

Course Title	Human Rights Norms and Mechanisms Part I (HRNMI)		
Course Code	MHRD 9101	Notional Hours	150 hours Lectures, Class discussions, Guided Readings, Tutorials, Self-Learning
No. of Credits	03		
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description			
<p>This is the first part of a two-part full year unit, which will provide students with the foundational understanding of the content of human rights norms as well as the philosophical justifications for those norms. Philosophical and historical and more positivist perspectives on human rights norms will be brought together in this unit so that students gain a grasp not only of what the treaties or other instruments actually say, but are also able to understand the justification for norms that become law and to think about how to develop other justifications in the different cultural and social contexts. The course will also provide students with a foundational knowledge about the major institutional protection mechanisms that human rights advocates might use, including the operation of treaty and charter bodies of the UN and regional protection mechanisms (European, African, Inter-American, Asian in development). Protection mechanisms will be taught using a case study method where students examine how particular protection mechanisms have been used to defend particular human rights or promote the protection of particular rights in different contexts. In particular, the unit will examine not only more traditional mechanisms designed to ensure the protection of civil and political rights but also new developments seeking to ensure that states fulfil their obligations in these areas. Finally, students will examine different models for how international treaty obligations can be translated into domestic law and policy and how human rights organisations can contribute to mainstreaming human rights into various areas of judicial decision making and policy.</p>			
Learning Objectives			
<ol style="list-style-type: none"> 1. To provide students a foundational understanding of the content of human rights norms as well as the philosophical justifications for those norms. 2. To provide students a key knowledge about the major institutional protection mechanisms, including the operation of treaty and charter bodies of the UN and regional protection mechanisms 			
Learning Outcomes			
<p>At the end of the course, a successful student will be able to gain:</p> <ol style="list-style-type: none"> 1. A sound knowledge of the basic content of the major international human rights instruments; 2. The ability to debate the philosophical justifications for human rights norms, including critiques of human rights as a normative framework; 3. An understanding of the conceptual and historical relationship between human rights 			

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- and democracy;
4. Knowledge of the historical and ongoing development of human rights norms and the ongoing contestation and expansion of the normative content of human rights;
 5. Understanding some of the key critiques of a human rights approach to advocacy and some limits of the approach;
 6. A practical understanding of the major international mechanisms for rights protection including the operation of charter and treaty-based bodies as well as regional protection mechanisms;
 7. A basic understanding of other areas of international law that impact human rights, such as humanitarian law, international criminal law, environmental law and trade law; and
 8. Knowledge about the role and obligations of non-State actors vis-à-vis human rights.

Course contents	Aligned Learning Outcomes
(i) What are rights and what are human rights? (Historical and philosophical background, conceptual interrogation)	1
(ii) Philosophical critiques of human rights (Liberalism, natural law, utilitarianism, feminism)	2
(iii) Sovereignty, cosmopolitanism, universalism and the institutionalisation of human rights (human rights in international politics)	2, 3 4
(iv) The development of international human rights law, the formation and structure of the UN	6
(v) United Nations, the human rights framework and key institutions (the Human Rights Council, 1503 and 1235 procedures, special rapporteurs, UN reform)	6
(vi) The UN treaty based system (treaty bodies, General Comments, periodic reports, complaints procedures)	5
(vii) Key civil and political rights issues (Racism and equality, torture, disabilities rights)	5
(viii) Key economic, social and cultural rights issues (Progressive realisation, Indigenous Rights)	7
(ix) Allied areas of international law (international criminal law, humanitarian law, refugee law)	8
(x) Nationality and statelessness	
Methods of teaching and learning	
Lectures, Discussions, Case Studies, Independent Studies, Panel Discussions, Audio-Visual.	
Assessment methods	
Assessment Method	Weight

