

### 3.10 Module 26 International Human Rights Law

#### 3.10.1 Headline information about the module

<b>Module title</b>	International Human Rights Law
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	Module 26
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	LLB (Hons)
<b>Stage of parent programme</b>	3
<b>Semester (semester1/semester2 if applicable)</b>	Semester 1 or 2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Full Time, Part Time
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stages 1 and 2 of the programme
<b>Pre-requisite module titles</b>	None
<b>Co-requisite module titles</b>	None
<b>Is this a capstone module? (Yes or No)</b>	No
<b>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)</b>	Lecturers are expected to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Training and Education provided by Griffith College.
<b>Maximum number of learners per centre (or instance of the module)</b>	60
<b>Duration of the module</b>	One Semester, 12 weeks
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture room with internet access and digital projector.

Analysis of required learning effort (much of the remainder of this table must also be presented in the programme schedule—take care to ensure consistency)										
Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:60						101			125
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30			70	100%		

### 3.10.2 Module aims and objectives

This module enables learners to compare the international (United Nations) human rights law system and regional (e.g., European, Inter-American, and African) human rights law systems in conjunction with Irish domestic legal protections.

They evaluate the various mechanisms and procedures for human rights law enforcement incorporating the legal skill, vocabulary and terminology acquired in the course.

Specific areas of international human rights law are then critically assessed with reference to relevant legal instruments and contemporary cases; learn to read these with a high level of comprehension and whilst exercising critical judgment skills and formulating intricate, measured, and considered responses.

Finally learners acquire competency in legal writing and research, and familiarity with legal terminology and vocabulary for framing effective arguments for participation in public and complex debates in current human rights law.

### 3.10.3 Minimum intended module learning outcomes

On successful completion of this module, learners will be able to:

- (i) Critically analyse contemporary issues in human rights.
- (ii) Exercise written and oral advocacy skills in the context of the protection of human rights.

- (iii) Critique areas of contention within contemporary human rights law.
- (iv) Analyse the history, development, structure and efficacy of legal institutions and structures for the protection of human rights in Ireland, Europe, and internationally.
- (v) Investigate the substantive law of human rights in a structured, thematic manner to provide the learner with a substantive knowledge base in this area of law.

#### **3.10.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs**

In the post-World War Two era, human rights have come to represent a shared set of values for the global community and, in their legal derivation, allow individuals to vindicate their rights in various legal fora, both at the domestic level in Ireland and at the international level. As well, human rights are increasingly to the fore in public and political debate, legislative projects and cases or controversies that come before the courts in Ireland. Learners will be served by having knowledge of human rights whether they chose to continue their careers in academia or enter a legal profession or related discipline.

The content and assessment for the module provide learners the opportunity to engage critically with contemporary debates in human rights law by providing them with a foundation of the origins of human rights law, the legal instruments and institutions which enshrine the concepts found within this area of law, and the practice of enforcing these rights against the state or other parties. Each element of the course content and summative assessment is designed to determine accurately the progress of learners toward specific MIPLOs for the programme, specifically 2-5, and 10.

#### **3.10.5 Information provided to learners about the module**

At the start of the Academic Year, learners will receive their Faculty Handbooks. The Faculty Handbook provides general information about the faculty, its staffing, resources, and operation. Detailed programme information is supplied through Moodle, including copies of the approved module descriptors from the accredited programme along with a programme timetable detailing related teaching, learning and assessment.

During the first class of the module, learners are given a detailed outline of the module showing the schedule of delivery and the dates when assignments are released and due for submission.

Moodle is used to provide learners with ongoing access to module related information, from the handbooks and module outlines provided in advance of the module commencement, the lecture material and links to related resources provided on a scheduled basis in line with the module delivery.

#### **3.10.6 Module content, organisation and structure**

International Human Rights Law is taught and assessed over one academic semester. The module is delivered over 12 lecture sessions of 2 hours' duration.

The topics to be covered generally are as follow:

- The Origins of Human Rights
- Human Rights Theory
- The United Nations and Regional Treaties
- Human Rights in Ireland
- The Right to Life
- Social and Economic Rights
- Freedom of Expression
- Freedom from Torture, Inhuman, and Degrading Treatment
- The Rights of Women; LGBTQIA Rights
- Rights of Refugees and Asylum Seekers
- Human Rights and the Environment
- Enforcement of Human Rights

### **3.10.7 Module teaching and learning (including formative assessment) strategy**

The module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises. Formative assessment is provided through tutorial-style discussion, group work and exercises focus on specific case law and problem-based learning requiring the learner to analyse the law and apply it to concrete cases of human rights abuses. The lectures are supplemented by structured on-line resources and reading.

In order to support learners through the exam process, they engage in answering of sample exam questions and correction of their own and peers' papers, thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in workshops and online discussion forums to complement and reinforce their learning.

Learners undertaking the course via blended learning benefit from varied and additional options for engagement to compensate their reduced attendance of campus. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College's VLE (Virtual Learning Environment), Moodle.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including in-class presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

### **3.10.8 Work-based learning and practice-placement**

International Human Rights Law is a classroom-based module and does not require work-based learning and practice elements.

