

HUMR4504 - Human Rights in Practice

Course description

Course content

Human rights ideas and norms have been increasingly operationalized through the actions of diverse actors such as states, multi-lateral organisations, social movements, NGOs and community groups. Operationalisation takes place therefore across different kinds of activist, professional and institutional spaces. How and when these abstract norms encounter messy 'real world' practicalities of organisational, social, economic, political and cultural contexts, though posing many dilemmas, has in general received limited reflection. Obvious cases in point are how and why certain human rights issues and approaches are prioritized over others, by whom, and to what end and, in particular, what effect. Better critical multi-disciplinary assessment of human rights practice and practitioners can enhance awareness of these challenges especially in addressing the problematic issue of therefore what creates change and the diversity of impact in human rights interventions.

With many graduates from the programme [Theory and Practice of Human Rights \(master's two years\)](#) seeking to work in the human rights field, and some also looking to an academic career, exposure both to the theory and the daily mechanics of 'human rights practice' is beneficial in a double sense:

- to develop critical thinking, insight and understanding of human rights practice;
- to develop practical employment-related skills and hands-on experience of practice.

Assessment

Assessment will be done through:

- An end of term quiz
- Undertaking a 6-8 week internship within an organisation. A limited number of internships will be offered by the NCHR and its partners. Students can also arrange an internship but first have it approved by the Course Coordinator.
- An internship report, maximum 4000 words. The aim is to use course readings when describing and reflecting upon and contextualizing the internship experience.
- Both the course and internship should also be used by students to develop a research question and material for their thesis.

Learning outcomes

This course enables students to link their theoretical studies to deepening understanding of human rights practice, which, then, by doing the internship, creates a feedback loop to enhancing theory and critical reflection. e.g.

Knowledge

Upon completion of this course, students will have acquired:

- Good knowledge of key issues in human rights practice.
- Good knowledge of how and why selected human rights are implemented and applied in practice.
- Good knowledge of the ethical issues and challenges that arise in human rights practice.
- Knowledge about human rights actors work, exemplified by good knowledge of one particular human rights actor's practice (the internship).
- Knowledge of the tools and tactics at the disposal of human rights practitioners.

Skills

- Ability to identify and analyse key issues in the practice of human rights.
- Analyse and identify ethical issues that arise in the work of human rights practitioners.
- Know the main actors and how they each contribute to human rights in practice.
- Be able to critically evaluate the policy, practice and literature produced by the various actors within human rights practice.

General competence

- Be able to perform relevant human rights work in government institutions, academia, law firms, companies, and organisations relating to human rights.
- Have an understanding of the main interests and concerns relating to the practice of human rights; and an understanding of the evolution of the practice of human rights.
- Developing specific skills attractive to employers.

Admission

Admission is limited to students undergoing the study programme [Theory and Practice of Human Rights \(master's two years\)](#).

Teaching

Lectures address themes including the what, why, and how of different types of human rights 'practice' (such as, what is practice? Examples of practices: e.g litigation, monitoring, dialogue, participation etc.); looking critically at actors and organisations like states and NGOs; and developing understanding of 'impact' in human rights work. Students will apply for an internship from a list of available positions, within a prescribed deadline. Each student application will indicate, in order of priority, three positions. The NCHR, in cooperation with internship partners, will make the final selection. Any students to which a position cannot be offered, or should they choose not to do an internship, will write only an extended essay.

Students can also independently attain their own internship position, but which is subject to approval by the course leader and NCHR. The internship runs mainly during the summer period, but can also be organised earlier or later depending on circumstances.

Access to teaching

A student who has completed compulsory instruction and coursework and has had these approved, is not entitled to repeat that instruction and coursework. A student who has been admitted to a course, but who has not completed compulsory instruction and coursework or had these approved, is entitled to repeat that instruction and coursework, depending on available capacity.