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Continuous assessments	70%
End of semester examination	30%
Key Readings	
<ul style="list-style-type: none"> Alston, P. & Goodman, R (2012) <i>International Human Rights</i>, Oxford University Press; 2nd Revised Edition Clapham, Andrew (2006) <i>Human Rights Obligations of Non-state actors</i>, Oxford University Press Freeman, M (1994) The Philosophical Foundations of Human Rights in <i>Human Rights Quarterly</i>, Vol. 16, No. 3 (Aug. 1994) Malanczuk. P (1997) Akehurt's Modern Introduction to International Law (7th Edition), Routledge Nickle, J. W. (2010) Philosophy of Human Rights in Daniel et. al. <i>International Human Rights Law</i> (Oxford University Press, pp. 38 - 63 Sheeran S & Rodley N (Ed) (2013) <i>Routledge Handbook of International Human Rights Law</i>, Routledge Thorup, M. (2010) Cosmopolitanism: Sovereignty denied or sovereignty restated? <i>International Politics</i>, 47 (6), pp. 659-679 	

Course Title	Democracy Theory and Practice (DTP)		
Course Code	MHRD 9102	Notional Hours	150 Hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study, Evaluation preparation, Evaluation
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description:			
<p>The course will expose students to different concepts and theories of democracy/democratisation. This will include issues relating to democracy, equality, justice, citizenship and popular sovereignty. The students will also be exposed to institutions and systems needed to maintain democracies such as the rule of law, constitutionalism, independence of the judiciary, independence of the public service, accountability, impunity, regular free and fair elections – electoral systems, democratic governance and accountability, and the role of civil society. The course will throw light on interdependence of and relationship between human rights and democratisation. It will also deal with human rights and democratisation in different economic, social and cultural contexts, including in times of emergencies as well as at time of armed conflicts.</p>			
Learning Objectives			

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1. To enable students to be familiar with the theoretical, methodological and philosophical foundations of democracy and democratisation.
2. To build the knowledge on the relationship between human rights and democracy and enhance contextual understanding.

Learning Outcomes

1. Competency with critical arguments concerning democracy;
2. Familiarity with theories of democratisation;
3. Ability to identify institutions and practices, including electoral processes, that promote or impede democracy;
4. Understanding the factors that marginalise groups from full representation and participation;
5. Understanding processes and practices that promote democratic inclusion, including the recognition of citizenship;
6. Recognising the role of different actors, including political parties, civil society, media, the judiciary and the public service in human rights and democracy;
7. Ability to recognise the significance of the rule of law and constitutionalism in human rights and democracy;
8. Understanding the nexus between human rights and democracy;
9. Ability to recognise the influence of social, economic, cultural factors on democratisation and accountability; and
10. Ability to analyse how human rights and democracy are perceived and implemented in different contexts.

Course Contents	Aligned Learning Outcomes
<ol style="list-style-type: none"> 1. Concepts <ol style="list-style-type: none"> a. Concepts and Theories of Human Rights and Democratisation in Western and Non-Western Contexts b. Interdependence between Human Rights and Democracy c. Democracy, Equality of Justice and Popular Sovereignty d. Democracy and the Rule of Law e. Dilemmas of Democracy and Civil Society 2. Institutions and Systems <ol style="list-style-type: none"> f. Constitutionalism and the Rule of Law g. Systems of Constitutional Governance h. Rule of Law and Independence of the Judiciary i. Independence of Public Service j. Role of Civil Society k. Role of the Media l. Electoral System 	<p style="text-align: center;">1</p> <p style="text-align: center;">8</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p style="text-align: center;">6</p> <p style="text-align: center;">2,3</p> <p style="text-align: center;">7</p> <p style="text-align: center;">3</p> <p style="text-align: center;">6</p> <p style="text-align: center;">6</p> <p style="text-align: center;">3</p>

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m. Democratic Accountability	
i. Political	9
ii. Legal	9
iii. Judicial	9
3. Contextualisation	
n. Western and Non-Western Notions of Human Rights and Democracy; the understanding, application and implementation of Human Rights and democracy/democratisation in the Asia-Pacific, i.e., contextualisation of Human Rights and democracy/democratisation to the particular political, socio-economic and cultural environment of the Asia-Pacific region.	10
o. Political Rights to Democracy	7,10
p. Group Rights/Minority Rights and Democracy	7,10
q. Human Rights and Democracy during Crises and other Conflict Periods (emergencies not necessarily caused by armed conflict i.e. natural disasters)	10
r. Transitional Democracy/Transition to Democracy	10

Methods of Teaching and Learning

Lectures, Discussions, Case Studies and Guided Reading.

Assessment Methods

Assessment Methods	Weight
Continuous Assessments	70%
End Semester Examination	30%

Key Readings

- Agarwal, R. C. (1991) *Political Theory: Principles of Political Science (Modern And Marxist Concepts)*, S. Chand & Company
- Appadorai, A. (2000) *The Substance of Politics*, Oxford University Press
- Keane, John (2009) *The Life and Death of Democracy*, Pocket Books, p. 686-747
- Langlois, Anthony J. (2003) Human Rights without Democracy? A Critique of the Separationist Theory, *25 Human Rights Quarterly*, pp 990-1019
- McCorquodale, Robert (2014) Group Rights in Daniel Moeckli, Sangeeta Shah and Sandesh Sivakumaran (eds), *International Human Rights Law*, Oxford University Press, pp. 333-355
- Samuel P. Huntington (1991) Democracy's Third Wave, *Journal of Democracy*, 2(3), pp 12-34
- Schmitter, Philippe C. and Lynn Karl, Terry What Democracy Is... and Is Not, *Journal of Democracy*, 2(3), pp. 75-88,
- Steiner, Henry (2008) Two Sides of the Same Coin? Democracy and International Human Rights, 41:3, *Israel Law Review*, pp, 445-476

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Course Title	Dynamics of Human Rights Violations (DHRV)		
Course Code	MHRD 9103	Notional Hours	150 hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description			
<p>The starting point of this unit is the recognition that effective advocacy requires moving beyond being able to frame instances of suffering or oppression as human rights violations or the failure to fulfil human rights (as articulated in various treaties). Beyond this, effective interventions require the ability to analyse the dynamics underpinning and sustaining violations or impeding fulfilment (for example, economic reliance of industries that use child labour, cultural understandings of the role of women, incentives amongst institutional leaders to suppress opposition etc.). This unit will provide students with the ability to think about causes and sustaining dynamics along a number of dimensions, including cultural, economic, organisational, social and political. Students will look at a number of key case studies (chosen from topical regional issues) from the point of view of these different disciplines to analyse these causal or sustaining dynamics. This analysis will then form the basis for thinking about how to strategically intervene. Judgments about appropriate intervention require not only this sound structural analysis of the problem ('the territory'), but also an understanding of the capacities of one's own organisation and the potential for building alliances. They also require those designing interventions to make judgments about the relative merits of different tactics, including when to make short-term (in principle) compromises for longer-term beneficial outcomes. This unit will take a small number of cases and introduce a number of disciplinary perspectives on the dynamics of those cases. It will also introduce students to a number of conceptual models that have been developed to explain both the intransigence of certain human rights problems and the avenues for change. It will then introduce students to the tactical mapping technique so that they learn to map human rights issues and make considered judgments about where and how to intervene. Students will also be invited here to consider some of the possible unintended consequences of human rights interventions, the moral dilemmas involved in intervention and how different actors involved in the situation (local, international, state, non-state, minorities) may frame the issue of appropriate intervention differently.</p> <p>The unit will also introduce students to two bodies of evaluation literature that are increasingly important in the field. The first of these concerns the assessment of the impact of laws, policies or other developments that are being proposed in a particular nation or locale (for example a mine or a factory). Students will learn how human rights organisations can effectively evaluate</p>			

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the impact of such interventions, including an initial analytic phase, followed by a deliberative phase where effected parties are brought into the impact assessment with the final phase being ongoing monitoring of the law, policy or development. The second body of impact literature concerns the evaluation of human rights interventions themselves. Students will be familiarised with this new literature on how we can evaluate the impact of our own interventions so as to continue to sharpen those interventions.

