

## Course description for Human Rights in a Global Perspective (15 hp/ECTS) SPRING 2024

### General information about the course

#### *Content and objectives*

- The goal of the course is to provide students with the opportunity to gain deeper insight into the area of international human rights law.
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The course includes the following course elements:

- The course consists of lectures with participatory elements, written exercises (a case study, and an individual essay), a problem-based seminar session, and a written end exam (open-book), all of which will strive to give students an understanding of the fundamentals and theoretical underpinnings of human rights protection in the international legal framework.
- After having put human rights in a philosophical and historical perspective, the lectures will provide an overview of the various available mechanisms to monitor and enforce human rights law while also providing a closer inspection of the very substance of international human rights law, i.e., the rights as such.
- Throughout, the course will seek to offer a critical (albeit a sympathetic) exploration of the meaning of human rights and of their potential as the basis for an ethical and legal order by illustrating the complex interplay between law and extra-legal factors.
- Course examination is divided into a case study (6-8 pages), an individual essay (8-10 pages), a problem-based seminar session, and a written end exam (open-book). Please see section 3 of this course guide.
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Upon completion of the course, students are expected to be able to:

- identify legal problems within various areas of human rights law
- identify extra-legal factors that have contributed to the formation of legal human rights norms and
- apply legal human rights norms & conduct a human rights inquiry
- critically reflect on the role of human rights in context
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#### *Pedagogical approach*

See below

## More about the course structure

Teaching is carried out in the form of lectures with discussions. Students are expected to have read the relevant materials of the course ahead of each lecture, at least in a cursory manner. Student activity is important for the success of the course and is an important part of all the course's sessions, including the lectures.

Different types of instructions are used for the purpose of enhancing different skills. The lectures should assist students to understand basic concepts and principles that underpin international human rights law and to problematize and critically reflect on the different topics. The case study will enhance the student's knowledge of and ability to analyze the substance of international human rights law. The problem-based seminar session will test the student's knowledge of the substance of international human rights law and its various procedures, but, more importantly, through group work it should also enhance the student's ability to creatively use this knowledge. The essay should develop the student's ability to connect knowledge of the substance and procedure of international human rights law with critical thinking. The written exam will test and develop the student's knowledge of the substantive and procedural rules involved as well as the ability to identify legal problems and apply the rules.

Slides used by the lecturer together with other relevant material (if any) for each lecture will be posted on the course website.

Please note that while attendance at lectures is not **mandatory**, attendance is highly recommended, given that the end exam will be based on the lectures as well as on the (whole of the) course textbook. Participation in problem-based seminar, the seminar session group work, however, **is mandatory**, as are the written exercises.

### *The different course elements*

Case study, Essay, Problem based seminars and written examination

#### *Written and oral exercises*

All prescribed written and oral exercises are mandatory

#### *Mandatory course elements*

Attendance at lectures is not mandatory, attendance is highly recommended, given that the end exam will be based on the lectures as well as on the (whole of the) course textbook. Participation in the **problem-based seminar, seminar session group work**, however, is mandatory, as are the **written exercises**.

### *International and comparative elements of the course*

All of the elements are international. There are elements of comparative law regarding various human rights mechanisms.

### *Interaction with the surrounding society*

Throughout the course we will deal with not only “legal” but also political, social, cultural and economic issues.

### *How the course relates to other courses and to the law programme as a whole*

This is one of the specialized and advanced courses offered to exchange students and Swedish students towards the end of the law programme. The course connects to previous courses in the law programme such as constitutional/public law (Statsrätt), EU law (Europarätt) and Public International Law (Folkrätt).

The course may be part of the specialized study year (studieår) “Public International Law and the Individual” (Folkrätten och individen), which includes two specialized courses and a thesis (30 credits). The specialized courses consist of Human Rights in a Global Perspective” (15 credits) and ”International Criminal Law” (15 credits). *Nota bene:* the specialized study year is only available for students registered and writing their final thesis within the law programme (4.5 years) at Stockholm University.

## **Requirements regarding participation in the course**

### Registration

A **Swedish student** who intends to participate in the course must be registered by the second day of the course at the latest.

**Exchange students** register on the course through their university account in Ladok at the beginning of their exchange, the week before the semester starts.

### Re-registration

Re-registration on the course is done by the course administrator.

### De-registration

If for some reason, a student does not intend to take the course, they must de-register within three weeks after the start of the course (known as "early withdrawal period"). This is done through the student's university account in Ladok. This is of great importance to guarantee a place in a group the next time the student applies for the course. The early withdrawal period is calculated from the Monday of the week the course starts and three weeks ahead. The last day is always a Sunday.

Please note that de-registrations may have consequences for the right to receive student grants, including Erasmus grants. Please, contact CSN for more information if you are a Swedish student, or the Office of International Affairs if you are an international master student or an exchange student.

### *Groups*

In order to enroll in a group, students must be registered on the course. Students who have never taken the course previously are given priority when choosing a group. The day/time of registration is indicated on the course website. The possibility for re-registered students to participate in a group is subject to availability and done on a "first come, first served" basis.

## **Study instructions**

### *Textbooks*

International Human Rights Law, edited by Daniel Moeckli, Sangeeta Shah and Sandesh Sivakumaran, Oxford University Press, the 4th edition 2022.

Blackstone's International Human Rights Documents, edited by Alison Bisset, Oxford University Press, either the 11th or the 12th edition 2018/2020.

### *Source materials*

Additional texts for the course will be made available through the course website.

### *Other materials*

Additional texts for the course will be made available through the course website.

### *Preparations for teaching*

Teaching/learning in this course is partly carried out in the form of lectures with discussions, partly pursuant to problem-based learning.

For the lectures, students are expected to have studied the relevant materials of the course ahead of each session, at least in a cursory manner. Any slides used by the lecturer will be posted on the course website. For readings instructions, please see above, the table under section 2.2.

Kindly note that the course website will offer further, detailed references to the literature and source material for each session.

In all the lectures, complex real-world problems will be used to promote students' critical understanding of the actual functioning of various concepts and principles within the field of international human rights law. This does not merely mean analyzing cases that have already been adjudicated (whether in class or whether by writing the case study) but

it also means that students will in the problem-based seminar be offered with an open-ended case that has specifically been created for them to deliberate, discuss and solve as a group.

## Examination

### *Examined moments*

The course is examined through a case study (6-8 pages), an individual essay (8-10 pages), group work within a problem-based seminar session, and an open-book exam.

The case study will test the student's knowledge of and ability to analyze the substance of international human rights law. The essay will test the student's ability to connect knowledge of the substance and procedure of international law with critical thinking. The problem-based seminar will test the student's knowledge of the substance of international human rights law and its various procedures, as well as the student's ability to creatively use this knowledge. The written exam will test the student's knowledge of the substantive and procedural rules involved as well as the ability to identify and critically analyze legal problems and apply the relevant rules.

The **maximum score** for each examination component is as follows:

Case study	20 pts
Essay	30 pts
Problem-based seminar session	pass/fail
Written exam	50 pts
TOTAL	100 pts

### *Access to examination*

### *Exam registration*

Students must register for the exam no later than 10 calendar days (as a main rule but exception might occur) before the date of the exam. Registration for the exam requires registration on the course. Students who have not registered for the exam are not allowed to write the exam.

Swedish students receive a grade on the learning outcome-based four-grade grading scale AB-U. International master students and exchange students receive a grade on the learning outcome-based seven-grade grading scale A-F(x).

All students have the right to receive grades according to the grading scale A-F(x). Swedish students who wish to do so must report this to the course coordinator/teaching assistant at least five working days before the written exam.

Students with a documented disability who have been issued a certificate of extra pedagogical support from Stockholm University must report this to the course administrator/teaching assistant as soon as possible (see below, "studying with a disability").

*Documents allowed at the exam*

All students are required to show a valid ID on the day of exam. Driving licenses, passports and ID cards that are still in date are approved as identification. In case of stolen or lost ID, students may also prove their identity by providing a police report of no more than three months. Foreign ID documents are also accepted, preferably passports and ID cards.

*Permitted aids and other exam regulations*

Students must be in the examination room at least 15 minutes before the exam is set to start.

