017]
<b>Week 14</b>	<b>Content</b>	Human Rights and Migration
	<b>Key concepts / issues</b>	Right to asylum, principle of <i>non-refoulement</i> , rights of refugees, difference between refugee and migrant.
	<b>Learning and teaching</b>	Lecture supported by Power Point Presentation Case studies: International and European policies on migration
	<b>Pre session reading</b>	N/A
	<b>Literature for this session</b>	Goodhart, M. (2016) Human Rights. Politics and Practice - Chapter 18  Fiddian-Qasmiyeh, E., Loescher, G., Long K. and Sigona, N. ed. (2016) The Oxford Handbook of Refugees and Forced Migration, Chapter 16 - Human Rights and Forced Migration, Chapter 17 - UNHCR and Forced Migration, Chapter 20 - State Controls - Borders, Refugees, and Citizenship and Chapter 21 - the Securitization of Forced Migration

	<b>Independent study</b>	Davenport, C., Moore, W. & Poe S. (2003) Sometimes You Just Have to Leave: Domestic Threats and Forced Migration, <i>International Interactions: Empirical and Theoretical Research in International Relations</i>  Europe's Refugee Crisis: An Agenda for Action. (2015) Human Rights Watch Report.
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