Explanation

One of the criticisms that human rights organisations have of graduates of human rights programs is that their understanding of human rights is overly abstract and legalistic. What they are looking for are graduates who have more contextualised and practical understandings of human rights. Further, human rights organisations are themselves at a critical stage of trying to work out the most effective way in which to address human rights violations/failures to fulfil human rights and both organisations themselves and the scholarly literature are beginning to question the efficacy of traditional advocacy techniques (naming and shaming, treaty ratification). In this regard, if what we are doing is training the human rights leaders of the future, we need to equip them with the analytic tools both to evaluate the effectiveness of their interventions and to develop more effective ones.

There are several innovations that this unit will introduce. First, rather than students specialising in one disciplinary approach, which will emphasise one type of causal dynamic, the interdisciplinary approach of this unit will allow students to piece together those different lenses and recognise how they complement each other to give a fuller systemic picture. Second, by linking the disciplinary approaches to case studies, it will bring them to life and avoid the danger of their remaining remote and abstract. Third, it uses the tactical mapping tool, a tool developed over the last 10 years by a consortium of human rights actors and academics. This is a tool that will be of ongoing use to graduates in their professional life and includes a database and network of tactics and actors developing and using different tactics which they can join. Fourth, it introduces students to two relatively new and critically important areas of research and intervention in human rights: it will be the first that assesses the impact of laws, policies or other developments introduced by governments or private actors and the second that concerns the assessment of human rights interventions.

Learning Objectives

1. To provide students with the ability to think about causes and sustaining dynamics along a number of dimensions, including cultural, economic, organisational, social and political that affect human rights violations.
2. To introduce students to a number of conceptual models that have been developed to explain both the intransigence of certain human rights problems and the avenues for change.
3. To introduce students to the tactical mapping technique so that they learn to map human rights issues and make considered judgments about where and how to intervene.

Learning Outcomes

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1. The ability to analyse the social, political, economic and cultural factors, processes and institutions that underlie, support or sustain human rights violations and failures to fulfil human rights (social, economic and cultural);
2. The ability to map out this multi-dimensional system underpinning human rights problems and to understand how different disciplines (in particular political science, political economy, sociology, anthropology and human geography) highlight different aspects of this system;
3. Knowledge of key empirical findings concerning structural (economic, social, cultural, political) factors impacting human rights;
4. Familiarity with conceptual explanations for impediments to realisation of human rights and how to effect change;
5. Tactical skills in identifying the options for intervention and the implications of different types of intervention;
6. A broad knowledge of different types of interventions as well as the ability to access networks to discover alternative strategies and tactics;
7. Understanding of the role of coalition-building and coordinating interventions from various actors;
8. The ability to make sound judgments about the pros and cons of different approaches to advocacy, in particular judgments about compromise, the use of insider/outsider or public/private approaches and coalition building;
9. Familiarity with the literature on impact evaluation, knowledge about the techniques for evaluating the impact of different strategies and basic skills in impact evaluation;
10. Knowledge of key empirical findings concerning the impact of human rights interventions; and
11. Familiarity with the processes for evaluating the human rights impact of laws, policies and other social or economic developments in a particular context, including an understanding of the analytic, deliberative and monitoring phases of impact evaluation.

Course Contents	Aligned Learning Outcomes
1 Introduction to transitional justice: dilemmas of dealing with the past	1
2 Introduction to transitional justice components and standards	2
3 Human rights law and the development of transitional justice principles	3
4 Transitional justice and international criminal justice	4
5 Introduction: relationship between constitutions and transitional justice	5
6 Constitutional making/reforms: overcoming barriers to Transitional Justice policies and mechanisms	1
7 Constitutional making/ reform: a tool for non-recurrence	6
8 Sequencing TJ and constitutional reforms	7
9 Practical and policy considerations: Negotiating a TJ policy	8

