

ACADEMIC SERVICES

MODULE SPECIFICATION

		Part 1: Bas	ic Data		
Module Title	Human Rights	s and Internation	onal Order		
Module Code	UZQNHB-30-	2	Level	2	Version 7.1
Owning Faculty	Health and App Sciences	plied	Field	Politics	
Contributes towards	BA (Hons) Awa	ards in Politics	and Internation	al Relation	s
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 20°	14	Valid to	Septemb	er 2020

CAP Approval	28/03/2014
Date	

Part 2: Learning and Teaching		
Learning Outcomes	On successful completion of this module students will be able to: 1. Analyse the normative concept of Human Rights and the use of the concept in the international arena (components A & B). 2. Understand the role of Human Rights (normative and legal) in global political studies (component B, element 2). 3. Comprehend, compare and assess the major perspectives on Human Rights in traditions of international political thought (components A & B element 1). 4. Apply a range of analytical perspectives to problems of Human Rights and global governance (components A & B).	
Syllabus Outline	PART 1 Different aspects of international recognition of Human Rights: 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	

radical cultural relativism and political realism (realpolitik or "power politics")". PART 2 Human Rights as an issue of international concern. The second section unites the theoretical approaches and debates above with the emergence of International Human Rights Norms from the period of monitoring (1960 – 70s) to setting standards of institutionalisation (1980s) to the present dilemmas of further growth in pluralism (continuity and change). This section looks into the 'nuts and bolts' of the establishment of the UN Commission on Human Rights, Treaty Systems, Regional Human Rights Regimes; Multilateral Human Rights mechanisms; explaining differences in International Human Rights Policies. PART 3 Analysing transnational action to make human rights accessible At this stage the module case studies will be used to assess various responses to human rights violations and inaccessibility of rights. The focus wil be on recent case studies which show a multiplicity of actors involved in the practice and politics of human rights, illustrating the main mechanisms of human rights advocacy and their challenges. PART 4 Contemporary issues. The last part of the module focuses on a series of problems in Human Rights Regimes such as ideology and intervention; sovereignty, power and interdependence; democracy and Human Rights; markets and Human Rights; Human Rights policies and the 'New World Order' Contact Hours 72 hours – these will include 3 contact hours per week: lecture (1 hour); seminar (1 hour); workshop (1 hour) Weekly lectures will be used to introduce students to key arguments and Teaching and Learning information about a specific topic. Weekly seminars will be used to provide Methods students with the opportunity to discuss, analyse, and debate substantive issues related to the material of the week. In addition to lectures and seminars workshops will be used to investigate key issues in further detail. Students will be expected to do at least 228 hours of independent learning, including preparation for classes and assessments. Key Information Sets (KIS) are produced at programme level for all Kev Information programmes that this module contributes to, which is a requirement set by Sets HESA/HEFCE. KIS are comparable sets of standardised information about Information undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for. Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms /AllItems.aspx Hours to Scheduled Independent Placement Allocated be learning and study hours study hours Hours allocated teaching study hours 300 72 228 0 300

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 peerassessed 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)	A: 70%	B: 30%
First Sit		
Component A (controlled conditions) Description of each element		weighting % of onent)
Individual oral presentation and defence of a case study analysis	70)%
Peer assessed in-class presentation	30)%

Component B Description of each element	Element weighting (as % of component)
1. Essay (1500 words)	100%
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting
Description of each element	(as % of
	component)
Individual oral presentation and defence of a case study analysis	100%
Component B	Element weighting
Component B Description of each element	Element weighting
Component B Description of each element	Element weighting (as % of component)
	(as % of

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.