International Human Rights

7.1   Module Overview

Module Number		Module Title	International Human Rights					
Stage of Principal Programme			3	**Semester**	2	**Duration.** *(Weeks F/T)*	12	**ECTS** 5
Mandatory / Elective (M/E)	E	**Hours of Learner Effort / Week**	2					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	24
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	101
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Politics, Sociology, Social Science or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Explain the main characteristics of what constitutes a Human Right and critically engage with and discuss the arguments in key Human Rights debates.	**1, 8**
2. Identify the main human rights instruments, including International Human Rights Articles, Declarations and Conventions on Human Rights with reference to empirical case studies.	**1**

3.	Engage in meaningful debate about Human Rights concepts in theory and practice – including and the limitations to and constraints upon applying human rights concepts.	**6, 8**
4.	Demonstrate research skills, including an ability to analyse and interpret quantitative and qualitative data in selected case studies and prepare and deliver convincing arguments in writing and in verbal presentation.	**5, 6, 7**

7.3   Indicative Module Content, Organisation and Structure

Human rights are central to the relationship between citizenship and society, where politics can be a process to realize human rights, but often people—both individually and collectively as communities — must struggle to claim their rights.

This module aims to introduce learners to the key theories, concepts, and frameworks of analysis of Human Rights theory. It will introduce learners to human rights instruments, including International Human Rights Articles, Declarations and Conventions on Human Rights with reference to empirical case studies. The module aims to foster analytic and critical thinking skills, and the ability to formulate independent coherent arguments through problem posing methods using a Rights-based perspective.

International Human Rights offers a lens to analyse complex global issues such as colonialism and development learners. Learners will be able to demonstrate advanced written, oral, presentation and digital skills as part of and to be able to conduct qualitative and quantitative analysis and critically analyse of how evidence and data are used to support arguments.

This module contributes to the Programme aims of developing an appreciation of diversity and the skills of facilitation, critical reflection, argumentation, analysis, and evaluation. From an overall programme perspective, a module of this kind provides the link between the theory and practice in politics and sociology and provides critical underpinnings throughout the other discipline elements of the programme.

The module compliments and feeds into each of the modules and focuses on applying concepts and theories to empirical case studies. This module provides an opportunity for the practical application for engaging the Human Rights dimensions in each module across the Politics Stream at Stage 3. It fosters an appreciation for human rights values and connect each module through transformative learning. The emphasis on dialogue informs the *Pedagogy for Politics and Society* module, observing Paulo Freire's notion of transformative human rights education.

Part 1:
1. *Rights & Responsibilities*
    Nature, History & Development of Human Rights; Rights Holders & Duty Bearers; Immediate Obligation & Progressive Realisation; Obligation to Implement Rights
    Case Studies: Right to Education - Bunreacht na hEireann/ UN Convention on Rights of the Child/Universal Declaration on Human Rights / System of Direct Provision in Ireland and the Rights of the Child

2. *Human Rights Principles:*
    Types of Rights; Inalienable, Universal & Indivisible Rights; Absolute, Qualified, Limited Rights; Positive & Negative Rights

3. *Human Rights & Equality*
    Collective and Minority Rights; Theories of Equality; Equality Legislation; Nine grounds of Discrimination; Equality Act
    Case Study: Disability and Discrimination; Traveller Rights; Citizenship Referendum; Employment Equality Acts 1998-2015; Equal Status Acts 2000 – 2011; Social stratification and identity; Diversity and Discrimination in Ireland.

4. *Debating Human Rights*

Human Rights Across the Political Spectrum; Debates the Basis for Human Rights; (John Locke and Thomas Hobbes); Debates on Equality of Access, Opportunity and Outcome; (Kathleen Lynch and Martha Nussbaum); Debates on Collective and Minority Rights; Debates on the Existence of Rights – Jeremy Bentham; Feminist Critiques: Abortion; When Rights Clash; Sate Sovereignty and Human Rights

Irish Case Studies: Rights of the Child & Education as a Human Right - 2004 Citizenship Referendum; System of Direct Provision

Part 2:

Examining International Human Rights Instruments:
- UN Convention on the Rights of the Child; European Convention on Human Rights
- International Human Rights Articles and their Implementation – (*Article 6, 14, 19, 31*)
- International Cooperation and Human Rights; the UN Declaration on the Right to Development

Conceptions of Human Rights and the West: Universal or Relative to Culture?
- UN Declaration of Human Rights (1948)
- Cairo Declaration on Human Rights in Islam (1990)
- Arab Charter on Human Rights (updated 2008)
- ASEAN Bangkok Declaration (1967)

European Case Studies: Right to Religious Beliefs; Right to Privacy – France and Germany
Millennium Development Goals
Debate: Deconstructing Human Rights Discourse: Buzzwords

7.4	Work-based learning and practice-placement *(if applicable)*
N/A	

7.5	Specific module resources required *(if applicable)*
N/A	

7.6	Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of introducing learners to the key theories, concepts, and frameworks of analysis of Human Rights theory. It will introduce learners to human rights instruments. The module is also focused on the development of learner capacity to engage in critical evaluation and analysis in a political context.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish.

Data Based Quiz
Learners will be asked to answer an online quiz based on data-based case studies relating to Human Rights Debates, Conventions, Articles, and Instruments (meeting MIMLOs 1, 2, 4).

