

1	Course title	International Humanitarian Law
2	Course number	3002707
3	Credit hours (theory, practical)	3 hours
	Contact hours (theory, practical)	3 hours
4	Prerequisites/corequisites	None
5	Program title	Human Rights and Human Development
6	Program code	02
7	Awarding institution	University of Jordan
8	School	International Studies
9	Department	International Development
10	Level of course	Master's
11	Year of study and semester (s)	2017-18 / First Semester
12	Final Qualification	
13	Other department (s) involved in teaching the course	---
14	Language of Instruction	English
15	Date of production/revision	Sept. 2017

16. Course Coordinator:

<p>Office numbers:</p> <p>Office hours:</p> <p>Phone numbers:</p> <p>Email address:</p>

17. Other instructors:

<p>Office numbers, office hours, phone numbers, and email addresses should be listed.</p>

18. Course Description:

This course introduces the international humanitarian law, focusing on its fundamental premises, legal nature, relation to the international human rights law, its roots in the Geneva Convention and the Hague Law, and the various types of armed conflict. It also tackles the international humanitarian law in the context of armed conflicts and the moral implications of war. Furthermore, the course touches on the national and international measures taken to curb humanitarian law violations.

19. Course aims and outcomes:

A. Goals of the Course
The goal of this course is to explore international human rights law, policy, and practice. The course will examine global and regional mechanisms for the protection of human rights as well as international humanitarian law and international criminal law. Throughout the term, we will analyze, critique, and debate current issues and developments in the human rights field. The course will be divided as follows:
I. The Concept of Human Rights – Week I
II. UN Mechanisms for Addressing Violations of Human Rights – Weeks II and III
III. Regional Human Rights Systems – Week IV
IV. Europe, Americas, Africa -- Weeks V and VI
V. Economic, Social, and Cultural Rights -- Week VII

21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:
- Lectures, classroom discussion, presentations, essays, and examinations

22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:	
Participation	10%
Midterm Exam	30%
Essay	20%
Final Exam	40%

23. Course Policies:

A- Attendance policies: School of International Studies' policies
B- Absences from exams and handing in assignments on time: School of International Studies'

policies
 C- Health and safety procedures: School of International Studies' policies
 D- Honesty policy regarding cheating, plagiarism, misbehavior: School of International Studies' policies
 E- Grading policy: School of International Studies' policies
 F- Available university services that support achievement in the course: N/A

24. Required equipment: (Facilities, Tools, Labs, Training....)

N/A

25. References:

I. The Concept of Human Rights

Readings for Class

1. Rhona Smith, chapters 2-4
2. Marie-Bénédicte Dembour, "What Are Human Rights? Four Schools of Thought," *Human Rights Quarterly* (Feb. 2010), pp. 1-20.
3. Browse overview of Human Rights Framework
<http://www.ijrcenter.org/ihr-reading-room/overview-of-the-human-rights-framework/#sthash.3iae0A6t.dpbs>

II. UN Mechanisms for Addressing Violations of Human Rights

Readings for Class

1. Smith, chapter 10
 2. Browse through the website of the UN High Commissioner for Human Rights (www.ohchr.org) and (www.ohchr.org/Documents/AboutUs/IK_HR_mechanisms_En.pdf). Refer to the website of the UN Human Rights Council (<http://www2.ohchr.org/english/bodies/hrcouncil/>) as well as the following site (www.upr-info.org) for additional reference. Examine the core UN human rights treaties relating to Torture, Gender Discrimination, Racial Discrimination, Children's Rights, Migrant Workers, and Persons with Disabilities (available at www.ohchr.org/english/law).
 3. Human Rights Watch, "Keeping the Momentum: One Year in the Life of the UN Human Rights Council," pp. 1-30 (Sept. 2011).
 5. Surya P. Subedi, "Protection of Human Rights through the Mechanism of the UN Special Rapporteurs," *Human Rights Quarterly* (2011), pp. 201-228.
 6. *Browse Global Policy Forum www.globalpolicy.org and UN Watch www.unwatch.org
- B. Questions for Consideration

III and IV. Regional Human Rights Systems

Readings for Class

1. Smith, chapter 6.
2. Susan Waltz, "Universal Human Rights: The Contribution of Muslim States," *Human Rights Quarterly* (Nov. 2004), pp. 799-844.
3. Browse website:
<http://www.ijrcenter.org/ihr-reading-room/regional/#sthash.WHjxRCOh.dpbs>

Europe*Readings for Class*

1. Smith, chapter 7

2. Browse websites:

European Court of Human Rights www.echr.coe.int

and

<http://www.ijrcenter.org/ihr-reading-room/regional/europe/#sthash.zZyN875q.dpbs>

The Americas*Readings for Class*

1. Smith, chapter 8

2. Browse websites:

Inter-American Human Rights Commission (www.cidh.org/) and Court (www.corteidh.or.cr/)

and

<http://www.ijrcenter.org/ihr-reading-room/regional/inter-american-system/#sthash.K6x9LzoN.dpbs>

Africa*Readings for Class*

1. Smith, chapter 9

2. Browse websites:

African Commission on Human and People's Rights (www.achpr.org) and Court

and

<http://www.ijrcenter.org/ihr-reading-room/regional/african/#sthash.vLcLuzjY.dpbs>

V. Economic, Social, and Cultural Rights: Concepts and Debates*Readings for Class*

1. Smith, review chapter 4.

2. *Human Rights for Dignity: A Primer on Economic, Social and Cultural Rights* (Amnesty International Publications, 2005), pp. 1-57.