At the exam, different examination options can be applied. Information about the different examination options and the rules that apply can be found on the Department of Law's website. The presence of unauthorized exam aids, notes and the like, as well as violations of exam regulations may lead to a notification to the university Disciplinary Committee. The Disciplinary Committee, led by the university president, can decide on a warning or a suspension.

In the course, the examination option 4 is applied. From the law department's instructions on option 4: "Everything is allowed, with the exception of electronic equipment intended for communication and/or with internet connection."

*Grading criteria on the AB-U scale*

Swedish grade:	ECTS grade:
AB= 74-100	A= 80-100
	B= 74-79,5
Ba= 58-73,5	C= 67-73,5
	D= 58-66,5
B= 50-57,5	E= 50-57,5

*Grading criteria on the A-F(x) grading scale*

- (A)\*** central aspects and with a high relevance in light of the questions posed; extensive reference to legal sources and the correct use of relevant facts; great ability to engage in abstract reasoning and to make an independent assessment of the problems, including critical reflection.

- adeAB** A very well structured reasoning with a clear focus on the central aspects and with a high relevance in the light of the questions posed; reference to legal sources and the correct use of relevant facts; great ability to engage in abstract reasoning and to make an independent assessment of the problems, including critical reflection.
- (B)\***
- BA** A well structured reasoning with a focus on the central aspects and with relevance in the light of the questions posed; reference to legal sources and the correct use of relevant facts; ability to engage in abstract reasoning and to make independent and balanced assessment of the problems.
- (C)\***
- BA** A structured and relevant reasoning which covers some of the central aspects in light of the questions posed; reference to legal sources and the correct use of relevant facts; signs of an ability to engage in abstract reasoning and to make an independent assessment of the problems.
- (D)\***
- B** A transparent reasoning which observes some aspects that are central to the questions posed; some reference to legal sources and relevant facts; signs of an ability to make an independent assessment of the problems.
- (E)\***
- Fx** A reasoning which observes aspects that are central to the questions posed but insufficient reference to legal sources and the relevant facts and/or no signs of an ability to make an independent assessment of the problems.
- F** A reproduction of disjointed facts with insufficient reasoning.

### *Request for grade review:*

Requests for grade reviews are submitted on a special form to the course administrator/teaching assistant. The request must be carefully supported and a copy of the exam must be attached.

## **Studying with a disability**

### *General*

Stockholm University offers various forms of extra pedagogical support for people with permanent disabilities. The support offered depends on the individual's situation and is intended to facilitate studies. The goal is for all students to have an opportunity to study on equal terms.

To take advantage of the support offered, students must submit an application to the university's Disability Services (part of the Student Services). To do this, they must log into the system NAIS via a link found on Student Services's web page (Stockholm University > Education > Studying with a disability > how to apply for support) and fill

in the online form. To complete the application, a certificate confirming the disability must be attached.

When the application is received, the student will be contacted by the Student Services to book a personal meeting.

Once the student is granted support, they will need to contact their department's contact person and submit the certificate issued by the Student Services. The contact person at the Department of law for Swedish students is Viktoria Pettersson, director of studies, Tel.: 08-16 13 04 or e-mail: [viktoria.pettersson@juridicum.su.se](mailto:viktoria.pettersson@juridicum.su.se). Exchange students must also contact the OIA using the email [exchange@juridicum.su.se](mailto:exchange@juridicum.su.se).

### *Examination*

Note that the course administrator/teaching assistant must be informed of a student's documented disability **no later than 3 weeks** before each examination in order for the extra pedagogical support to be in place in time. If the information is received later, the department cannot guarantee that the examination can be carried out as desired. Please also note that registration for the exam must be done in the usual manner no later than 10 calendar days ( the main rule, exception can occur) before the exam. Also note that in order to receive extra pedagogical support during the entire course (e.g. note-taking assistance) or special extra measures (e.g. dividing up the exam), the course administrator/teaching assistant must be contacted at the latest **by** at the start of the course.

## **Student influence and course development**

All students are asked to complete an anonymous electronic course evaluation at the end of the course. The course evaluation is of great importance for the quality assurance of the course content and its pedagogical structure. The course is constantly changing and evolving, and the views and ideas expressed in the course evaluation are always carefully considered.

## **Contact information**

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