COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	Communications, Arts and Social Sciences
Programme:	International Relations
FHEQ Level:	6
Course Title:	International Human Rights
Course Code:	INR 6405
Course Leader:	Dr Mike Keating

Student Engagement Hours: **120**
Lectures: 22.5
Seminar / Tutorials: 22.5
Independent / Guided Learning : 75

Semester: FALL and/or SPRING and/or SUMMER

Credits: 12 UK CATS credits
6 ECTS credits
3 US credits

Course Description:
This course will cover the evolution of international human rights and of the various regional and international treaties and institutions designed for their protection. It will interrogate the fundamental tension between state sovereignty and individual rights, guaranteed by international law. It will further examine the historic and theoretical foundations of the idea of human rights in various civilizations and cultures, evaluate their legacy within western and non-western traditions, and examine their meaning and relevance in thinking about international human rights in contemporary world politics. The class principally draws on the theories and methodological approaches of the following disciplines: Sociology, International Law and International Relations The course will address the classic debate regarding the universality of international human rights. Students will have an opportunity to critically evaluate a number of specific human rights regimes as illustration of the complex politics of contemporary human rights. The course further evaluates the pressures that developments in the broader field of global politics place on the protection of human rights.

Pre-requisites: INR 4100 or INR 4105 or DEV 4100

Aims and Objectives:
- To acquaint students with the nature, scope and key concepts in the realm of human rights
- To explore the way in which theories of international relations describe and explain the existence of human rights

- To examine the frameworks of human rights implementation at the regional and international levels
- To critically evaluate the relationship between human rights and state-centric international politics

Programme Outcomes:
At the end of this course, the students will have achieved the following programme outcomes.

6A(ii); 6A(iv); 6B(i); 6B(iv); 6C(i); 6C(iii); 6C(iv); 6D(ii); 6D(iii); 6D(iv)

A detailed list of the programme outcomes are found in the Programme Specification.
This is located at the Departmental/Schools page of the portal.

Learning Outcomes:
At the end of this course, the students will have achieved the following learning outcomes.
- Demonstrates the ability to develop critical responses to, and a systematic and historical understanding of, theoretical approaches to international human rights
- Demonstrates a systematic understanding of key debates in international human rights, and the reflexive relationship between these and practical developments in the realm international human rights politics
- Demonstrates a systematic understanding of the formal and informal actors and institutions that exercise power and influence over the international human rights regime
- Demonstrates a systematic understanding of major thematic debates in international human rights
- Takes responsibility for their own learning, and completes assigned work with a degree of clarity, contextualisation, critical thinking, and reflexive normative understanding appropriate for a 6000-level course
- Demonstrates flexible writing and analytical skills that translate directly into the workplace in producing analyses of international human rights issues, including the ability to adapt work to different contexts, audiences, and levels of complexity

Indicative Content:
- Concept, scope and nature of international human rights
- Historical foundations of international human rights
- Fundamental tensions – state sovereignty, universalism, cultural relativism
- International instruments and institutions for the protection of human rights
- Regional instruments and institutions for the protection of human rights
- The role of non-state actors (for-profit and not-for-profit) in the creation and implementation of human rights standards
- Special regimes for the protection of human rights

Assessment:
This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:
This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an

essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be **S**afe, **E**njoyable, **M**anaged, **I**nclusive, **N**ecessary, **A**cademic, **R**espectful & **S**timulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes <u>prepared</u>.

Bibliography:

- Forsythe, David P. *Human Rights in International Relations*. 3rd ed. Cambridge: Cambridge University Press, 2012.
- Alston, Philip, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. Edited by Henry J. Steiner. 3rd ed. Oxford: Oxford University Press, 2007.
- Smith, Rhona K. M. *Textbook on International Human Rights*. 3rd ed. Oxford: OUP Oxford, 2007.
- An-Na'im, Abdullahi Ahmed, ed. *Human Rights in Cross-cultural Perspectives: A Quest for Consensus*. Philadelphia, PA: University of Pennsylvania Press, 1992.
- Donnelly, J. (2006). *International Human Rights: Dilemmas in World Politics*, Westview Press

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Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry