

# OLive 11

## INTRODUCTION TO INTERNATIONAL HUMAN RIGHTS LAW

### OLive-Plus 2019

Seminar Leader: Dr Zoë Sutherland

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Credits: 8 ECTS, 4 U.S. credits

Course Dates: 2 September 2019 to 31 January 2020

Class Hours: Monday and Thursdays, 11:00-12:30

Office Hours: Thursday, 14:00-15:00

### Course Description

What are human rights? How are rights violations remedied and vindications respected? Are rights-based approaches necessary to securing social justice? How meaningful is human rights discourse in a world of inequality and conflict? We will explore these questions by way of introductions to current debates in human rights and to the relevant international and regional legal frameworks. Students will begin to practise engaging critically with human rights law cases and policy decisions, as they gain familiarity with human rights treaties and courts, norms and institutions. The overall aim of the course is to prepare students to submit competitive applications to the MA in Human Rights at CEU, and to pursue their individual research interests as part of that program. For this reason, this syllabus is modelled after the mandatory *Introduction to the Protection of Human Rights* course in the CEU's MA in Human Rights. Special attention is paid to the European and Inter-American human rights systems, although space will be made for comparative analysis of other international treaties and regional courts in the course of our explorations of contemporary human rights discourse.

### Requirements

Students are required to complete the assigned weekly reading, to come to class prepared to discuss the questions for consideration, and to give occasional brief presentations based on their reading to the class. Students will receive 30% of their grade for the class for presentation, 25% for a mid-term paper, and 45% for a term paper.

### Academic Integrity

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

## Attendance

You are expected to attend ALL classes. In cases of absence caused by illness, students must inform their instructor and the Program Director in advance of the scheduled class. Students are expected to make up for any work missed in arrangement with their instructor.

## Assessment

Mid-term paper, due on 4 November 2019: *Analyse in no more than 1,500 words a human rights challenge in your country or place of residence from the past year. What rights violations were committed? Who is responsible? What should be done to remedy the violation? What could be done to better protect and respect human rights given the circumstances?*

Term paper, draft due 16 December 2019, final version due 6 January 2020: *Analyse in no more than 1,500 words a human rights challenge in your country or place of residence. Discuss this issue from the perspective of relevant international and regional human rights standards.*

## Policy on Late Submission of Papers

Essays that are up to 24 hours late 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 higher than a C. Thereafter, the student will receive a failing grade for the assignment.

## Grade Breakdown

- Class participation, including brief presentations and written responses to the reading (30%)
- Mid-term paper (25%)
- Term paper, graded (45%)

Class	Date	Time	Topic
1	Mon, 2 Sept	11:00 - 11:45	Introduction to the Course: Human Rights Foundations
	Thu, 5 Sept	11:00 - 11:45	Human Rights Foundations, part 2
2	Mon, 9 Sept	11:00 - 12:30	Cultural Relativism, part 1
	Thu, 12 Sept	11:00 - 12:30	Cultural Relativism, part 2
3	Mon, 16 Sept	11:00 - 12:30	Human Rights Law, part 1
	Thu, 19 Sept	11:00 - 12:30	Human Rights Law, part 2



4	Mon, 23 Sept	11:00 12:30	-	Civil and Political Rights, part 1
	Thu, 26 Sept	11:00 12:30	-	Civil and Political Rights, part 2
5	Mon, 30 Sept	11:00 12:30	-	Economic and Social Rights, part 1
Thu, 3 Oct No class – German reunification day				
	Mon, 7 Oct	11:00 12:30	-	Economic and Social Rights, part 2
6	Thu, 10 Oct			Reservations and Derogations, part 1
	Mon, 14 Oct	11:00 12:30	-	Reservations and Derogations, part 2
7	Thu, 17 Oct	11:00 12:30	-	National Limitations of Human Rights, part 1
	Mon, 21 Oct	11:00 12:30	-	National Limitations of Human Rights, part 2
8	Thu, 24 Oct	11:00 12:30	-	The European Convention on Human Rights (ECHR), part 1
Individual Study Week 1 Mon, 28 Oct – Sun, 3 Nov				
	Mon, 4 Nov	11:00 12:30	-	The European Convention on Human Rights (ECHR), part 2
9	Thu, 7 Nov	11:00 12:30	-	The European Court of Human Rights (ECtHR), part 1
	Mon, 11 Nov	11:00 12:30	-	The European Court of Human Rights (ECtHR), part 2
10	Thu, 14 Nov	11:00 12:30	-	The ECHR Beyond Europe: Extraterritorial Jurisdiction, part 1
	Mon, 18 Nov	11:00 12:30	-	The ECHR Beyond Europe: Extraterritorial Jurisdiction, part 2
11	Thu, 21 Nov	11:00 12:30	-	Interpreting the ECHR, part 1
	Mon, 25 Nov	11:00 12:30	-	Interpreting the ECHR, part 2
12	Thu, 28 Nov	11:00 12:30	-	Remedies for Rights Violations, part 1
	Mon, 2 Dec	11:00 12:30	-	Remedies for Rights Violations, part 2
13	Thu, 5 Dec	11:00 12:30	-	The Inter-American Human Rights System, part 1
	Mon, 9 Dec	11:00 12:30	-	The Inter-American Human Rights System, part 2

