

**PO/LW 481 THE POWER AND FRAGILITY OF HUMAN RIGHTS IN MODERN WORLD SOCIETY:
A EUROPEAN PERSPECTIVE ON LAW, POLITICS AND GLOBAL ORDER**

IES Abroad Freiburg

DESCRIPTION:

Human rights do not only evoke a set of indispensable liberal freedoms, but they also imply an agenda for making the world a better place, a place in which, after a long history of struggles, the dignity of each human being will enjoy secure international protection. Examining the dense structure of legal and political standards at the beginning of the 21st century one could, indeed, emphasize the power and transformative capacity of human rights in today's world society. At the same time, however, changes and crises in the global economy, renewed geopolitical conflicts and power shifts in the international system as well as the rise of populist and xenophobic movements in Western countries seem to highlight the fragility, contingency and uncertain future of the global human rights regime. This course will introduce students to selected issues, problems and recent developments in the field of human rights. It focuses especially (but not exclusively) on European perspectives, debates, actors and institutions.

The course is divided into four parts. Part I traces the historical development of human rights from ideas and declarations to the emergence of social movements and, finally, to the creation of regional and global human rights regimes. The basic question in this part is whether this evolutionary process can be interpreted as a successful case of value generalization in modern world society. Part II introduces the European system of human rights protection. This system is characterized by a heterarchical relationship between the European Court of Human Rights and domestic courts. In addition, central topics related to the question of freedom of religion, to the status of refugees and migrants as well as to the potential conflict between EU law and UN law in the case of counter-terrorism measures will be discussed. Part III focuses on selected issues such as the creation of new human rights standards, the problem of implementation, the prosecution of human rights violations, as well as the question of political legitimacy in the case of conflicting understandings of justice in different cultural contexts. Part IV analyzes the power and fragility of human rights in today's world society. Recent transformations in the international system and the global economy highlight the potential as well as the limits of human rights understood as a unifying idea, movement or structure of global governance.

CREDITS: 3

CONTACT HOURS: 45 (including course-related trips, for detailed explanation see below)

LANGUAGE OF INSTRUCTION: English

ADDITIONAL COST: None

PREREQUISITES: Prior intermediate coursework in International Relations, Politics, Law, or Cultural Studies.

METHOD OF PRESENTATION:

Lectures, discussions, case studies, group work, student presentations, meetings during course-related trips. Methodologically this course adopts a comprehensive and multidisciplinary approach combining the perspectives of international law, international relations, political theory, history, sociology, and cultural studies. To increase understanding of human rights and to introduce students to the complexities of human rights, texts, and perspectives from various disciplines are offered and discussed. The course will also selectively use a case method that helps students develop the ability to read and analyze a case involving real parties with real problems. Analysis of the European Court of Human Rights (Strasbourg) and to the UNHCR (Geneva) will highlight the practical relevance of the substantive issues and methodological approaches introduced and discussed during class.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course Participation 10%
- Midterm Exam 25%
- Critical Writing Assignment Presentation 20%
- Research Paper 20%
- Final Exam 25%

Course Participation

The Seminar discussions are based upon the compulsory readings and teaching introductions to the subject given at each session. The lecturer will give an introduction and background to the topic and all students are expected to join the seminar discussions following the teaching introductions with prepared questions and points related to the readings.

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. The student respectfully states her/his reactions about other classmates' opinions and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. The student is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. The student tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way and shows lack of interest in constructing over others' ideas.

Midterm Exam

The midterm exam (90 minutes) consists of two or three essay questions covering the material of the first nine sessions.

Critical writing assignment presentation

You will be required to prepare and deliver one individual presentation throughout the semester. You will be responsible for covering the material for the respective session. The purpose of the exercise is to enable us to see issues from differing angles. For example, the presentations and the outline could offer a critical approach to certain aspects of the assigned readings, could focus on more analytical approach to the texts, or could proffer an alternative view to the authors. The purpose of the presentations and the outlines is to serve as a point of departure for a critical and analytical discussion of the assigned texts. In this line, each presentation must include at least two themes or questions posed to the class which may be the foundation for subsequent discussions.



Each presentation is approximately 15-20 minutes in length. Each presenter is responsible for preparing and uploading a handout outline of the presentation of 1-2 pages in length or an individualized powerpoint presentation as a written assignment.