Facilitation Presentation
The continuous assessment asks learners to design and deliver a 10-minute presentation based on the classroom resource to their peers. Learners must demonstrate their facilitation skills and their capacity to communicate in both visual and written forms using digital means as well as demonstrate an understanding of Human Rights Debates, Conventions, Articles, and Instruments (meeting. MIMLOs 2, 3, 4). This assessment

will also have a formative aspect as learners must deliver their presentation in a tutorial where they will receive feedback from their peers and the tutor.

7.7	Summative Assessment Strategy for this module	
MIMLOs	**Technique(s)**	**Weighting**
1, 2, 4	Online Data Based Quiz	**20%**
2, 3, 4	Facilitation Presentation	**70%**
	Attendance	**10%**

7.8	Sample Assessment Materials

Facilitation (70%)

The Facilitation Project has two components: A Facilitation Proposal (20%) and a Presentation (50%).

Part 1: Facilitation Proposal (20%)

Learners will be asked to present a facilitation plan (500 words) for working with a specific group towards a specific action based on **one** of the following human rights as outlined in the Universal Declaration of Human Rights.

- The right to education
- The right to life
- No human should be subjected to torture, cruel treatment, or degrading punishment
- Freedom from slavery
- Freedom of thought, religion, and conscience
- All humans have the right to privacy
- The right to peaceful public assembly
- The right to access to food, water, shelter, and education
- Responsibility to protect human rights

Part 2: Facilitation Presentation (50%)

Learners are asked to design and deliver a 10-minute presentation based on the facilitation to their peers. Learners must demonstrate their facilitation skills and their capacity to communicate in both visual and written forms using digital means as well as engage in meaningful debate about Human Rights concepts in theory and practice.

The headings of the presentation include:
1. Background and rationale for choosing the topic
2. Aims and objectives of the facilitation project
3. Time management
4. Facilitation Activities Used

Online Quiz (20%)
Learners will be asked to answer an online quiz based on case studies relating to Human Rights Debates, Conventions, Articles, and Instruments.

Attendance (10%)

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

Ahmed, N. (2022) *Inequality Kills.* Oxfam UK: Practical Publishing:

Cornwall, A. and Eade, D. (2010) *Deconstructing Development Discourse: Buzzwords and Fuzzwords*. Oxfam GB: Practical Action Publishing Ltd.

Fagan, A. (2017) *Human Rights and Cultural Diversity. Core Issues and Cases*. Edinburgh: Edinburgh University Press.

Fagan, A. (2017) *Human Rights and Cultural Diversity. Core Issues and Cases*. Edinburgh: Edinburgh University Press.

Freeman, M. (2017) *Human Rights.* (3rd edition). UK: Polity Press.

Lynch, K. et al., (2009). *Affective Equality: Love, care and injustice*. Basingstoke: Palgrave, Macmillan.

Mahoney. J. (2007). *The Challenge of Human Rights: origin, development, and significance*. Oxford: Blackwell.

Prendiville, P. (2004). *Developing Facilitation Skills: A handbook for Group Facilitators*. Dublin: Combat Poverty Agency.

Stanchfield, J. (2007). *Tips and Tools: The art of experiential group facilitation*. USA: Wood'N'Barnes Publishing.

Other Reading:

Baker, J., Lynch, K., Cantillon, S., and Walsh, J. (2004). *Equality from Theory to Action.* Basingstoke: Palgrave, Macmillan.

Beitz, C. (2009) *The Idea of Human Rights*. Oxford: Oxford University Press.

Bentham, J. (1987). *Utilitarianism and Other Essays.* London: Penguin.

Faulks, K. (2000) *Citizenship. Key Ideas*. Routledge: New York.

Held, V., 'Rights' in Jagger and Young (Eds.) (2000) *A Companion to Feminist Philosophy*. Oxford: Blackwell.

Hunt. L. (2007). *Inventing Human Rights: A history*. New York, London: W.W. Norton and Co.

Lynch, K. (2009). 'Affective Equality: who cares?', *Development*, 52 (3): 410-415.

Reinbold, J. (2017) *Seeing the Myth in Human Rights*. Philadelphia, PA: University of Pennsylvania Press.

Indicative Other Resources:

Irish Human Rights and Equality Commission: https://www.ihrec.ie/

Millennium Goals: https://www.un.org/millenniumgoals/

UN Declaration of Human Rights (1948)
http://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/eng.pdf

Cairo Declaration on Human Rights in Islam (1990)
http://www.bahaistudies.net/neurelitism/library/Cairo_Declaration_on_Human_Rights_in_Islam.pdf

Arab Charter on Human Rights (2008) https://digitallibrary.un.org/record/551368?ln=en

ASEAN Bangkok Declaration (1967) https://asean.org/legaldocumentparent/the-asean-declaration-bangkok-declaration-bangkok-8-august-1967/

Employment Equality Acts 1998-2015:

https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-for-employers/what-does-the-law-say/eea-summary/

Equal Status Acts 2000 – 2011 https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-in-the-provision-of-good-and-services/what-does-the-law-say/equal-status-

acts/#:~:text=The%20Equal%20Status%20Acts%202000,membership%20of%20the%20Traveller%20community.

Global Leadership Foundation. [website] Available at: https://www.g-l-f.org/