14	Thu, 12 Dec	11:00 – 12:30	Individual Petitions to the Inter-American Commission, part 1
	Mon, 16 Dec	11:00 – 12:30	Individual Petitions to the Inter-American Commission, part 2
15	Thu, 19 Dec	11:00 – 12:30	Interpreting the Inter-American Treaties, part 1
Federal holidays, individual study weeks 2 and 3 23 December - 3 Jan			
	Mon, 6 Jan		Interpreting the Inter-American Treaties, part 2
16	Thu, 9 Jan		Reparations for Violations, Compliance with Rulings, part 1
	Mon, 13 Jan		Reparations for Violations, Compliance with Rulings, part 2
17	Thu, 16 Jan		Course Conclusion

### Class 1 Introduction: Human Rights Foundations

What do we mean when we talk about human rights? Human rights is an area of law, yet human rights discourse tends to be about demands for social justice. At the same time, the language of human rights may be appropriated to lend legitimacy to policies and interventions which themselves raise serious human rights concerns or undermine freedom and equality for all. This class aims to provoke foundational questions about the origins and nature of human rights.

#### Questions for consideration

1. What are human rights?

#### Reading

- Andrew Clapham, *Human Rights: A Very Short Introduction* (Oxford: Oxford University Press, 2015), chapter 1 'Looking at Rights', pp. 1-26.

#### Part 2

- Aryeh Neier, "What Are Rights?" in *The International Human Rights Movement* (Oxford: Princeton University Press, 2012) pp 57 – 92

### Class 2 Cultural Relativism

'We are all born free and equal'. That human rights are universal is perhaps their most controversial quality. This class explores tensions between universalist and relativist arguments, and whether it's possible to reconcile the two claims.

#### Questions for consideration

1. What does cultural relativism mean?
2. When in human rights decision-making should cultural differences be respected and when not?
3. Can we achieve cultural pluralism and, simultaneously, universality of rights?

#### Reading

- Andrew Clapham, *Human Rights: A Very Short Introduction* (Oxford: Oxford University Press, 2015), chapter 2 'Historical development and contemporary concerns', pp. 49-62.

#### Part 2

- Susan Marks and Andrew Clapham, *International Human Rights Lexicon* (Oxford: OUP, 2005) on "Universality" 385 – 398.
- Sally Engle Merry, *Human Rights and Gender Violence* (2006) in Philip Alston and Ryan Goodman, *International Human Rights* (Oxford: OUP, 2012) pp 538 – 541.

### **Class 3 Human Rights Law**

Lawyers are trained to understand that human rights are 'interdependent, indivisible, and interrelated'. What does this mean exactly? Who is accountable for rights violations? And how does accountability work? In this class we learn about the essential characteristics of human rights, as well as classifications of rights according to the generational approach and the 'respect, protect, fulfil' framework.

#### Questions for consideration

1. What are the advantages and disadvantages of the various ways of classifying human rights?
2. Which approach to classifying human rights do you prefer and why?
3. How can human rights be seen as mechanisms of accountability?

#### Reading

- Christine Chinkin, "Sources", in Daniel Moeckli, Sangeeta Shah, Sandesh Sivakumaran and David Harris (eds), *International Human Rights Law* (Oxford: OUP, 2012) 2nd edition, pp. 75-95.
- Andrew Clapham, *Human Rights Obligations of Non-State Actors* (Oxford: OUP, 2006) pp 85-107.

