

# INTERNATIONAL HUMAN RIGHTS LAW: Research Seminar

Open Learning Initiative, OLive-UP, Spring Semester, 2021

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Class times: Monday 10:45-12:15 and Thursday 14:00 - 15:30

Location: Online

Office Hours: [signup link here](#)

Credits: 4 US credit, 8 ECTS

## Course Description

Delving into the world of international human rights law requires not only certain foundational knowledge but, also a particular set of skills. This applies both to the study of human rights law as a discipline but, also to how it is to be approached in the field of research. The course is designed for students who have interest in human rights, both with and without legal backgrounds and who seek to continue their post-graduate education primarily at the Central European University (CEU). Considering, the course seeks to give students the relevant theoretical background but, also to equip them with practical skills to thrive in the academic environment at CEU and other institutions. Thus, the course will aim to do mainly two things: 1) building on the students' prior knowledge of basic foundations of human rights and international human rights institutions, to provide a more focused insight into the protection of particular rights in comparative perspectives; and 2) to prepare students for the world of academia by introducing specific tools and helping them develop specific set of skills for both the study of human rights and for conducting academic research. To do so, the focus of this course will be divided into three areas:

1) The study of human rights as a primarily legal discipline: texts, research methods and academic writing.

This part will primarily aim at developing students' skills of reading law textbooks, academic papers, case-law from several jurisdictions. The substantive aim will be to show students' how arguments are developed, supported and presented and to allow students to ultimately differentiate between more and less curtail parts of a text. Consequently, we will apply such skills in practice and in writing (case-briefs, reflection papers and paper summaries) within previously established limitations (length, word limit).

2) International protection to specific human rights in comparative perspectives.

The second part of the course will focus on gaining basic insights into the protection of particular human rights in comparative perspectives.

3) Development of a capstone project and presentation skills.

Finally, the students will gain insight into how to conduct presentations of their research ideas and scholarly work; and how to write a well-argued final paper.

## Learning goals and objectives

By the end of the course the students will:

- Be familiar with using several online databases that will help them with their research.
- Have insights into finding and effectively reading academic papers, mostly focused on but not limited to, the field of human rights and legal studies.
- Be able to construct and successfully write case-briefs, reflection papers and paper summaries.
- Gain presentation skills of their research ideas and scholarly work.
- Gain basic knowledge of the protection of particular human rights in comparative perspectives.
- Be able to write well-argued academic work.
- Complete their capstone project.

## Requirements

Students are required to read their assigned readings prior to each class and consider the questions posed for class discussion. Active participation in the class is expected, demonstrating the knowledge acquired from the readings and the questions serving as discussion guidelines. Students will get a chance to make an argument, state an opinion or ask a question and to express substantiated contra-arguments. In doing so rules for “respectable debate” apply: raise of hands for a chance to speak, muting oneself when finished and listening to the other students. The use of derogatory and insulting words is prohibited and raising one’s voice (shouting) is not acceptable.

Assignment should be submitted 24 hours before each class (deadlines with dates are provided for each assignment). If students are prevented from submitting their assignments on time, they should notify the instructor and ask for an extension no later than the deadline.

All the course readings will be available on Google Classroom.

### Academic Integrity

Bard College Berlin maintains the staunchest regard for academic integrity and expects good academic practice from students in their studies. Instances when students fail to meet the expected standards of academic integrity will be dealt with under the Code of Student Conduct, Section 14.3 (Academic Misconduct) in the Student Handbook.

### Attendance

Attendance at ALL classes is expected. More than two absences (that is absences from two sessions of 90 minutes) in a semester will significantly affect the participation grade for the course. Tardiness is not acceptable as it disrupts the class. An isolated incident of 5 minutes will be accepted. In case of technical difficulties or other reasons that can lead to tardiness or absence please inform the instructor by e-mail.

Each student must complete two separate individual consultations/meetings with the instructor. One during week 8 and week 9 aimed to discuss the student's midterm grade and progress and another in week 14 to discuss the student's final grade. Further individual consultations can be scheduled using the form above.

For further regulations governing periods of illness or leaves of absence please the students are to consult the Student Handbook.

### Assessment

Students will receive 20% from writing two case-briefs (10% each), 20 % from writing two one-page paper summaries (10% each), 20% from conducting two research presentations (10% each) and 40% from completing a 3,000-word final paper/capstone project.

### Assignments

The students will receive 10% of the overall grade from class participation. For successful in-class participation students are expected to read all the required readings, prepare for the class according to the instructions and beyond, attend the sessions and actively participate in the class debates.

The students will receive 10% from writing *case-briefs* on assigned cases. Assessment will be focused on the structure of the brief and the ability to articulate the main arguments, reasoning of the court and developed doctrines. The format for the case-briefs is 1-page (normal margins) max. 12 points, Times New Roman, 1.5, which equals to 250- 300 words each.

The students will receive 20% from writing one-page paper summaries aimed at producing the main arguments of assigned papers. Assessment will be based on mainly five criteria: 1) the capacity of the student to identify the main arguments in the paper; 2) to distinguish between crucial and less important points; 3) the ability to articulate them in a clear and concise manner (coherent stream of thought); 4) keeping to the established format (normal margins for example); 5) "going the extra mile" in pointing out important aspects and linking them to contextual accounts/ or critiques IF ANY are present - this should be just one or two sentences after all this is a summary, not a reflection paper. The format for the one-pages summaries is 1-page (normal margins) max. 12 points, Times New Roman, 1.5, which equals to 250- 300 words each.

Students will receive 20% from conducting two presentations. For the first presentation "My capstone project – main ideas" students will have to prepare a 15-20 minutes presentation of their first/initial ideas for their Capstone project (scope, background, jurisdictions, framework). For their second presentation "My capstone project – developed ideas" students will have to prepare a 15-20 minutes presentation of their developed ideas for their Capstone project building on the feedback (from peers and instructor).

Students will receive 40% from completing their capstone project.

The capstone project is in the form of a short academic paper. The topic and methodology of the paper will be discussed and agreed upon during the in-class presentations, and must be related to the overall themes and scope of the course. The structure and specific parts of the paper will be developed through the course of the 4 writing workshops. The format for the capstone project is a short paper in

the following format: 3,000 words max. (including footnotes) 12 points, Times New Roman, 1.5. The final deadline for the submission of the paper is May 15th.

### Policy on Late Submission of Papers

Late submission of assignments up to 24 hours will be downgraded one full grade (from B+ to C+, for example). Instructors are not obliged to accept essays that are more than 24 hours late. Where an instructor agrees to accept a late essay, it must be submitted within four weeks of the deadline and cannot receive a grade of higher than C. Thereafter, the student will receive a failing grade for the assignment.

## Grade Breakdown

The grade will be awarded as followed: 10% class participation, 10% from writing two case-briefs (5% each), 20% from writing two one-page paper summaries (10% each), 20% from conducting two research presentations (10% each) and 40% from completing a 3,000 word final paper/capstone project.

## Schedule

### Week 1 (February 1<sup>st</sup> and 4<sup>th</sup>)

#### **Class 1: Getting to know each other**

In this class we will introduce ourselves and talk about your areas of interest in research (topics, jurisdictions etc.), your capstone project ideas and your future steps (application to graduate programs etc.). We will also go through the course structure, the syllabus, assessment criteria and course requirements. We will also look at the first part of the course: aims, plan, expectations.

#### **Part 1: The study of human rights as a primarily legal discipline: texts, research tools and writing**

#### **Class 2: Foundations (1): How to identify academic articles**

While conducting academic research identifying proper sources is key. In this class we will look at how to identify scholarly articles, peer-reviewed journal articles.

#### *Preparation:*

In class we will look at 3 academic articles – that you will have to suggest, based on your area/topic of interest. Please send them to me via e-mail no later than 2 days before the class.

#### *Readings/Videos:*

“How to Identify a Scholarly, Peer-Reviewed Journal Article”, Bowvalley College, <https://bowvalleycollege.libguides.com/c.php?g=10229&p=52137>

What is peer-review:

“Scholarly Articles: How can I tell?”, Oregon State University ([watch the 5-minute video](https://guides.library.oregonstate.edu/c.php?g=285842&p=1906145))  
<https://guides.library.oregonstate.edu/c.php?g=285842&p=1906145>

### WEEK 2 (February 8<sup>th</sup> and 13<sup>th</sup>)

### **Class 3: Foundations (2): How to find academic articles?**

In this class you will be introduced to several databases and how to use them mainly the “Global Search” option available at the CEU library, and more specifically Lexis Nexis and Westlaw.

*Preparation:*

Have you used these databases before? Do you have any tricks to share?

### **Class 4: Foundations: How to search other databases of HR organizations**

In this class you will be introduced to several databases and how to use them mainly the UN, bodies and instruments databases, the African System and Inter- American Court and Commission of Human Rights databases.

United Nations databases, UPR processes and other documents available on UN websites and especially the UN OHCHR

African System Databases, African Human Rights Case law Analyzer ([caselaw.ihrda.org](http://caselaw.ihrda.org)).

Inter- American Court and Commission of Human Rights, ([www.oas.org](http://www.oas.org)) and ([www.corteidh.or.cr/](http://www.corteidh.or.cr/))

*Preparation:*

Please familiarize yourself with the interface of the websites before class. Have you used these databases before? Do you have any tricks to share? If not, what is your first impression? Are they user-friendly?

### **WEEK 3 (February 15<sup>th</sup> and 18<sup>th</sup>)**

#### **Class 5: Foundations: Reading texts (1)**

In this class we will look at some guidelines that can help us read academic papers more efficiently by focusing on both the structure and substantive content of texts.

*Preparation:*

What are your habits when reading a text? Any good advice for your peers.

*Readings:*

P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, Macmillan, 1986, pp. 30 – 46

#### **Class 6: Reading texts (2) Practice: Introductions and conclusions**

In this class we will identify the structure and the substantive elements of academic papers in practice, focusing on introductions and conclusions.

*Preparation:*

While reading pay attention to the following: What is included in the introduction? What is different between the introductions in the two papers? Which one do you find more effective? Did you get what you expected from the first article in accordance with the introduction? Did the conclusions summarize the article well?

*Readings:*

K. P. Humble and D. Altun, 'Artificial Intelligence and the Threat to Human Rights', *Journal of Internet Law*, 24:3, (2020), pp. 12-18.

P. de Klerk, 'Respecting Human Rights While Countering Terrorism: An Impression', *Security and Human Rights*, 30, (2019), pp. 39-55.p. **\*ONLY the introduction and conclusion**

**WEEK 4 (February 22<sup>nd</sup> and 25th)**

**Workshop "Basic essay/paper structure"**

In this workshop we will be focusing mainly on how to write an introduction, conclusion and how to structure paragraphs. Building on our discussions in Class 6, we will be developing the introduction to your capstone projects and discussing our expectations for your conclusions.

*Preparation:*

In line with the readings draft a short introduction to your capstone project paper (length: half page to a page). Also, write down several sentences on what you initially expect your conclusions to be. In the class, we will be looking at your writing together thus, you are not required to submit the writing before the class.

*Readings/Videos:*

P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, Macmillan, 1986, pp. 97 - 110

"Basic essay writing structure", The University of Melbourne, Youtube: [https://www.youtube.com/watch?v=zHmdOeQbjHA&ab\\_channel=TheUniversityofMelbourne](https://www.youtube.com/watch?v=zHmdOeQbjHA&ab_channel=TheUniversityofMelbourne)

Introductions and Conclusions, Princeton Writing Program, 2001.

**Class 7: Reading texts (2) Practice: Arguments**

In this class we will be looking at how arguments are developed in academic papers and how to best articulate those arguments in one-page paper summaries.

*Preparation:*

While reading try to: identify the main arguments of the authors and reflect: are they well substantiated? What are their weaknesses? Can there be a different point of view? Do the authors have opposing views?

*Readings:*

K. Sikkink, 'Chapter 1: Introduction: Anger, Hope and the Belief You Can Make A Difference', in K. Sikkink, *Evidence of Hope: Making Human Rights Work in the 21st Century*, Princeton University Press, 2018, pp. 3-22

M. Langford, 'Critiques of Human Rights', *Annual Review of Law and Social Science*, 14 (2018), pp. 69-89.

**Assignment 1:** Before the class write a one page summary on one of the papers above (your choice) following the guidelines and deadlines in the syllabus above.

## Class 8: Reading texts (2) Practice: Arguments continued

Human rights and their scope are further developed by the jurisprudence of both national and international courts. Legal academia often focuses on judicial decisions, their foundation, reasoning and implementation. In this class we will look at academic works focusing on specific court judgements, their structure and how they develop arguments.