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10 Assessing the impact of transitional justice policies	11
11 Truth and Reconciliation mandate	10
12 Case study: Nepal, Sri Lanka	9,10
13 Transitional Justice Outside of Institutions / Arts and Culture	11
Methods of Teaching and Learning	
Lectures, Discussions, Case Studies and Guided Reading	
Assessment Methods	
Assessment Method	Weight
Continuous assessments	70%
End of semester examination	30%
Key Readings	
<ul style="list-style-type: none"> • Khanal, Krishna, The Participatory Constitution making Process in Nepal- An assessment of the CA Process (2008- 2012) Mendez, Juan (2012) Constitutionalism and Transitional Justice' in Rosenfeld and Sajo (eds), <i>Oxford Handbook of Comparative Law</i>, Oxford University Press, pp. 1270-86 • Seneviratne, W, (2012) <i>Transition from War to Peace: Critical Study of Post War Reconciliation through Transitional Justice</i>, Monograph, published by the LLM Unit, Faculty of Law, Colombo • Teitel, Ruri (2002) <i>Constitutional Justice' in Transitional Justice</i>, Oxford University Press, p 191-212 • Zalaquett, José (1992) Balancing Ethical Imperatives and Political Constraints: The Dilemmas of New Democracies Confronting Past Human Rights Violations, <i>Hastings Law Journal</i>, pp. 1425-1438 	

Course Title	Human Rights and Democratisation Research (HRDR)		
Course Code	MHRD 9104	Notional Hours	150 hours Lectures, Class discussions, Tutorials, Self-Learning, Guided Readings, preparation for Evaluation and the Evaluation.
No. of Credits	03		
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description			
Students will be exposed to a range of research methods as applied to actual human rights issues. A case study approach will ensure that students can see the relevance of different research approaches and develop the ability to make judgments about when to use a particular			

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method. The unit will cover specific research techniques relevant to the field, in particular interviews and fieldwork.

Students will also be exposed to the key sources of information about human rights and will acquire the research skills to be able to look for the information they might require in researching human rights problems and comparative cases. The unit will also emphasise the products of research and ensure that students have the skills both to think about the most appropriate/effective format for presentation of findings and the ability to use a number of different formats. The emphasis here will be on how research gets fed into broader advocacy and institutional change processes.

Learning Objectives

1. To be exposed to various methods of human rights and democracy issues.
2. To develop skills in writing reports for different audiences, using alternative media to ensure maximum exposure and accessibility of their research findings.

Learning Outcomes

At the end of the course, a successful student will be able to:

1. Understanding of the role of research in the field of human rights and democratisation;
2. Sound understanding of a range of quantitative and qualitative research methodologies relevant to researching human rights issues;
3. Ability to conduct interviews that will produce sound data on human rights issues;
4. Analytic capacity to judge appropriate research methodology choices;
5. Ability to critically and analytically interpret qualitative and quantitative research on human rights issues;
6. Ability to locate and meaningfully use sources of information relevant for human rights research, including reports and data sets of the UN and other international and national bodies and NGOs;
7. Ability to write a research proposal and make appropriate judgments concerning the feasibility of research (including considerations of time, budget, personnel and expertise);
8. Knowledge and skills required to effectively monitor human rights situations;
9. Ability to present the research in formats that will be effective within a broader strategy of advocacy; and
10. Familiarity with and ability to present research findings using a range of media, including written reports, press releases, websites, film, radio and other new technology formats.

Course contents	Aligned Learning Outcomes
1. Understanding what research is, the role of research in human rights work and the importance of a critical approach to research	1
2. Methodological debates, options and issues (qualitative and quantitative methods)	1, 2
3. The importance of making good arguments	2