#### Part 2

- Christian Tomuschat, *Human Rights: Between Idealism and Realism* (Oxford: OUP, 2008) 2nd edition Chapter 3, pp 25-59.

### **Class 4 Civil and Political Rights**

This class familiarises students with the International Convention on Civil and Political Rights (ICCPR). We will also discuss the Universal Declaration of Human Rights (UDHR) and the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW).

#### Questions for consideration

1. What moral and political justifications are given in the preambles to the ICCPR and the UDHR for their existence? Why do you suppose there is a lack of justification?
2. Are there any concessions to cultural relativism in the ICCPR or UDHR?
3. We think of states as duty-bearers and individuals as rights-holders. Is it accurate that only states can violate human rights? Are the duties of states entirely negative, i.e. are states required to do no more than keep their 'hands off' individuals?

4. Unlike the ICCPR, CEDAW has no provision specifically addressing bodily security. What provisions would you rely on to assert a woman's human right to bodily security?

### Reading

- Susan Marks and Andrew Clapham, *International Human Rights Lexicon* (Oxford: OUP, 2005) on "Universality" 385 – 398.
- Sally Engle Merry, *Human Rights and Gender Violence* (2006) in Philip Alston and Ryan Goodman, *International Human Rights* (Oxford: OUP, 2012) pp 538 – 541.

### Part 2

Students will select a civil right to present to the class. More details will be given during the course.

## **Class 5 Economic and Social Rights**

This class familiarises students with the International Covenant on Economic, Social, and Cultural Rights (ICESCR). We will study case law from South Africa on housing and health.

### Questions for consideration

1. What are the differences between the ICCPR and the ICESCR?
2. Are socioeconomic rights more important than civil rights, do people need food first and free speech second?
3. Are socioeconomic rights really rights, or do they undermine political freedoms by requiring states to allocate resources in specific ways?

### Reading

- Excerpts from the ICESCR.
- *South Africa v Grootboom*, Case CCT 11/00 [2000]. Excerpt.
- *Treatment Action Campaign v Minister of Health*, Case CCT 8.02, 5 July 2002. Excerpt.

### Part 2

Students will select a socioeconomic right to present to the class. More details will be given during the course.

## **Class 6 Reservations and Derogations**

Reservations and derogations are two ways in which states can refuse the application of international human rights treaties. In this class we explore the rules applying to reservations and derogations.

### Questions for consideration

1. What is a reservation? What is a derogation?
2. To what extent do reservations and derogations undermine human rights treaties?
3. What is your assessment of the recent suspension of the European Convention of Human Rights in Turkey?

### Reading

- Declaration contained in a letter from the Permanent Representative of Turkey registered at the Secretariat General of the Council of Europe on 21 July 2016 <http://bit.ly/2aghoz1>.
- Philip Alston and Ryan Goodman, *International Human Rights* (Oxford: OUP, 2012) pp 1080-1083, 1096-1116, 394 – 403, 432 – 444.

### Part 2

- European Court of Human Rights Factsheet, Derogation in time of emergency, July 2016 [http://www.echr.coe.int/Documents/FS\\_Derogation\\_ENG.pdf](http://www.echr.coe.int/Documents/FS_Derogation_ENG.pdf).
- *A and others v Secretary of State for the Home Department* [2004] UKHL 56 judgment of UK House of Lords of 16 December 2004 (especially judgments of Lords Bingham and Hoffmann).

## **Class 7 Limiting and Balancing Rights**

Whereas absolute rights may not be restricted under any circumstances, limited or qualified rights may if certain conditions are met. In this class we ask, what are those conditions and who decides how and when they apply?

### Questions for consideration

1. The right to be free from torture is absolute. What are the implications of this?
2. What are diplomatic assurances? Is it ever acceptable to return someone to their country of origin or to a third country on the basis of a diplomatic assurance where the return would otherwise be prohibited?
3. Under what conditions may most human rights be restricted?

### Reading

- Olivier De Schutter, *International Human Rights Law: Cases, Material, Commentary* (Cambridge: CUP, 2014) 2nd edition pp 295 – 338 on “Rights of an absolute character”.
- Andrew Clapham, *Human Rights: A Very Short Introduction* (Oxford: OUP, 2015) pp 110 – 121 on “Balancing rights – free speech and privacy”.