*Preparation:*

### Read Article 9 of the European Convention of Human Rights.

These are two papers focused on the same case/s with quite a different structure. Look at the papers and their structure: the sub-chapters, what do they contain? What do the authors rely on most when making their arguments other cases, secondary sources, something else?

Readings:

S. Mancini, 'European Law and the Veil', in A. Melloni and F. Cadeddu (eds), *Religious Literacy, Law and History*, Rutledge, 2019.

E. Erlings, 'The Government Did Not Refer to It: SAS v France and Ordre Public at the European Court of Human Rights', *Melbourne Journal of International Law*, 16: 2, (2015), pp. 587-608

**Assignment 2:** Before the class write a one page summary on one of the papers above (your choice) following the guidelines and deadlines in the syllabus above.

## WEEK 5 (March 2<sup>nd</sup> and 4<sup>th</sup>)

### Workshop "Constructing arguments"

Building on what we have discussed in Classes 7 and 8, this workshop is aimed to help you develop your own arguments for your capstone project/paper.

*Preparation:*

In line with the readings from the classes think about what the main argument in your final paper will be and write it down. How do you plan to develop it? Prepare a draft of the structure of your final paper.

Readings:

W. W. Baber, 'Crafting arguments in academic writing', *Academe*, 1: 1, (2018), pp. 30-40

E.Volokh, 'Writing the Proof of the Claim', in *Academic Legal Writing*, Foundation Press, 2005

## Class 9: Reading cases and writing case-briefs (1)

In the course of your studies, you will be faced with the challenge of reading and writing about cases from several supra/international and national jurisdictions. In this class we will look at the basic structure of cases and discuss practical approaches towards making such an endeavor easier.

*Readings:*

O. S. Kerr, 'How to Read a Legal Opinion: A Guide for New Law Students' (2007). 11 *The Green Bag* 2d 51

(2007). Available at SSRN: <https://ssrn.com/abstract=1160925>

Lexis Nexis, How to write a brief: Excerpt reproduced from Introduction to the Study of Law: Cases and Materials, Third Edition (LexisNexis 2009) by Michael Makdisi & John Makdisi: <https://www.lexisnexis.com/en-us/lawschool/pre-law/how-to-brief-a-case.page>

### **Class 10: Reading cases and writing case-briefs (2): ECtHR**

In the course of your studies, you will also be faced with the challenge of writing case-briefs. The ability to summarize cases will also come in handy in your own studies. The following two classes are aimed at helping you develop the skill of writing case-briefs of judgments/decisions issued by several international bodies and courts.

#### *Readings:*

Read Article 10 of the ECHR and Handyside v. the United Kingdom (ECtHR) (find the case on HUDOC as practiced in class 3)

Read Article 9 of the ECHR and Leyla Şahin v. Turkey (find the case on HUDOC as practiced in class 3)

**Assignment 3:** Before the class write a case-brief on one of the cases above following the guidelines and deadlines in the syllabus above.

### **WEEK 6 (March 11th)**

### **Class 11: Reading cases and writing case-briefs (3): SCOTUS and UN**

#### *Readings:*

Plessy v. Ferguson, 163 U.S. 537 (1896) [R]

Brown v. Board of Education of Topeka I, 347 U.S. 483 (1954) [R]

Looking at sources of case briefs: (www.scotusblog.com), FindLaw (www.findlaw.com), Oyez Project at Chicago- Kent ([www.oyez.org](http://www.oyez.org)).

Views adopted by the Committee under article 5 (4) of the Optional Protocol, concerning communication No. 2168/2012\* , \*\* (Koreshkov v. Belarus)

**Assignment 4:** Before the class write a case-brief on one of the judgments of the SCOTUS above following the guidelines and deadlines in the syllabus above.

### **WEEK 7 (March 15<sup>th</sup> and 18<sup>th</sup>)**

#### **Part 2: International protection to specific human rights in comparative perspectives**

### **Class 12: Foundational concepts: Human Dignity**

“All human beings are born free and equal in dignity and rights” - the famous first sentence of the UDHR. But what do these three foundational concepts – freedom, equality and dignity mean and what do they guarantee? In the next several classes we will look at theoretical and practical foundations of human rights and their interpretation.



Preparation: What led to the adaptation of human dignity as a foundational principle in international law? What is the criticism towards the use and interpretation of human dignity in international law and adjudication? What is the counterargument/the defense?

Readings:

R. Andorno, 'Human Dignity and Human Rights' in H.A.M.J. ten Have, B. Gordijn (eds.), *Handbook of Global Bioethics*, Springer, 2014. \***ONLY pp. 45-50 and 54-56.**

A. Barak, 'The various aspects of human dignity' in *Human Dignity*, Cambridge University Press, 2015, pp. 2-15.

### **Class 13: Foundational concepts: Equality**

*Readings and preparation:*

Dorsen, Rosenfeld, Sajo, Baer and Mancini, *Comparative Constitutionalism: Cases and Materials*, 3<sup>rd</sup> ed, West Publishing, 2016, pp. 617-626

*Human Rights in the Administration of Justice: A Manual on Human Rights for Judges, Prosecutors and Lawyers*, Office of the High Commissioner for Human Rights in Cooperation with the International Bar Association, United Nations, 2003:

- Universal Legal Provisions Guaranteeing the Right to Equality before the Law and the Right to Non-discrimination **pp. 636 – 648**

*Preparation:* What are the similarities and differences in the language in different international and regional instruments governing equality?

- The General Meaning of Equality and Non-Discrimination **pp. 651-656**

*Preparation:* Having the first reading in mind (more specifically by Rosenfeld) can you distinguish the references to substantive and formal equality in the text?

### **WEEK 8 (March 22<sup>nd</sup> and 25<sup>th</sup>)**

#### **Workshop: "Literature Review and Narrowing Down a Research Topic"**

In this workshop we will be focusing on how to conduct and write literature review and how to locate your research within existing literature. Additionally, we will be talking about what makes a feasible research topic within established limits (word-count/pages).

*Preparation:*

Think about your own final paper topic: can you locate it in a particular field/area of research (law \*national/international), policy, comparative)? Any papers or authors you rely on? Recall how we used databases to search for our topics of interest.

*Readings:*

P. Dunleavy, *Studying for a Degree in the Humanities and Social Sciences*, Macmillan, 1986, pp. 112– 115; 21-38.

E.Volokh, 'Find other works on the topic (the literature search)' and 'Identify how the articles you find

are relevant' in *Academic Legal Writing*, Foundation Press, 2005.  
Writing Literature Reviews, University of Southern California Libraries.

#### **Class 14: Foundational concepts: Liberty**

*Readings:*

*Guide on Article 5 of the European Convention on Human Rights Right to liberty and security*, Council of Europe/European Court of Human Rights, 2020, **pp. 8-11**

*Preparation:* Please also take a look at the table of content of the document to get a sense of the large scope of Article 6.

The Right to Liberty, The Icelandic Human Rights Center,  
<https://www.humanrights.is/en/human-rights-education-project/human-rights-concepts-ideas-and-fo-ra/substantive-human-rights/the-right-to-liberty>

#### **Class 15: My capstone project initial ideas**

In this class you will have the chance to present the initial ideas for your capstone project. Considering the work we have already done in the three previous workshops it is expected that you have already done a tentative literature review, thought about your main argument/s and have a developed structure of the paper. These are the three aspects that you will have to present at the class: 1) the need for the research and its placement among literature; 2) main arguments/s; and 3) basic structure (sub-chapters with a rough assessment of length/word-count for each). You will have 15 minutes for presentation followed by 15 minutes of response for questions.

#### **WEEK 9 (April 9th)**

#### **Class 16: Judicial dialog and migration of ideas**

International and national courts often refer to judgments from other courts in their reasoning, especially in the area of individual rights and freedoms. In this class we will look at the judicial dialog between the ECtHR and the CJEU, and the attitudes regarding the migration of constitutional ideas within the Supreme Court of the United States.

*Preparation:*

Familiarize yourself with the structure and role of the Court of Justice of the European Union:

Court of Justice of the European Union (CJEU):  
[https://europa.eu/european-union/about-eu/institutions-bodies/court-justice\\_en#:~:text=The%20Court%20of%20Justice%20of,national%20governments%20and%20EU%20institutions.](https://europa.eu/european-union/about-eu/institutions-bodies/court-justice_en#:~:text=The%20Court%20of%20Justice%20of,national%20governments%20and%20EU%20institutions.)

Think about the following: what are the reasons behind the cooperation between the two regional European Courts? What are the two opposing stances regarding migration of ideas in the US context? What arguments do you find most convincing?

J. Krommendijk, 'The Use of ECtHR Case Law by the CJEU after Lisbon: The View of the Luxembourg Insiders', *Maastricht Faculty of Law Working Paper No. 2015-06*, 2016, Available at SSRN:  
<https://ssrn.com/abstract=2663344> \* ONLY pp. 1-14

S. Choudry (ed.), *The Migration of Constitutional Ideas*, Cambridge, Cambridge University Press, 2006,  
\*ONLY pp. 1-13;

## WEEK 10 (April 12<sup>th</sup> and 15<sup>th</sup>)

### Workshop: “Writing About Data and Evidence and Doing Comparative Research”

In this workshop we will be looking at how to do comparative research and to use sources properly and most efficiently.

*Preparation:* Please list up to 10 sources that you (aim to) use in your capstone project. In the class we will be discussing the relevance of the sources, and how you tend to use them- their function in your research. Also consider the value of comparative research for your own project: are you considering conducting comparative research? Do you think it will add something to your paper?

#### *Readings:*

E. Volokh, ‘Read, Quote, and Cite the Original Source’ and ‘Make Sure Your Comparisons Make Sense’, in *Academic Legal Writing*, Foundation Press, 2005

J. C. Reitz, ‘How to Do Comparative Law,’ *The American Journal of Comparative Law*, 46:4 (1998), pp. 617-636

P. Dunleavy, ‘Case-study Dissertations’, in *Studying for a Degree in the Humanities and Social Sciences*, Macmillan, 1986, pp. 1150120

### Class 17: Doctrines of international deference (ECtHR and IACHR)

When deciding cases, courts have developed doctrines of self-imposed judicial restraint or international deference. One such doctrine is the margin of appreciation doctrine developed by the ECtHR. In this class we will look at the nature of the margin of appreciation as developed by the ECtHR and the (non)applicability of such doctrine in the IACHR.

#### Readings:

- G. Letsas, ‘Two Concepts of the Margin of Appreciation’, in *A Theory of Interpretation of the European Convention on Human Rights*, Oxford University Press, 2009, pp. 80-98.

P. Contreras, ‘National Discretion and International Deference in the Restriction of Human Rights: A Comparison Between the Jurisprudence of the European and the Inter-American Court of Human Rights’, *Northwestern Journal of International Human Rights*, 28:11, (2012), \*ONLY pp. 57- 71

### Class 18: Third-party interventions/amicus curiae

Third-party interventions have several roles: to provide information to the court, to add legitimacy to courts, to advance interests of certain groups in the court's reasoning. In this class we will be looking at the participation of NGOs and the role of amicus curiae in front of international courts and particularly in front of the ECtHR.

#### *Readings:*

L. Van den Eynde, ‘An Empirical Look at the Amicus Curiae Practice of Human Rights NGOs before the European Court of Human Rights’, *Netherlands Quarterly of Human Rights*, 1:3, (2013), pp. 271–313.

D. Shelton, ‘The Participation of Nongovernmental Organizations in International Judicial Proceedings’, *The American Journal of International Law*, 88: 4 (1994), pp. 611-642.

## WEEK 11 (April 19<sup>th</sup> and 22<sup>rd</sup>)

### **Class 19: Victims rights in criminal proceedings**

In the following two classes we will look at two distinct, but related topics/issues: protection and redress for victims of crime and protection and redress for victims of human rights violations.

Readings:

'Chapter 15: Protection and Redress for Victims of Crime and Human Rights Violations', in *Human Rights in the Administration of Justice: A Manual on Human Rights for Judges, Prosecutors and Lawyers*, Office of the High Commissioner for Human Rights in Cooperation with the International Bar Association, United Nations, 2003, **pp. 753 - 771**.

J. McBride 'The Case of the European Court of Human Rights on Victims' Rights in Criminal Proceedings', European Union – Council of Europe joint project.