Examination

The internship report, as stated above. For those not undertaking the internship, the student must formulate in writing the topic of the essay and a brief statement of methodology. The essay must be approved in writing by the course leader in advance. Further instructions about both the extended internship report, and essay for those not doing an internship, will be given during the course.

Examination support material

All support material is allowed

Language of examination

English

Grading scale

Grades are awarded a pass/fail. Read more about [the grading system](#).

Explanations and appeals

- [Explanation of grades and appeals](#)

Resit an examination

- [Illness at exams / postponed exams](#)
- [Resitting an examination](#)

Withdrawal from an examination

If you wish to withdraw from the exam you must do so in Studentweb at least two weeks [prior to the deadline](#). Failure to do so will be counted as one of the three opportunities to sit the exam.

Special examination arrangements

Application form, deadline and requirements for [special examination arrangements](#).

Evaluation

The course is subject to continuous evaluation. At regular intervals we also ask students to participate in a more comprehensive evaluation.

Syllabus Achievements/Requirements

The course is based on the compendium and some additional literature which will be distributed during the course.

Required reading materials

pp. 434.

- Amon, J., Wurth, M. and Mclemore, M. (2013) Evaluating Human Rights Advocacy on Criminal Justice and Sex Work, *Health and Human Rights*, Vol. 17, No. 1 (June 2015), pp. 91-101.(10 pp)
- Bob, C. (2009) 'Introduction: Fighting for New Rights', *The International Struggle for New Human Rights* (University of Pennsylvania Press), pp. 1-13 (12 pp.).
- Donald, A. and Mottershaw, E. (2009) Evaluating the Impact of Human Rights Litigation on Policy and Practice: A Case Study of the UK, *Journal Human Rights Practice*, 1, 3. pp. 339– 361.(22 pp.)
- Dudai, R. (2014) Introduction—Rights Choices: Dilemmas of Human Rights Practice, *Journal of Human Rights Practice* Vol. 6, 3, November, pp. 389–398. DOI:10.1093/jhuman/huu021.(9 pp.)
- Fukuyama, F. (2014) States and Democracy, *Democratisation*, 21:7, pp. 1326-1340. (14 pp).
- Lewis, D. (2003) Theorizing the organization and management of nongovernmental development organizations , *Public Management Review*, 5:3, 325-344, DOI: 10.1080/1471903032000146937 (pp.24).
- Merry, S. (2006) Transnational Human Rights and Local Activism: Mapping the Middle, *American Anthropologist*, March, Vol.108(1), pp.38-51 (pp. 23)
- Goodale, M. (2007) Locating Rights, Envisioning Law between the Local and the Global. In M. Goodale and S. E. Merry (eds), *The Practice of Human Rights:*

Tracking Law between the Global and the Local: 1–38. Cambridge University Press.(38 pp.)