### Part 2

- *Omar Othman v UK*, Application No 8139/09, judgment of the European Court of Human Rights of 17 January 2012
- *Hatton v UK*, Application No 36022/97, judgment of the Grand Chamber of the European Court of Human Rights of 8 July 2003

## **Class 8 The European Convention on Human Rights (ECHR)**

This class introduces the Council of Europe and its most important human rights instrument, the European Convention on Human Rights.

### Questions for consideration

1. What are the main statutory organs of the Council of Europe (CoE)?
2. How does membership of the Council of Europe work?
3. What is the nature of rights and obligations in the European Convention on Human Rights?

Reading

- Statute of the Council of Europe. Excerpt.
- F. Benoit-Rohmer and H. Klebes, *Council of Europe Law: Toward a Pan-European Legal Area* (Council of Europe Publishing, 2005). Excerpt.

Part 2

- F. Benoit-Rohmer – H. Klebes, *Council of Europe Law. Toward a Pan-European Legal Area* (Council of Europe Publishing, 2005). Excerpt.

**Class 9 The European Court of Human Rights (ECtHR)**

In this class we gain familiarity with the workings of the European Court of Human Rights. We learn about the individual complaint procedure and other procedures, such as inter-state procedures and advisory opinions by the Court.

Questions for consideration

1. What is the structure and role of the European Court of Human Rights?
2. What are the different procedures available under the ECHR? Please consider
  - a. who can initiate these procedures,
  - b. on what issues, and
  - c. what is the possible outcome?
3. What are the grounds for declaring a complaint inadmissible?

Reading

- European Convention on Human Rights – Section II and Protocol no. 15 and 16
- The Protocol 14 System. In: A. Mowbray, *Cases, Materials, and Commentary on the European Convention on Human Rights* (3rd ed., OUP, 2014, OUP), 14-28. - Conditions of Admissibility. In: B. Rainey, E. Wicks, C. Ovey, Jacobs, White & Ovey
- The European Convention on Human Rights (7th ed., OUP, 2017), 28-47.

Part 2

- X. v. Iceland. In: M. Janis – R. Kay – A. Bradley, *European Human Rights Law* (2nd ed., OUP, 2008), 38-41.

**Class 10 The ECHR Beyond Europe: Extraterritorial Jurisdiction**

As a rule the jurisdiction of a state is confined to its territory. Jurisdiction is only extended exceptionally. In *Al-Skeini and others v UK* the ECtHR found that the ECHR applies extraterritorially.

Questions for consideration

1. What is the concept of *ratione territoris*: how does the ECtHR define jurisdiction?
2. On the basis of *Al-Skeini and Others v. the United Kingdom*, please identify the grounds that may establish jurisdiction. Is the state always bound by the entire ECHR or can obligations be tailored to the circumstances?
3. According to Article 15 ECHR, which rights can be derogated from? Which can't?
4. How do derogations differ from limitations?



### Reading

- *Al-Skeini and Others v. the United Kingdom* [GC] 55721/07 (07/07/2011), Reports of Judgments and Decisions 2011 [edited].
- Article 15 ECHR.

### Part 2

- *Lawless v. Ireland* (no. 3) 332/57 (01/07/1961), A3 [edited].
- *Brannigan and McBride v. the United Kingdom* 14553/89; 14554/89 (26/05/1993, A258-B [edited].

## **Class 11          Interpreting the ECHR**

In this class we discuss the frameworks and principles according to which the ECHR is interpreted. The ECHR is a *sui generis* instrument, although the Vienna Convention on the Law of Treaties also influences how it is interpreted. The ECHR is a 'living instrument' (*Tyrer v UK*). It is

### Questions for consideration

1. What are the interpretive methods used by the Court?
2. How is the Vienna Convention on the Law of Treaties relevant to ECtHR jurisprudence? (see *the Vienna Convention on the Law of Treaties* and *Golder v UK*)
3. What is the ECtHR's notion of 'autonomous concepts'? (see *Engel and others v UK*)
4. What purposes do autonomous concepts serve? What is their source?

### Reading

- Articles 31-33 of the Vienna Convention on the Law of Treaties [Documentary Supplement].
- *Golder v. the United Kingdom* 4451/70 (21/02/1975), A18 [edited].
- *Engel and Others v. the Netherlands* 5100/71; 5101/71; 5102/71; 5354/72; 5370/72 (08/06/1976), A22 [edited].
- *Tyrer v. the United Kingdom* 5856/72 (25/04/1978), A26 [edited].

