



**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data    |  |                    |                           |                |          |
|-----------------------|--|--------------------|---------------------------|----------------|----------|
| Module Title          | Human Rights and International Order                     |                    |                           |                |          |
| Module Code           | UZQNH-30-2   | Level              | 2                         | Version        | 7.1      |
| Owning Faculty        | Health and Applied Sciences                              | Field              | Politics                  |                |          |
| Contributes towards   | BA (Hons) Awards in Politics and International Relations |                    |                           |                |          |
| UWE Credit Rating     | 30   | ECTS Credit Rating | 15                        | Module Type    | Standard |
| Pre-requisites        | None   |                    | Co-requisites             | None           |          |
| Excluded Combinations | None   |                    | Module Entry requirements | Stand alone    |          |
| Valid From            | September 2014   |                    | Valid to                  | September 2020 |          |

|                          |            |
|--------------------------|------------|
| <b>CAP Approval Date</b> | 28/03/2014 |
|--------------------------|------------|

| Part 2: Learning and Teaching |   |
|-------------------------------|---|
| Learning Outcomes             | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse the normative concept of Human Rights and the use of the concept in the international arena (components A &amp; B).</li> <li>2. Understand the role of Human Rights (normative and legal) in global political studies (component B, element 2).</li> <li>3. Comprehend, compare and assess the major perspectives on Human Rights in traditions of international political thought (components A &amp; B element 1).</li> <li>4. Apply a range of analytical perspectives to problems of Human Rights and global governance (components A &amp; B).</li> </ol> |
| Syllabus Outline              | <p><i>PART 1 Different aspects of international recognition of Human Rights:</i> This first section of the module addresses philosophical issues of the nature, substance, and source of human rights; the place of human rights in the contemporary international society of states; and the theoretical challenges posed to the enterprise of international human rights policy by arguments of</p>   |



The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

|                                      |  |  |      |
|--------------------------------------|--|--|------|
| Total assessment of the module:      |  |  |      |
|                                      |  |  |      |
| Written exam assessment percentage   |  |  | 0%   |
| Coursework assessment percentage     |  |  | 100% |
| Practical exam assessment percentage |  |  | 0%   |
|                                      |  |  | 100% |

**Reading Strategy**

Essential reading will be provided electronically or as printed study packs. Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Guidance to some key authors and journal titles available through the Library will be given on Blackboard. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out. It is important that students can identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Throughout the module, students will attend seminars offering advice on the selection of appropriate databases and the development of search skills. There are some excellent books published in this subject area. Students will be encouraged to buy at least one book. A list of recommended titles will be provided in the Module Handbook and updated annually.

**Indicative Reading List**

This is only representative of readings available  
 Baer, P.R. (2001) *The Role of Human Rights in Foreign Policy*. Oxford: Oxford University Press.  
 Donnelly, J. (1999) *Universal Human Rights in Theory and Practice*. Cambridge: Cambridge University Press.  
 Falk, R. (2009) *Achieving Human Rights*. London: Routledge.  
 Ssenyonjo, M. (2009) *Economic, Social and Cultural Rights in International Law*. Oxford: Hart Publishing/  
 Smith, R. and van den Anker, C. eds. (2005) *The Essentials of Human Rights*. London: Hodder.  
 Stammers, N. (2009) *Human Rights and Social Movements*. London: Zed Books

**Journals:** Foreign Affairs; Global Society; Daedalus; Ethics and International Affairs; International Organisation; International Studies Quarterly; Journal of Global Ethics; Human Rights Quarterly; Millennium; Review of International Studies; Review of International Political Economy; World Politics

### Part 3: Assessment

#### Assessment Strategy

1. Individual oral case study analysis  
The oral case study analysis tests both students' knowledge of the material introduced in the module and their skills in applying theoretical concepts and approaches to specific case studies. The oral case study analysis consists of an introduction by the student of their chosen case study (which must be chosen independently and must be an example that has not been discussed in the module) and a defence of their analysis in light of questions by the assessing tutor. The criteria for marking will emphasise the formative assessment structure on the module by centring on presentation skills practiced in the peer-assessed presentation as well as the analysing and applied skills practiced in the essay writing. The skill of applying concept and approaches to real life case studies will enhance student experience as an innovative method and will strengthen employability.
  
2. Peer assessed presentation  
The student will be receiving feedback from the tutor to develop their presentation skills (including preparation, research, technical skills, editorial and graphic design skills and time management, etc) but in addition will receive feedback and an assessment form their peers. The students this way develop skills in observation, presenting feedback coherently and constructively and they learn more actively what the criteria are for good presentations. The marks of the peer assessment and the tutor will count 50-50.
  
3. Essay  
This piece of assessment requires a student to write an essay in response to one of the questions from a list that will be provided at the beginning of an academic year. This piece of assessment will provide students with an opportunity to further develop their skills in advancing a clear and persuasive argument. Students will be encouraged to deploy critical analysis in order to develop and support the argument. In addition students will be able to enhance their research skills, independent study, and a skill of clearly articulating and communicating complex ideas in writing and within a set word limit.

|  |  |            |
|--|--|------------|
| Identify final assessment component and element                                  |  |            |
| % weighting between components A and B (Standard modules only)                   | <b>A:</b>  | <b>B:</b>  |
|  | <b>70%</b>                                       | <b>30%</b> |
| <b>First Sit</b>   |  |            |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting<br/>(as % of component)</b> |            |
| 1. Individual oral presentation and defence of a case study analysis             | 70%  |            |
| 2. Peer assessed in-class presentation   | 30%  |            |

| <b>Component B</b><br><b>Description of each element</b> | <b>Element weighting</b><br><b>(as % of component)</b> |
|--|--|
| 1. Essay (1500 words)                                    | 100%   |
| 2.   |  |

| <b>Resit (further attendance at taught classes is not required)</b>   |  |
|---|--|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>  | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Individual oral presentation and defence of a case study analysis  | 100%   |
|   |  |
| <b>Component B</b><br><b>Description of each element</b>  | <b>Element weighting</b><br><b>(as % of component)</b> |
| 1. Essay (2000 words)   | 100%   |
|   |  |
| If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences. |  |