CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

.

Part 1: Basic Data						
Module Title	International Human Rights Law					
Module Code	UJGUPE-15-M	Level	M	Version	1.1	
Owning Faculty	FBL	Field	Law Postgraduate			
Contributes towards	All LLM Awards: LLM in Commercial Law LLM in Environmental Law and Sustainable Development LLM in International Banking and Finance Law LLM in International Law LLM in International Trade and Economic Law					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None			Co- requisites	None	
Excluded Combinations	None			Module Entry requirements		
First CAP Approval Date	QMAC December 2011			Valid from	1 September 2012	
Revision CAP Approval Date	26 March 2015			Revised with effect from	September 2015	

Review Date	September 2018

Part 2: Learning and Teaching
Learning Outcomes

On successful completion of the module, students are expected to demonstrate:

- a critical understanding of the international framework, principles and concepts relating to international human rights protection [assessed in components A and B];
- sound knowledge and critical understanding of complex and specialised issues within the subject area – particularly, the theoretical and philosophical underpinnings of human rights law, the genesis of the institutional foundations of human rights protection (assessed in components A and B);
- an ability to locate and understand international instruments and mechanisms relevant to the protection of human rights [assessed in components A and B];
- a critical understanding of a range of controversies and tensions surrounding international protection of human rights (assessed in components A and B);
- an ability to critically evaluate international human rights law in relation to its wider context, in particular in the context of globalisation and sustainable development [assessed in components A and B];

	• a critical understanding of research approaches and techniques used in the analysis of problems relating to international human rights law, drawing on different legal traditions [assessed in components A and B]. On successful completion of this module, students should have the following transferable skills: • ability to present a structured argument at both abstract and concrete levels in the subject area [assessed in components A and B]; • ability to recognise problems and identify solutions [assessed in components A and B]; • ability to analyse, evaluate and reflect upon complex materials relating to the subject area [assessed in components A and B]; • ability to work in groups; and • ability to undertake independent research [assessed in components A and B].
Syllabus Outline	The following is a list of topics which will be explored in the workshop session. The emphasis may shift where there is a shift in relative importance within the subject area. The list has been drawn broadly enough so that developments in the subject area can be taken into account. • Historical and philosophical foundations of human rights. • The nature of rights. • The place of International Human Rights Law within International Law and Institutional Reasoning. • Universal mechanisms for human rights protection. UN Charter and Treaty based rights regimes. • Regional mechanisms for human rights protection: comparative analysis. ECHR. African Charter. • Tensions and challenges in human rights: Universalism/Cultural Relativism, Social and Economic Rights/ Civil and Political Rights, critique of human rights. • Justice, rights and the future: Globalisation, Corporate Human Rights, Human Rights and the Environment, pressures on the UDHR paradigm.
Contact Hours/Scheduled Hours	12 x 2 hour workshops Scheduled contact is supplemented by independent learning structured around reading and questions set in advance. In addition, students are encouraged to attend seminars organised by the Centre for Legal Research and the Research Units of the Department of Law.
Teaching and Learning Methods	The main focus of teaching and learning on the taught LLM programme is through independent research and debate in the context of 2 hour weekly workshops. The workshop-based approach to teaching and learning is designed to enable the student to develop the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students will need to complete the necessary preparatory reading and study of any set case materials in advance of each workshop. From each workshop, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to contribute to structured analytical discussions, raise, critically assess and defend different points of view on controversial issues in class and to make presentations to the class on their own and in groups. Analytical skills and a critical theoretical approach to the subject are encouraged. A strong emphasis is placed on independent engagement with the materials and the questioning of assumptions concerning human rights as categories. Students should come prepared to be fully involved in lively debate and engagement with each other and the tutor. **Scheduled learning** for this module is in the form of workshops. The activities

	covered in workshops may include lectures, seminars, tutorials, group discussions, group exercises, role play, case studies, presentations by students and staff, in groups or individually, debates and other activities such as films or video and online discussions. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.
Reading Strategy*	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of journals (both print and electronic) and a wide variety of resources available through web sites and information gateways. Use will be made of the UN, Council of Europe and African Union websites in particular. The University's Library website pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities to develop their information retrieval and evaluation skills in order to identify appropriate resources effectively. This module is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on essential and further reading within the module outline. Direct links to information resources and digitised materials will also be provided from within Blackboard. Any essential reading will be indicated clearly, along with the method for accessing it, for instance, students may be expected to purchase a set text or be referred to texts that are available electronically. If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, for instance, through use of bibliographical databases. Essential reading and additional reading will be distinguished. Where possible electronic versions will be made available via Blackboard.
Indicative Reading List	***Indicative Reading List:*** **Recommended Texts** The following are recommended as useful general texts and provide an indication of the type and level of information that students will be expected to use. Current advice on reading will be made available in the module outline which will be accessible via Blackboard. P Alston and R Goodman, *International Human Rights* (OUP 2013) I Bantekas and L Oette, *International Human Rights Law and Practice* (CUP 2013) U Baxi, *The Future of Human Rights* (OUP 2006) J Donnelly, *Universal Human Rights in Theory and Practice* (Cornell 2003) C Douzinas, *The End of Human Rights* (Hart 2000) O De Schutter, *International Human Rights Law* (CUP 2014) D Moeckli et al (eds) *International Human Rights Law* (OUP S Sheeran and N Rodley (eds), *Routledge Handbook of International Human Rights Law* (Routledge 2013) M Ssenyonjo, *Economic, Social and Cultural Rights* (Ashgate 2011) J Symonides, *Human Rights: Concept and Standards* (Ashgate 2000) J Symonides, *Human Rights: International Protection, Monitoring, Enforcement*

	(Ashgate 2003)
	R G Teitel, *Humanity's Law (*OUP 2011) Recommended databases and internet sources: Lexis Library Westlaw Heinonline **http://www.eisil.org** Electronic Information System for International Law **http://www.asil.org/resource/humrts1.htm** American Society of International Law database **www.unhchr.ch** UN High Commission for Human Rights **http://www.un.org/rights/** UN Human Rights **http://www.interights.org/database-search/index.htm** Interights - commonwealth and international human rights case law database **http://www.worldlii.org** World Legal Information Institute **Journals** Human Rights Quarterly Human Rights Law Review International and Comparative Law Quarterly Journal of Human Rights and the Environment

Part 3: Assessment			
Assessment Strategy	Learning outcomes will be assessed by oral presentation and written coursework. Assessment questions will be set by tutors. Both assessments require students to undertake independent research building on material covered in the workshop sessions.		
Identify final assessment component and element	**Component A**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		40%	60%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Oral Presentation and Questions (20 minutes)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Written coursework essay (maximum 3500 words)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Oral Presentation and Questions (20 minutes)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. Written coursework essay (maximum 3500 words)	100%

If a student is permitted a retake of the module the assessment will be that indicated by the Module

Description at the time that retake commences.