### **3.10.9 E-learning**

Moodle, the College Virtual Learning Environment, is used to disseminate notes, advice, and online resources to support the learners. The learners are also given access to Lynda.com as a resource for reference.

### **3.10.10 Module physical resource requirements**

Requirements are for a fully equipped classroom. The classroom is equipped with a PC and Microsoft Office; no other software is required for this module.

Moodle can be accessed in the learner's home, various open labs on campus and in the library.

### **3.10.11 Reading lists and other information resources**

#### **Primary Reading:**

*Smith, R. (2018) Textbook on International Human Rights. Oxford: OUP*

*Moeckli, D., Shah, S., Sivakumaran, S. and Harris, D. (eds) (2018) International Human Rights Law. Oxford: OUP*

*Bantekas, I and Oette, L. (2013) International Human Rights Law and Practice. Cambridge: CUP*

*Alston, P. and Goodman, R. (2013) International Human Rights. Oxford: OUP*

#### **Secondary Reading:**

*Alston, P. (Author), Goodman, R. (Author), Steiner, H. (ed) (2007) International Human Rights in Context: Law, Politics, Morals. Oxford: OUP*

*Baderin, M. and McCorquodale, R. (eds) (2007) Economic, Social and Cultural Rights in Action. Oxford: OUP*

*Nickel, J. (2015) Making Sense of Human Rights Wiley Blackwell*

*Brownlie I. and Goodwin-Gill, G. (2010) Brownlie's Documents on Human Rights Oxford: OUP*

*Clapham, A. (2006) Human Rights Obligations of Non-State Actors Oxford: OUP*

*Donnelly J. (2013) Universal Human Rights in Theory and Practice Cornell University Press*

*Ishay, M. (2004) The History of Human Rights: From Ancient Times to the Modernization Era (University of California Press*

*Tomuschat, C. (2014) Human Rights: Between Idealism and Realism Oxford: OUP*

### **3.10.12 Specifications for module staffing requirements**

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), BABL, BALB, preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Training and Education).

Learners also benefit from the support of the Programme Director, Programme Administrator, Lecturers, a dedicated Learning Technologist, Learner Representative, and Students' Union and Counselling Service.

### 3.10.13 Module summative assessment strategy

Theoretical knowledge will be assessed by both continuous assessment (100%). The continuous assessment shall consist of the analysis of a designated article (25%), analysis of a designated case (25%) and an assignment (50%).

The assessed work breakdown can be seen in the table below.

No	Description	MIMLOs	Weighting
1	Analysis of a designated article. (1,000 words)	i, ii, iii, iv	25%
2	Abstract proposal for assignment (1,000 words)	v, vi, vii	25%
3	Learners will be required to complete an assignment of 3,000-3,500 words chosen from the topics within the module.	i, ii, iii, iv, v, vi, vii	50%

### 3.10.14 Sample assessment materials

#### Analysis of a Designated Article

You are required to critically review the following paper:

Bård A. Andreassen & Dan Banik (2010) EDITORIAL INTRODUCTION:  
Human rights and extreme poverty: African dimensions, , 14:1, 4-12, DOI:  
10.1080/13642980902933639  
The International Journal of Human Rights Vol. 14, No. 1, February 2010, 4–12

In your review you should consider the following:

- Identify the major ethical/legal points of this article.
- Has the totality of evidence regarding ethical/legal issues been considered?
- Are there any potential biases in the interpretation or discussion of the research?
- Does this article contribute to the ethical/legal debate?
- Do you agree or disagree with the position taken in this article – give your reasons.

Word limit: 1,000 words

#### Analysis of a Designated Paper

You are required to draft a proposal abstract in respect a topic covered within the module.

In your abstract you should:

- Provide an overview of your assignment topic.

- Identify the major ethical/legal points.
- Introduce the ethical/legal issues.
- Identify any potential biases in the previous research and literature?

Word limit: 1,000 words

**Sample Assignment:**

“The individual complaints mechanism of the ECtHR [European Court of Human Rights] is the crown jewel of the world's most advanced international system for protecting civil and political liberties.”

Laurence R. Helfer, ‘Redesigning the European Court of Human Rights: Embeddedness as a Deep Structural Principle of the European Human Rights Regime’ (2008) EJIL 19(1) 125, 159

*In light of the above statement, and citing relevant legal authority in your answer, critically analyse the systems for human rights protections detailed in this module for the European and African regions, with the particular objective of examining whether and/or to what extent these systems manifest elements of cultural relativism in the definition and enforcement of human rights.*

*The submitted assignment should be 3,000-3,500 words in length. This does not include reasonable footnotes or bibliography. Referencing must be in accordance with the OSCOLA referencing system. Assignments should be typed in Size 12, Times New Roman Font, 1.5 spacing and justified.*

**Assignment Marking Criteria – See Appendix 1**