### Part 2

- The Interpretation of the Convention. In: D. Harris – M. O'Boyle – C. Warbrick – E. Bates, *The Law of the European Convention on Human Rights* (OUP, 2014), pp. 7-24.

## **Class 12          Remedies for Rights Violations**

The European Court of Human Rights has long recognised that states may be required to take certain actions in order to comply with their obligations under the ECHR. This is the concept of 'positive obligations'. In this class we explore how positive obligations are conceptualised and applied in the jurisprudence. We also look at available remedies under the ECHR, as well as the supervisory mechanisms meant to ensure compliance.

### Questions for consideration

1. How did the ECtHR arrive at the concept of positive obligations?

2. What is the difference between a negative and a positive obligation? Is the difference always clear? What is the applicable test to distinguish negative and positive obligations?
3. What is the remedy of 'just satisfaction'? What does it cover?
4. What remedies can the Committee of Ministers prescribe?
5. How do pilot judgements differ from ordinary decisions?

#### Reading

- J.-F. Akandij-Kombe, Positive Obligations under the European Convention on Human Rights (Council of Europe Publishing, 2007), 7-20.
- Airey v. Ireland 6289/73 (09/10/1979), A32 [edited].
- The execution of the Court's judgments. In: D. J. Harris – M. O'Boyle – E. P. Bates – C. M. Buckley, Harris, O'Boyle & Warbrick – Law of the European Convention on Human Rights (3rd ed., OUP, 2014), 180-191. (the remaining parts of the text are optional)
- Rule 61, pilot-judgment procedure. Rules of Court.

#### Part 2

- D. Haider, The Pilot-Judgment Procedure of the European Court of Human Rights (Martinus Nijhoff Publishers, 2013), 15-31.

### **Class 13          The Inter-American Human Rights System**

This class introduces the Organization of American States (OAS) and a brief history of the OAS mechanisms for the protection of human rights. We will compare two systems, one based on the OAS Charter together with the American Declaration of the Duties and Rights of Man, and the other based on the American Convention on Human Rights.

#### Questions for consideration

1. How does the OAS protect human rights in the Americas?
2. What is the difference between the system based on the Charter and Declaration and the system based on the Convention?
3. Is the Declaration binding?
4. Which are the main human rights bodies in the continent?

#### Reading

- Articles 1-21 and Article 53 OAS Charter.
- Articles 34-43 and 52-62 American Convention on Human Rights.
- Articles 1-20 Statute of the Inter-American Commission on Human Rights.

#### Part 2

- Josef L. Kunz, "The Bogota Charter of the Organization of American States", 2 Am. J. Int'l L. 568, 1948.

### **Class 14          Individual Petitions to the Inter-American Commission**

We will study the procedure of individual petitions before the IACmHR. The class will present the jurisdiction of the Commission, and the conditions and requirements for the admissibility of individual petitions.

Questions for consideration

1. What is the difference between admissibility and jurisdiction?
2. What are the admissibility requirements for individual petitions?
3. What is the jurisdiction *ratione materiae*, *loci*, and *temporis* of the IAS?

Reading

- Articles 44-51 American Convention on Human Rights
- Articles 26-47 Rules of Procedure of the Inter-American Commission on Human Rights.
- Jurisdiction *ratione loci*: IACmHR, Report No. 112/10, Ecuador v. Colombia (excerpt).
- Jurisdiction *ratione temporis*: IACtHR, Serrano Cruz Sisters v. El Salvador. Judgment. November 23, 2004. Series C No. 118 (excerpt).
- Jurisdiction *ratione materiae*: IACtHR, Hilaire v. Trinidad and Tobago. Judgment. September 1, 2001. Series C No. 80 (excerpt). 13
- Jurisdiction *ratione personae*: IACmHR, Newspaper "La Nación" v. Costa Rica, Report No. 128/01, paras. 33-38.
- Exhaustion of domestic remedies: IACtHR, Velásquez Rodríguez v. Honduras. Judgment June 26, 1987, Serie C No. 1, and Judgment of July 29, 1988. Series C No. 4 (excerpt).
- Six-month rule: IACtHR, Grande v. Argentina. Judgment. August 31, 2011. Series C No. 231, paras 44-61.
- Duplication of proceedings: IACmHR, Raquel Martín de Mejía v. Peru, Report No. 5/96, 1996, Section V.A.1.

