1. **Title of the module**

LAWS8430 / LAWS8431 (LW843) International Human Rights Law

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

Kent Law School

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

Level 7

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

20 credits (10 ECTS)

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

Autumn or Spring

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

None

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

Canterbury – optional to the:

LLM in (Specialisation)

PG Diploma in (Specialisation)

PG Certificate in Law

MA in International Law with International Relations

Brussels – compulsory to the:

LLM/MA in (Specialisation)

PG Diploma in (Specialisation)

PG Certificate in (Specialisation)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate a systematic understanding of the main concepts, principles, doctrines and procedures of international human rights law;
3. Critically analyse the practice and theory of international human rights law;
4. Engage with critical perspectives on, and theories of international human rights law;
5. Carry out independent research in the specific area of international human rights law and analyse issues from a range of theoretical approaches;
6. Critically appraise the application and functioning of international human rights law in different contexts while taking account of implications of diverse cultural values;
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Apply the detailed and critical knowledge to analyse a variety of complex issues;
9. Communicate doctrinal debates and arguments concerning legal controversy and to formulate them in a lucid and well-informed argument;
10. Use the English language with finesse and creativity.
11. **A synopsis of the curriculum**

This module is designed to enable postgraduate students to obtain both essential knowledge of and critical insight into, issues relating to international human rights law. Human rights occupy an extremely important place in contemporary discussions about law, justice and politics at both the domestic and the international level. Across all spheres of government, bodies of law and, pretty much, in every single social mobilization, human rights are invoked and debated.

This module approaches the key place occupied by human rights in the contemporary world from an international perspective. In placing a focus at the international level, the module aims to link the international origins of human rights and the main human rights systems, with the actual practice of human rights. Particular attention is paid in the module to the value, as well as the limits of human rights when they approach, or try to address the problems and the aspirations of five important 'subjects': the Citizen, the Army, the Migrant, the Worker, and the Woman.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* P. Alston & J. Crawford (eds), *The Future of UN Human Rights Treaty Monitoring*, Cambridge Univ. Press, (2000);
* P. Alston and R. Goodman*, International Human Rights*, Oxford Univ. Press, (2013).
* Bantekas and Oette, *International Human Rights Law and Practice* (2nd end, CUP 2016)
* Bisset, *Blackstone’s International Human Rights Documents* (10th Ed., OUP 2016)
* K. Boyle (ed), *New Institutions for Human Rights Protection*, Oxford Univ. Press, (2009);
* A. Clapham, *Human Rights Obligations of Non-State Actors*, Oxford Univ. Press, (2006);
* D. Moeckli, S. Shah and S. SIvakumaran (eds), *International Human Rights Law*, (2nd Ed., Oxford Univ. Press, (2013);
* C. Tomuschat, *Human Rights – Between Idealism and Realism*, Oxford Univ. Press, (2003).
1. **Learning and teaching methods**

Total contact hours: 19

Private study hours: 181

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

An essay of no more than 5000 words (100%)

13.2 Reassessment methods

100% coursework

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 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| Lectures  | X | X | X |  | X | X |  |  |
| Seminars  | X | X | X |  | X | X |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

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, in Canterbury, teaching sessions will not be recorded to assist notetaking as they are heavily discussion-based and may contain sensitive material. However, the module convenor will notify students in advance of any lectures that will be recorded. In Brussels, recording will be at the discretion of the module convenor.

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

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.

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and Brussels

1. **Internationalisation**

This module is inherently international in terms of content. Students will be required to examine human rights norms, institutions and practices at the global and at regional (African, Americas, European, Asian) levels throughout the module seminars. The origins, development and evolution of International Human Rights Law will entail discussion in lectures and seminars of issues relating to universality, cultural relativism and the differing conceptualisations and experiences of rights within different regions and communities. Module assessments will require students to assess the conceptual and / or practical difficulties of achieving the goals of this international legal project.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 06/01/2020 | Minor | September 2020 | 15 | No |
|  |  |  |  |  |