- Gready, P., and B. Phillips (2009) An Unfinished Enterprise: Visions, Reflections, and an Invitation. *Journal of Human Rights Practice* 1(1): 1–13.(13 pp.)
- Hearne, R. and Kennan, P. (2014) Using the Human Rights Based Approach to Tackle Housing Deprivation in an Irish Urban Housing Estate, *Journal of Human Rights Practice*, 6, 1, March 2014. pp. 1–25 DOI:10.1093/jhuman/hut028 (25 pp.)
- Jones, P., Kimari, W. & Ramakrishnan, K. (2017): 'Only the people can defend this struggle': the politics of the everyday, extrajudicial executions and civil society in Mathare, Kenya', *Review of African Political Economy* <http://dx.doi.org/10.1080/03056244.2016.1269000> (14 pp.)
- Kennedy D. (2002) The International Human Rights Movement: Part of the Problem? *15 Harv. Hum. Rts. J.* 101, pp. 101-125 (24 pp)
- Madlingozi, T. (2010) On Transitional Justice Entrepreneurs and the Production of Victims, *Journal of Human Rights Practice* Vol. 2 No. 2: 208-228 (20 pp) <http://jhrp.oxfordjournals.org/content/2/2/208.full.pdf+html>
- Nelson, N. & Dorsey, E. (2008) 'Transforming the Human Rights Movement: Human Rights NGOs Embrace ESC Rights' in *New Rights Advocacy: Changing Strategies of Development and Human Rights NGOs* (Georgetown University Press), pp. 45-86 (41 pp.)
- O'Flaherty, M. and Ulrich, G. (2010) 'The Professionalization of Human Rights Field Work', *Journal of Human Rights Practice* Vol. 2 No. 1 pp. 1-27. (27 pp) <http://jhrp.oxfordjournals.org/content/2/1/1.full.pdf+html>
- Petrasek, D.(2011) 'Human Rights – The Last Big Thing?' *Journal of Human Rights Practice* 3(1), pp. 105-112 (7 pp.)
- Risse, T., Sikkink, K. (1999) The socialisation of international human rights norms into domestic practices: introduction. In T. Risse, S. C. Ropp, K. Sikkink, (Eds.). *The power of human rights: international norms and domestic change*. Cambridge: Cambridge University Press, pp. 1-39. (39 pp.)
- Risse, T. And Ropp, S. (2013) Introduction and Overview, in *The Persistent Power of Human Rights: From Commitment to Compliance*, eds Risse, T., Ropp, S., and Sikkink, K (Cambridge university Press), pp. 3-25. (22 pp.)

- Sharp, D. (2016) Human rights Fact-Finding and the Reproduction of Hierarchies, in Alston, P. and Knuckey, S. (eds.) *The Transformation of Human Rights Fact-Finding*, Oxford University Press, pp. 1-33. (33 pp.)
- Simmons, B. (2014) 'The Future of the Human Rights Movement', *Ethics & International Affairs*, Vol. 28, pp.183-196. (13 pp.)
http://journals.cambridge.org/download.php?file=%2FEIA%2FEIA28_02%2FS0892679414000227a.pdf&code=70b5d8e78fb69a08417e3dfa463249ff
- Watson, G., Tamir, I. & Kemp, B. (2013) Human rights impact assessment in practice: Oxfam's application of a community-based approach, *Impact Assessment and Project Appraisal*, vol. 31, 2, pp. 118-127(9 pp.)

Additional materials (especially for internship report)

pp. 205

- Gotzmann, N. (2014) Human rights and Impact Assessment- conceptual and practical considerations in the private sector context: Danish Institute for Human Rights. (pp. 41)
- International Center for Not-for-Profit Law and World Movement for Democracy, 'Defending Civil Society', *International Journal of Not-for-Profit Law*, Vol. 10, no. 2 (2008), pp. 30-37 (7 pp),
http://www.icnl.org/research/journal/vol10iss2/art_2.htm
- Chandler, D. (2003) Rhetoric without responsibility: the attraction of 'ethical' foreign policy, *British Journal of Politics and International Relations*, Vol. 5, No. 3, August 2003, pp. 295–316. (21 pp.)
- Cravens, J. *Basic Tips for Fund-raising for Small NGOs in Developing Countries* (15 pp)
http://www.coeworld.org/sites/default/files/attachments/Basic_NGO_funding_final-JCravens_1.pdf
- Heywood, M. (2005) Shaping, Making and Breaking the Law in the Campaign for a National HIV/AIDS Treatment Plan, in *Democratising Development: The Politics of Socio-Economic rights in South Africa* pp.181, 212 (Peris Jones & Kristian Stokke eds., 2005) (31 pp.)

