International Human Rights

Module Title	International Human Rights
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Higher Diploma in Politics and Society
Stage of parent programme	Award
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching learning and assessment modes	This module will be taught synchronously online with 6 hours asynchronous learning and assessed by continuous assessment (100%)
Entry requirements (statement of knowledge, skill and competence	As per course entry requirements
Pre-requisite module titles	No
Co-requisite module titles	No
Is this a capstone module? (Yes or No	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements) If staff not in post at present, specify qualifications and experience required	A minimum Level 9 qualification in Philosophy, Political Philosophy or closely cognate area is required.
Maximum number of learners per centre (or instance of the module)	25
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below	1.5
Module-specific physical resources and support required per centre (or instance of the module	Lecture hall, white board, computer, and projector. Library Resources

Analysis of required learning effort										
Effort while in contact with staff						**Contact Hours for the Module**				
Classroom and demonstrations		**Mentoring and small-group tutoring**		**Other (specify)**		**Directed e-learning**	**Independent learning**	**Other hours (specify)**	**Work-based learning**	**Total effort**
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
12	1:10					6	107			125

Allocation of Marks Within the Module					
	Continuous Assessment	Supervised Project	Practical	Final Exam	Total
Percentage Contribution	100%				100%

Module aims and objectives

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.

Minimum intended module learning outcomes

On successful completion of this module, learners should be able to:
1. Explain the main characteristics of what constitutes a Human Right. (MIPLO 1, 2)
2. Identify the main human rights instruments, including International Human Rights Articles, Declarations and Conventions on Human Rights with reference to empirical case studies. (MIPLO 1, 2, 3)
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. (MIPLO 1, 2, 7, 8)
4. Critically engage with and discuss the arguments in key Human Rights debates. (MIPLO 4, 5, 6, 8)
5. 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 (MIPLO 3, 4, 5, 6, 7)

Rationale for inclusion of the module in the programme and its contribution to the overall proposed Programme Learning Outcomes

This module contributes to the Programme aims of developing an appreciation of diversity and the skills of 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 the three 10 credit modules: *Citizenship, Identity and Belonging, Contemporary Politics and Public Policy*, *Colonialism, Development and Globalisation.* It aims to foster an appreciation for human rights values and connect each module through transformative learning. This approach places an emphasis on critical reflection and the 'lived experience' of learners. The Facilitation Plan will be included as part of the final E-Portfolio in the *Pedagogy* module. The emphasis on dialogue informs the *Pedagogy for Politics and Society* module,

observing Paulo Freire's notion of transformative human rights education. It particularly addresses MIPLOs 4, 5, 6, 7 and 8.

Information provided to learners about the module

College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. Module Moodle Page and Module Handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography, and list of learning resources.

Module content, organisation and structure

Module Content:

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

Module teaching, learning and assessment strategy
Lectures, discussion forums, case studies and group exercises. Learners will, in small groups, break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners and will provide a basis for formative assessment or assessment for learning ((Carlow College Teaching and Learning Strategy).

Module summative assessment strategy
This module will be assessed by three assignments.

Assessment for this module will comprise of the following:

- Presentation of a facilitation plan on a chosen topic on human rights. Summative 25%;
- A Data Based Case Study
- An essay on the debate around human rights with a reflection on their facilitation experience during this module (2000 words). Summative 50%
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Nature of assessment materials

Assessment	Weighting	MIMLO
Presentation of plan & chosen topic	25%	1, 2, 3, 4
Online Case Study – Data Based Questions	25%	2, 5
Essay on the topic with reflection on the facilitation experience (2000 words)	50%	1, 2, 4, 5

Timetabling, Learner Effort and Credit

Timetable	Learner Effort	Credit
Online; 6 x 2 hour fortnightly classes, and 6 hours asynchronous learning	125 hours combined online contact hours, learning and assessment	4 ECTS

Work-based learning and practice-placement
N/A

E-learning
There will be 6 hours of asynchronous guided content.

Module physical resource requirements
Classes will be delivered online via Microsoft Teams. Access to the Learner Gateway and Library resources are also a requirement.

Reading lists and other information resources
Essential Reading *(Selected Chapters):*
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.

Useful Websites:
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 (updated 2008) http://www.humanrights.se/wp-content/uploads/2012/01/Arab-Charter-on-Human-Rights.pdf
ASEAN Bangkok Declaration (1967) http://asean.org/the-asean-declaration-bangkok-declaration-bangkok-8-august-1967/
Employment Equality Acts 1998-2015
http://www.ihrec.ie/download/pdf/your_employment_equality_rights_explained
_easy_to_read_version_pdf.pdf
Equal Status Acts 2000 – 2011
http://www.ihrec.ie/download/pdf/your_equal_status_rights_explained
_easy_to_read_version_.pdf

Ethical Considerations
N/A

Re-Assessment Procedures

All details regarding compensation, penalties for late submissions, policy around repeat examinations/assessments, pass standards at programme, module, and assessment level, max completion period are outlined in the College's *Regulations in Relation to Assessment and Standards*. Where a learner does not successfully complete the module, they will have the opportunity to repeat the assessment in line with the College's *Regulations in Relation to Assessment and Standards*.