Part 2

- Laurence Burgorgue-Larsen and Amaya Úbeda de Torres, The Inter-American Court of Human Rights. Case Law and Commentary, Oxford University Press: Oxford, 2011 (Chapter 2) .
- Jo M. Pasqualucci, The Practice and Procedure of the Inter-American Court of Human Rights, Cambridge University Press: Cambridge, 2013, 2d. ed.

**Class 15      Interpreting the Inter-American Treaties**

The Inter-American Court of Human Rights has developed an original, 'legally non-conformist' jurisprudence, taking certain liberties with regard to the way in which it interprets the inter-American treaties. We will study the different interpretative tools used by the Court in its expansionist interpretation of regional human rights.

Questions for consideration

1. What is the *pro personae* interpretation tool?
2. Does the Inter-American Court use the doctrine of the margin of appreciation?
3. Does the regional consensus play a role in the interpretation of the Inter-American treaties?

Reading

- IACtHR, Gender identity, and equality and non-discrimination with regard to same-sex couples. Advisory Opinion OC-24/17, November 24, 2017. Series A No. 24 (excerpt).
- IACtHR, Compulsory Membership in an Association Prescribed by Law for the Practice of Journalism. Advisory Opinion OC-5/85. November 13, 1985. Series A No. 5 (excerpt).
- IACtHR, Atala Riffo and daughters v. Chile. Judgment. February 24, 2012. Series C No. 239 (excerpt).
- IACtHR, Artavia Murillo et al. v. Costa Rica. Judgment. November 28, 2012. Series C No. 257 (excerpt).

### Part 2

- Lucas Lixinski, “Treaty Interpretation by the Inter-American Court of Human Rights: Expansionism at the Service of the Unity of International Law”, *European Journal of International Law*, Vol. 21, No. 3, 2010, pp. 585–604 .
- Ludovic Hennebel, “The Inter-American Court of Human Rights: The Ambassador of Universalism” *Quebec Journal of International Law (Special edition)*, 2011, pp. 57-97.

## **Class 16      Reparations for Violations, Compliance with Rulings**

Courts can hand down judgments on human rights. Compliance is another question. In this class we study the mechanisms the Inter-American Court has developed to encourage compliance with its judgments. The importance of this issue has motivated the Court to open a new phase of litigation, where the parties inform the Court the steps that have been taken to comply with the Court’s remedial orders.

### Questions for consideration

1. What is the conventionality control?
2. What is the scope of the control?
3. Who has the duty to conduct the control?
4. Is the control a useful tool to increase the level of compliance of the Court’s judgments?

### Reading

- IACtHR, Apitz-Barbera et al. (“First court of Administrative disputes”) v. Venezuela. Order. November 23, 2012 (excerpt).
- IACtHR, Almonacid Arellano et al. v. Chile. Judgment. September 26, 2006. Series C No. 154 (excerpt).
- IACtHR, Dismissed Congressional Employees (Aguado - Alfaro et al.) v. Peru. Judgment. November 24, 2006. Series C No. 158 (excerpt).

### Part 2

- Thomas M. Antkowiak, “Remedial Approaches to Human Rights Violations: The Inter-American Court of Human Rights and Beyond”, *Columbia Journal of Transnational Law*, Vol. 46 (2008), pp. 351-419.
- Clara Burbano-Herrera and Frans Viljoen, “Interim Measures Before the Inter-American and African Human Rights Commissions: Strengths and Weaknesses”, in Y. Haeck and E. Brems (eds.), *Human Rights and Civil Liberties in the 21st Century*, Springer: Dordrecht, 2014, pp.



157-177.

## Class 17      Course Conclusion

In this class we'll review our findings from the course and reflect on our understanding of human rights. Reading will be assigned according to the topics we decide to review.

### Essay Deadlines

The mid-term paper is due on 4 November. A first draft of the term paper is due on 16 December, and the final version is due on 6 January.

### Grades Submission

All grades are submitted digitally to the OLIVE Academic Advisor and then to the Registrar's Office once the final grades are confirmed.

### Library and Book Purchase Policies

All readings will be provided on Google Classroom. Students will be advised about library holdings.