<http://www.amnestyusa.org/sites/default/files/pdfs/humanrightsforhumandignity.pdf>

3. Read

Kenneth Roth, *Defending Economic, Social, and Cultural Rights: Practical Issues Faced by an International Human Rights Organization*, *Human Rights Quarterly* (Feb., 2004), pp. 63-73.

Leonard S. Rubenstein, *How International Human Rights Organizations Can Advance Economic, Social, and Cultural Rights*, *Human Rights Quarterly* (Nov., 2004), pp. 845-865.

VI. Human Rights and Human Trafficking*Readings for Class*

1. Smith, chapter 15.

2. United Nations Convention (and Protocols) against transnational organized crime

Basic reading <http://www.unodc.org/unodc/treaties/CTOC/>

Protocol to Prevent, Suppress, and Punish Trafficking in Persons, especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, UN Doc. A/53/383 (2000). International Labor Convention 189 (2011)

http://www.ilo.org/dyn/normlex/en/f?p=1000:12100:0::NO::P12100_ILO_CODE:C189

3. Palermo Protocol website

<http://www.palermoprotocol.com/>

4. Anne Gallagher, "Human Rights and Human Trafficking: Quagmire or Firm Ground? A Response to James Hathaway," *Virginia Journal of International Law* (2009), pp. 789-848.
5. Kelly Hyland Heinrich, "Ten Years After the Palermo Protocol: Where are Protections for Human Trafficking?" *Human Rights Brief* (Fall 2010), pp. 2-5.
6. Kathleen Hamill, "Trafficking of Migrant Domestic Workers in Lebanon: A Legal Analysis," (KAFA, 2011), pp.5-48.
7. Browse website on the Special Rapporteur on Contemporary Forms of Slavery (<http://www2.ohchr.org/english/issues/slavery/rapporteur/index.htm>).

VII. Right to Life (and International Criminal Law)

Readings for Class

1. Smith, chapter 13.
2. Read International Criminal Law
<http://www.ijrcenter.org/ihr-reading-room/international-criminal-law/#sthash.hqQ9YVVn.dpbs>
3. * Welch, C. and Watkins, A., "Extending Enforcement: The Coalition for the International Criminal Court," *Human Rights Quarterly* (Nov. 2011).
4. Examine the Statute of the International Criminal Court adopted in Rome on 17 July 1998 and browse the website of the International Criminal Court Coalition (www.iccnw.org).
5. * Browse Project on International Courts and Tribunals (www.pict-pcti.org); International Center for Transitional Justice (www.ictj.org); Truth Commissions Digital Collections (<http://www.usip.org/publications/truth-commission-digital-collection>); International Criminal Court for the Former Yugoslavia (www.un.org/icty); International Criminal Court for Rwanda (www.ictcr.org); Special Court for Sierra Leone (www.sc-sl.org); Special Tribunal for Lebanon (www.stl-tsl.org); Extraordinary Chambers in the Courts of Cambodia (www.eccc.gov.kh/en)

VIII. Right to Education

Readings for Class

1. Smith, chapter 20.
2. Browse *Entitled to Education: Using International Human Rights Law to advocate for the right to education in the occupied Palestinian territory*, p. 1-140.
Report_Entitled to Education_2012.pdf
3. Browse *Haki Zetu: ESC rights in Practice – The Right to Education* (Amnesty International, 2012), pp. 1-120.
the_right_to_education_light_Haki Zetu_2012.pdf

IX. Minority Rights

Readings for Class

1. Read Smith, chapters 21 and 22.

X. Humanitarian Law (Armed Conflict and the Law of War)

Readings for Class

1. Smith, pp. 11-13.
2. Browse websites of The Crimes of War Project (www.crimesofwar.org); International Humanitarian Law Research Initiative (www.ihlresearch.org); Cluster Munition Coalition (www.stopclustermunitions.org); International Committee of the Red Cross (www.icrc.org).
3. UN Convention Against Torture and Other Cruel, Inhuman, or Degrading Treatment
4. Browse: Bonnie Docherty, "Breaking New Ground: The Convention on Cluster Munitions and the

Evolution of International Humanitarian Law,” Human Rights Quarterly (Nov. 2009).

26. Additional information:

N/A

Name of Course Coordinator: -----Signature: ----- Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: ----- -Signature: -----