### **Class 20: Victims of gross violations of International Human Rights Law: Remedy and Reparations**

Readings:

C. Evans, 'State responsibility, the legal order and the development of legal norms for victims', in *The Right to Reparation in International Law for Victims of Armed Conflict*, Cambridge University Press, 2012.  
Basic Principles and Guidelines on the Right to a Remedy and Reparation for Victims of Gross Violations of International Human Rights Law and Serious Violations of International Humanitarian Law, Resolution adopted by the General Assembly on 16 December 2005

## WEEK 12 (April 26<sup>th</sup> and 29<sup>th</sup>)

### **Class 21: Freedom of expression**

Freedom of expression is one of the essential foundations of a democratic society. In this class we will look at the foundation and significance of freedom of expression and its treatment and protection in the United States and Europe.

*Preparation:*

In the class we will be comparing articles protecting FoE in different HR treaties. Please recall which instruments we have overviewed and if/how they protect FoE. Also please recall *Handyside v U.K.*

*Readings:*

- M. Lipson, 'Comparing the US and Europe on Freedom of Expression', report prepared for the OSI Media and Information Program Coordinators meeting, January 2010
- E. Barendt, *Freedom of Speech*, Oxford University Press, 2005, pp 39-73.

### **Class 22: Freedom of assembly**

In this class we will be looking at the foundation for the protection of freedom of assembly in

international human rights law.

*Preparation:*

Think about the following: Why is freedom of assembly important for democracy?

Readings:

- E. Barendt, 'Freedom of Assembly', Chapter 9 in Jack Beatson and Yvonne Cripps (eds.), *Freedom of Expression and Freedom of Information*, Oxford University Press, 2000, pp.161-176.
- M. Hamilton, 'Freedom of Assembly in Europe' (extract from Euro-Mediterranean Human Rights Network Report on 'Freedom of Assembly', 2013)

**WEEK 13 (May 3<sup>rd</sup> and 6<sup>th</sup>)**

### **Class 23: Contemporary challenges to women's rights\***

The ban of gender studies programs, the refusal from some states to ratify the Istanbul Convention, the attack on women's reproductive rights (think most recently in Poland) have been some of the issues facing women's rights today. In this class we will be looking at the curtailment of women's rights in the past 30 years both on an international and national level.

*Preparation:*

Think about the following questions: Where does the term gender ideology originate from (as a response to what is it constructed)? What is illiberal democracy? What is the role of gender in the illiberal right-wing regimes in Poland and Hungary?

*Reading:*

E. S. Corredor, 'Unpacking "Gender Ideology" and the Global Right's Antigender Countermovement', *Journal of Women in Culture and Society*, 44:3, (2019), pp. 613-638

W. Grzebalskaa and A. Pető, 'The gendered modus operandi of the illiberal transformation in Hungary and Poland', *Women's Studies International Forum* (2017), <https://doi.org/10.1016/j.wsif.2017.12.001>

## **Part 3: Development of a capstone project and presentation skills**

### **Class 24: Academic presentation**

The ability to summarize and present the main ideas, arguments and conclusions of your research is not an easy task but one that you will encounter repeatedly in the course of your studies. In this class we will discuss what makes a successful academic presentation.

*Preparation:*

Look back at your previous experiences. Do you remember a presentation you really enjoyed and one you did not? What made the good presentation good and the less successful well, less successful? Have you ever presented your ideas/work before? What did you struggle with the most? Any tips and tricks you would like to share with the class?

*Reading/video:*

Academic Presentation, Student Development and Study Skills, University of South Wales, 2015.  
How to Give a Killer Presentation: Lessons from TED by Chris Anderson, *Harvard Business Review*, (June 2013)  
Phil Waknell, The 3 Magic Ingredients of Amazing Presentations, TEDxSaclay, Youtube:  
[https://www.youtube.com/watch?v=yoD8RMq2OkU&ab\\_channel=TEDxTalks](https://www.youtube.com/watch?v=yoD8RMq2OkU&ab_channel=TEDxTalks)

#### **Week 14 (May 10<sup>th</sup>)**

#### **Class 25: My capstone project presentation: Developed ideas**

Considering all of our workshops thus far, and the experience from your first presentation combined with the skills we learned in the previous class you will have to deliver a presentation of your capstone project. Just like last time you will have 15 minutes to present and 15 minutes peer-reaction time. Consider this is your grand rehearsal before your actual capstone project presentation in a friendly environment. The aim of the class is to gain further (and final) comments regarding your research and your presentation skills before its submission on the 15th of May.

#### **Week 15 - Completion Week**

#### Capstone Project Presentation

In the course of completion week you will have to present your final papers - time to put your presentation skills to work!