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4. Designing research, formulating research questions and making methodological choices	3,4,5
5. Writing a research proposal	7
6. Literature reviews	6
7. Using secondary literature and accessing data sources	6
8. Research ethics	8
9. Surveys, constructing questionnaires and sampling	3, 8
10. Fieldwork and participatory research	3
11. Quantitative/statistical analysis	5
12. Presenting research	9
Methods of teaching and learning	
Lectures, Discussions, Case Studies, Independent Studies, Panel Discussions, Audio-Visual.	
Assessment methods	
Assessment Method	Weight
Continuous assessments	70%
End of semester examination	30%
Key Readings	
<ul style="list-style-type: none"> • Bryman A, Bell E, Teevan J (2012) The Nature of Qualitative Research, Social Research Methods, 2012, Oxford University Press, 132- 189pp • Uyangoda, Jayadeva (2012) Writing Research Proposals in the Social Sciences and Humanities, Social Scientists' Association, Colombo • Marks, S.P. The Human Rights Framework for Development: Seven Approaches • Reed, Kristin & Padskocimaite Ausra (2012), The Rights Tool Kit - Applying Research Methods in the Service of Human Rights, UC Berkeley • Wiscker, G. (2007) The Post-graduate Research Handbook, Red Globe Press 	

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Course Title	Human Rights Norms and Mechanisms - Part II (HRNM II)		
Course Code	MHRD 9201	Notional Hours	150 hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description:			
<p>This unit forms the second part of the year-long unit OF Human Rights Norms and Mechanisms. The focus here will be on the content of human rights treaties, regional and domestic implementation.</p>			
Learning Objectives			
<p>1. To provide students a key knowledge about the major institutional protection mechanisms, including the operation of treaty and charter bodies of the UN and regional protection mechanisms.</p>			
Learning Outcomes			
<p>At the end of the course, a successful student will be able to gain:</p> <ol style="list-style-type: none"> 1. A sound knowledge of the basic content of the major international human rights instruments and mechanism; 2. A practical understanding of the major international mechanisms for rights protection including the operation of charter and treaty-based bodies as well as regional protection mechanisms; 3. A basic understanding of other areas of international law that impact human rights, such as humanitarian law, international criminal law, environmental law and trade law; and 4. Knowledge about the role and obligations of non-State actors vis-à-vis human rights. 			
Course Contents	Aligned Learning Outcomes		
1. The relationship between international and domestic law and policy making (practical difficulties involved in translation from international commitment to domestic implementation)	1		
2. Key areas and rights covered in the major international treaties (ICCPR – free speech, freedom of religion; ICESCR – justiciability, indivisibility issues, education, health, food, water, housing; CEDAW; CRC)	3		
3. How states can be held to account for social and economic rights (obligations to fulfil)	3		

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4. Regional systems, treaties and processes (Europe, the Americas, Africa and Asia);	2
5. The UN system (country specific mechanisms, region specific study on Universal Periodic Review, Special Procedures, UN Human Rights Councils)	2
6. National decision-making (fundamental guarantees under the constitutions, courts, National Human Rights Institutions, policing)	
7. Non-state protection mechanisms and Non-governmental Organisations	4
8. International Humanitarian Law (Geneva Conventions; International Criminal Law)	3
Methods of Teaching and Learning	
Lectures, Discussions, Case Studies and Guided Reading	
Assessment Methods	
Assessment Method	Weight
Continuous assessments	70%
End semester examination	30%
Key Readings	
<ul style="list-style-type: none"> • Beilefeldt, Heiner (2012) Freedom of Religion or Belief: Human Right under Pressure, <i>Oxford Journal of Law and Religion</i>, 1(1), pp.15-35 • Cavallaro, James L & Schaffer, Emily J. (2007) Justice before Justiciability: Inter American Litigation and Social Change, <i>N.Y.U. J. Int'l L. & Pol.</i> 345 • Hart, James W. (2010) The European Human Rights System, 102, <i>Law Library Journal</i>, 533 • Nandy, Ashis (1990) The Politics of Secularism and the Recovery of Religious Tolerance in Veena Das, <i>Mirrors of Violence: Communities, Riots and Survivors in South Asia</i>, Oxford University Press, pp.70-93 • Piccone, Ted (2013), The Future of the United Nations Special Procedures, In S Sheeran and Sir N Rodley (eds) <i>Routledge Handbook of International Human Rights Law</i>, Routledge • Rehman Javid & Breau Susan C. (eds.) (2007) <i>Religion, Human Rights and International Law</i>, Leiden: Martinus Nijhoff 	

