1. **Title of the module**

LAWS6440 (LW644): International Human Rights Law in Context

1. **School or partner institution which will be responsible for management of the module**

Kent Law School

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS Credits)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Students are required to have taken or to be taking (LAWS6420) International Law Principles and Sources or, may otherwise take this module at the discretion of the Convenor.

1. **The programmes of study to which the module contributes**

All Social Sciences undergraduate Law programmes. The module is also available to non-law students and to short term students coming to Kent for one term.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Critically review the origins, development and current key debates on human rights in international law drawing on evidence from a range of sources.
	2. Critically evaluate the central principles and institutions of international and regional human rights frameworks in the contemporary global, political, economic and social context.
	3. Appreciate the limits of international human rights law by applying and analysing different theoretical perspectives and critical concerns.
	4. Apply international human rights law to issues of historical or contemporary concern.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Engage in independent legal research.
	2. Develop and sustain a complex legal argument.
	3. Practically apply legal knowledge to complex issues.
	4. Analyse the application of law within its different theoretical, historical, political, social and economic contexts.
3. **A synopsis of the curriculum**

The module will examine the evolution, principles, institutions and functions of international human rights law in their political, social and economic contexts. It will provide students with detailed knowledge and understanding of the origins and development of human rights law through critical study and analysis of key theoretical perspectives and debates. The module will enable students to consider the relevance, or otherwise, of international human rights law to historical and/or contemporary challenges and to critically assess its limitations and effects.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**
	* Bantekas and Oette, *International Human Rights Law and Practice, 2nd Edition* (CUP, 2016)
	* Bhambra and Shilliam, *Silencing Human Rights: Critical Engagements with a Contested Project* (Macmillan, 2009)
	* Bisset, *Blackstone’s International Human Rights Documents* (OUP, 2014)
	* Dembour, *Who Believes in Human Rights?* (Cambridge, 2006)
	* Douzinas, *Human Rights and Empire: the Political Philosophy of Cosmopolitanism* (Routledge, 2007)
	* Gearty and Douzinas, *The Cambridge Companion to Human Rights Law* (CUP, 2012)
	* Ishay, *The History of Human Rights* (University of California Press, 2004)
	* Moyn, *The Last Utopia: Human Rights in History* (Harvard, 2012)
	* Mutua, *Human Rights: A Political and Cultural Critique* (University of Pennsylvania Press, 2002)
	* Roberts, *The Contentious History of the International Bill of Human Rights* (CUP, 2015)
	* Shelton (ed), *Oxford Handbook of International Human Rights Law* (OUP, 2013)
	* Smith, *Textbook on International Human Rights Law* (OUP, 2013)
2. **Learning and Teaching methods**

This module will be taught by means of lectures, seminars and private study.

Total Study Hours: 150

Contact Hours: 20

Private Study Hours: 130

1. **Assessment methods.**

13.1 Main Assessment Methods

This module is assessed by 100% coursework consisting of one essay, 3,500 words.

13.2 Reassessment Methods

The module will be reassessed by a reassessment instrument (i.e. 100% coursework). The reassessment will re-test all of the module learning outcomes.

1. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |
| Lectures | x | x | x | x |  |  | x | x |
| Seminars | x | x | x | x | x | x | x | x |
| Private Study | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | x | x | x | x | x | x | x | x |

1. The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

**a) Accessible resources and curriculum**

1. Preference will be given to electronic resources that meet minimum accessibility standards and support the use of assistive technologies.
2. Module outlines will be made accessible at least four weeks before the module starts.
3. Prioritised reading lists will be made available sufficiently in advance to accommodate the provision of alternative formats and support those with a slow reading speed.
4. Lecture/seminar slides/outlines will be made available in electronic format in advance to allow all students to prepare (particularly students with notetaking difficulties).
5. In accordance with the KLS school-level statement on Lecture Capture, lectures will be recorded to assist notetaking unless one or more of the lectures contains sensitive material. The module convenor will notify students in advance of any lectures that will not be recorded.

**b) Learning, teaching and assessment methods**

1. The inclusive practices in the guidance (Annex B Appendix A, section b(1) and (2)) have all been considered in order to support all students in their assessments on this module.
2. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Study global institutions, law making and global policy and debates around international human rights law *in context*. Seminars use a series of case studies from within the UN and regional systems of human rights law such as indigenous peoples and women’s rights in Africa among others.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs(Q6 & 7 cover sheet) |
| 21/09/2017 | Minor | September 2018 | 10-13, 18 | No |
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