- Mathare Social Justice Centre (2017) Who is next: a Participatory Action research Report Against the Normalization of Extra-judicial Executions in Mathare, <http://www.matharesocialjustice.org/who-is-next/> pp. 45.
- Mertus, J. *Considerations for Human Rights Considerations for Human Rights Fact Finding by NGOs*, (2 pp).
<http://ebooks.cambridge.org/ebook.jsf?bid=CBO9781139019408>
- Mosse, D. (2005) Introduction: The ethnography of policy and practice, in *Cultivating Development*, Mosse, D., Vistaar Publications, New Delhi. pp. 1-46. (46 pages).
- Risse, T. and Sikkink, K.(2013) Conclusions, in in *The Persistent Power of Human Rights: From Commitment to Compliance*, eds Risse, T., Ropp, S., and Sikkink, K (Cambridge university Press), pp. 275-295. (20 pp.)
- Roth, K. 'Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization', *Human Rights Quarterly*, Vol. 26, No. 1, (2004), pp. 63-73 (11 pp)
http://muse.jhu.edu/journals/human_rights_quarterly/v026/26.1roth.pdf
- Rubenstein, L. A Response to Kenneth Roth, *Human Rights Quarterly*, Vol. 26, No. 4, (2004), pp. 845-865 (20 pp)
http://muse.jhu.edu/journals/human_rights_quarterly/toc/hrq26.4.html
<http://muse.jhu.edu/journals/hrq/summary/v030/30.3.rogoff.html>
- *New Tactics in Human Rights, Resource for Practitioners* pp.10-23 (pp. 13)
<http://www.newtactics.org/sites/default/files/resources/entire-book-EN.pdf>
- OHCHR, Human Rights Training, pp. 1-14 (14 pp)
<http://www.ohchr.org/Documents/Publications/training6en.pdf>
- Statement of Ethical Commitments of Human Rights Professionals (2 pp)
<http://resourcecentre.savethechildren.se/sites/default/files/documents/6030.pdf>
(see pp. 22-23 in the document).

Lecture Schedule

Date	Time	Activity	Place	Lecturer	Resources/ urriculum:
Jan. 24 th	10:15– 12:00	Lecture 1: Human Rights Practice: why practice?	CA Seminar room 251 Asbjørn Eide	P. Jones	Dudai (2014); Goodale (2007); Gready and Philips (2009); Kennedy (2002); Merry (2006)
Jan. 31	10:15- 12:00	Lecture 2: The Human rights movement: actors, interests, organisation s in practice	CA Seminar room 251 Asbjørn Eide	P. Jones	Simmons (2014) Jones et al (2017) Bob (2009); O’Flaherty, Ulrich (2010) Fukuyama (2014) Lewis (2003)
Feb.	10:15-	Lecture 3:	CA Seminar	P. Jones	Madlingozi (2010) Hearn (2014)

Date	Time	Activity	Place	Lecturer	Resources/c urriculum:
7	12:00	Working Examples: alternative practices e.g. 'fact finding'	room 251 Asbjørn Eide		Sharp (2016) Jones and Kimari (forthcoming)
Feb. 14	10:15- 12:00	Lecture 4: Understanding Impact in Human rights And Quiz.	CA Seminar room 251 Asbjørn Eide	P. Jones	Amon et al (2013) Gotzmann (2016) et al Risse, T., Sikkink, K. (1999) Risse, T. and Ropp, S. (2013: Introd.) Extra: Mosse (2005)
Vinte r ferie					
Feb. 28	10:15- 12:00	Lecture 5: Human rights	CA Seminar	Save the Children	

Date	Time	Activity	Place	Lecturer	Resources/c urriculum:
		Monitoring and Advocacy	room 251 Asbjørn Eide		
Mar. 7	10:15- 12:00	Lecture 6: Human rights Litigation	CA Seminar room 251 Asbjørn Eide	M. Langford	Donald, A. and Mottershaw, E. (2009)
Mar. 14	10 :15- 12 :00	Lecture 7: Dialogue as Practice	CA Seminar room 251 Asbjørn Eide	C. F. Bakke And P. Jones	China state report UPR 2013/ white papers from Chinese gov/Amnesty and HRW report (readings to be added)
Mar. 21	10:15- 12:00	Lecture 8: Wrapping Up: towards Internships And quiz	CA Seminar room 251 Asbjørn Eide	P. Jones	

PSJ