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Course Title	Critical and Emerging Issues in the Asia Pacific (CEIR)		
Course Code	MHRD 9202	Notional Hours	150 hours
No. of Credits	03		Lectures, Discussions, Guided Reading, Independent Study
Pre-requisites Course Codes	None		
Course Type	Core		
Course Description:			
<p>This unit will be a team-taught module style unit that will expose students to some of the most critical issues of concern in the region. In particular, it will cover issues of development, human rights and the environment, the rights of indigenous peoples, cultural difference and the challenges of promoting human rights in societies where the rule of law, freedom of the press and civil society may not be strongly developed. This unit will ensure that broad debates about human rights are firmly grounded in the historical, political and cultural realities of the Asia Pacific region, paying particular attention to the legacies of colonisation and nation-building processes that have taken place in the region. Students will engage with new and emerging issues and the contestation of human rights that is taking place in their own region. The unit will also allow for students to explore the different meaning of human rights principles or the differing priorities within the body of human rights norms in this region and how this might require different types of approaches to those developed in the global north.</p>			
Learning Objectives			
<ol style="list-style-type: none"> 1. To provide students an overview of development and peace by using key topics to explore the different theoretical and conceptual perspectives that underpin the understanding of both concepts and practices. 2. To enable students to focus on a set of issues in development and peace. 3. To provide students with a broad understanding of different approaches to development and peace and their current applicability in the age of globalisation. 			
Learning Outcomes			
<ol style="list-style-type: none"> 1. Understanding of the normative (religious and cultural) frameworks in the region that can either underpin or undermine human rights principles; 2. Familiarity with debates about and challenges of working in culturally diverse contexts; 3. Understanding of the impact of colonialism, decolonisation and nation building processes on human rights; 4. Ability to analyse the relationship between deficits in democracy, processes of democratisation and human rights; 5. A strong understanding of the critical importance of socio-economic rights in the region and the challenges of advocating for this body of rights; 6. An understanding of the link between human rights and development discourses and 			

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<p>approaches in the region;</p> <p>7. The ability to think about the relationship between environmental protection, sustainability and human rights; and</p> <p>8. Familiarity with a selection of key issues of concern in the Asia Pacific region including labour migration, trafficking, media freedom, the rights of indigenous peoples, gender and the impact of multi-national corporations and international investment on human rights.</p>

Course Contents	Aligned Learning Outcomes
1. Cultural and religious contexts in the Asia Pacific and local normative backgrounds to conflicts with human rights	1,2
2. Human rights discourses in the context of post-colonialism and the challenges of nation-building	3
3. Democratisation and the relationship between democracy and human rights in the Asia Pacific context	4
4. Economic development, globalisation and human rights	5
5. Human rights based approaches to development	6
6. The role of IFIs and MNCs in human rights in the Asia Pacific	6
7. Environmental protection, development and human rights	7
8. Labour rights	8
9. Displacement, migration and trafficking	8
10. Rights relating to gender and sexuality	8

Methods of Teaching and Learning

Lectures, Discussions, Case Studies and Guided Reading, Seminars

Assessment Methods

Assessment Method	Weight
Continuous assessments	70%
End semester examination	30%

- Alston, Philip (2005) Ships passing in the night; the current state of the human rights debate seen through the lens of the Millenium Development Goals, *Human Rights Quarterly* 27, pp. 755-829
- Uyangoda, Jayadeva (2013) Sri Lanka's State Reform Debate –Unitarism, Federalism, Decentralization and Devolution' in Jayadeva Uyangoda (ed.), *State Reform in Sri Lanka: Issues, Directions and Perspectives*, Social Scientists Association, p. 25-108
- Donnelly, Jack (1984) Cultural Relativism and Universal Human Rights, 6 *Human Rights Quarterly*, 400
- Kymlicka, W. (1999) 'Liberalism and Minority Rights, 12(2) *Ratio Juris* 133
- Nicholas, Lucy (2014) *Queer Post-Gender Ethics: The Shape of Selves to Come*,

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Palgrave McMillan, UK

- Sen, Amartya (1997) *Human Rights and Asian Values*, Carnegie Council on Ethics and International Affairs, New York
- Welikala, Asanga, (2015) Constitutional Form and Reform in Sri Lanka: Towards a Plurinational Understanding' in Mark Tushnet & Madhav Khosla (Eds.) *Unstable Constitutionalism: Law and Politics in South Asia*, Cambridge University Press, Chapter 11

Course Title	Dissertation / Internship Report		
Course Code	MHRD 9203	Notional Hours	600
No of Credits	12		Lectures, Class discussion,
Pre-requisites Course Codes	HRDR		Tutorials, Self-learning, Guided readings, and related evaluation
Course Type	Core		

Course Description:

Dissertation

Students opting for the Dissertation will be required to submit a Dissertation Proposal and a Final Dissertation.

The Dissertation Proposal will be developed under the supervision of the student's research supervisor during the second semester of the Master's Degree Programme. The Dissertation Proposal will be prepared according to the form prescribed from time to time by the Academic Committee of the Centre for the Study of Human Rights, and ratified by the Senate on the recommendation of the Faculty Board. Once a student's research supervisor approves his/her Dissertation Proposal, he/she may conduct research as appropriate and write the Final Dissertation under the supervision of the research supervisor. A Final Dissertation will be not less than 15,000 words and not more than 18,000 words. The Final Dissertation will be according to the form prescribed from time to time by the Academic Committee of the Centre for the Study of Human Rights and ratified by the Senate on the recommendation of the Faculty Board.

Internship Report

Students opting for the Internship will be required to complete an internship placement at a host institution working in the fields of human rights and/or democratisation, and submit the following;

1. Organisational Output (to the organisation)
2. Internship Reflections (to the CSHR)
3. Internship Research Report (to the CSHR)

Students opting for the Internship will be provided with an academic supervisor appointed by the Senate on the recommendation of the Faculty Board, and an internship supervisor from the host institution.

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An Internship Placement at the host institution should be completed under the supervision of the internship supervisor. Students will be required to complete no less than 180 hours of work at the host institution. Students will be required to complete two tasks during the Internship Placement, which will be collectively referred to as the Organisational Output. First, students will be required to produce a Contribution to the Organisation. A Contribution will be something of value to the organisation, such as *inter alia* a research report, a media strategy, a workshop, a set of recommendations for the organisation, an evaluation of the organisation's work or some other product that is negotiated at the initial meeting between the student and the internship supervisor. As the product may not be written, but may be an action or a multi-media product, the size of the product should be 'equivalent' to a 6,000-8,000-word paper, indicating that it should be the result of approximately the same amount of work as negotiated by the student and internship supervisor at the initial meeting. Second, students are required to submit an Internship Reflection. This is a 3,000 word essay on the student's work in the organisation and how his/her experience related to the scholarly dimensions of his/her degree.

Students will also be required to submit an Internship Research Report, which is written under the supervision of the academic supervisor. This Report will be no less than 6,000 words and no more than 8,000 words. The Internship Research Report should take some aspect of the work that the student undertook or that was done by the organisation in which he/she interned and examine it from a scholarly perspective.

Learning Objectives

1. To demonstrate thorough understanding of theoretical and practical knowledge in research.
2. To be able to display critical awareness and analysis of a selected issue.

Learning Outcomes

By the end of the Course, students will:

1. Able to demonstrate self-direction and originality in understanding issues of human rights and democracy.
2. Make sound judgments and communicate decisions clearly to others.
3. Be able to plan and implement tasks at sound academic level.

Course Contents	Aligned Learning Outcomes
1. Selection of suitable research topic / area of research	1
2. Presenting a proposal.	1,2
3. Producing the Dissertation / Internship Outputs	2,3
Assessment Methods: By two independent examiners approved by the Senate	
	Weight
Written work	100%

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