Research Paper

The term research paper is max. 2000 words in length, focusing on academic research. Students are required to discuss the research topic and potential research methods with their instructor prior to the research process and to hand in a short outline as well as a provisional bibliography by session 14. Students are required to upload their research paper on Moodle by 11:59 pm on 2 December 2022.

Final Exam

The final exam (session 19) (90 minutes) consists of two or three essay questions, based on arguments, facts, compulsory readings and other material distributed in class.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Analyze the major qualitative steps in the genealogy of human rights
- Analyze the main global and regional human rights regimes
- Analyze the European system of human rights protection
- Discuss specific issues related to the effective implementation of human rights in Europe and beyond
- Demonstrate an understanding of selected problems in the field of human rights protection
- Reduce a legal case to its basic components
- Analyze critically primary sources such as international conventions and agreements

ATTENDANCE POLICY:

All IES courses require attendance and participation. Attendance is mandatory per IES Abroad policy. Any unexcused absence will incur a penalty on your final course grade (1 absence - 1%, 2nd absence -2%, 3rd absence – 3%). Any student who has more than three (3) unexcused absences will receive an “F” as the final grade in the course. Any student who misses more than 25% of a course, whether the absences are excused or are unexcused, will receive an “F” as the final grade in the course. Absences due to sickness, religious observances, and family emergencies may be excusable at the discretion of the Center Director. In the case of an excused absence, it is the student’s responsibility to inform the Academic Dean of the absence with an Official Excused Absence Form, as well as any other relevant documentation (e.g. a doctor’s note), and to keep a record thereof. The absence form must be turned in as soon as possible before the class, in the case of a planned absence, or immediately upon return to the Center, in the case of an unplanned absence, in order for the absence to be considered excused. It is also the student’s responsibility to inform the professor of the missed class. Students can collect and submit the Official Excused Absence Form from the office of the Academic Dean.

Class discussions, both in the classroom and online, may be recorded to provide an educational resource for students in the class. Your instructor will inform you before recording starts. Reasonable requests from students to deactivate their cameras during recording will be considered by instructors. Class recordings will be kept on the Moodle class site and will only be available to students in the class. The recordings will no longer be available to students when the semester ends. Students are prohibited from recording classes or from distributing class recordings. Any recordings made will be used only for educational purposes within the class, unless explicit, written permission has been granted by the students.

TESTS, QUIZZES, OR PRESENTATIONS MISSED DURING UNEXCUSED ABSENCES CANNOT BE MADE UP!

ASSIGNMENTS NOT HANDED IN ON THE DUE DATE WILL BE SUBJECT TO A 3% PENALTY PER DAY POST-DUE DATE (with the exception of students who have an excused absence).

Session	Content	Reading Assignments
Session 1	I: Human Rights: From Ideas to Global Governance Course Introduction	Universal Declaration of Human Rights (UDHR) Declaration of the Rights of Man and Citizen (1789) (skim)
Session 2	History of Human Rights and the Universal Declaration of Human Rights: A Case of Successful Value Generalization? In this session we will focus on the genesis of the Universal Declaration of Human Rights. We will examine the historical background to the declaration, scrutinize the collective process through which the Declaration was composed by a diverse group of authors and critically discuss if this process can be considered a successful case of value generalization in modern world society reconciling different cultural traditions.	<u>Required Reading:</u> Bates, Ed 'Chapter 1: History' in Moeckli, Shah and Sivakumaran, <i>International Human Rights Law</i> (2nd Ed. OUP) Waltz, Susan (2002) 'Reclaiming and Rebuilding the History of the Universal Declaration of Human Rights', <i>Third World Quarterly</i> 23, pp. 437-448 Skim: Mazower, Mark (2004) 'The Strange Triumph of Human Rights, 1933-1950', <i>The Historical Journal</i> 47: 2, pp. 379-398.
Session 3	Rights and Human Rights: Concepts and Theories In this session we will explore the different generations of international human rights and their relevance for good governance on national and international levels.	<u>Required Reading:</u> Tomuschat, C. "The Different 'Generations' of Human Rights: From Human Rights to Good Governance" in <i>Human Rights: Between Idealism and Realism</i> (OUP 2nd Ed.) 25-60. <u>Recommended Reading</u>

		Griffin, James (2001) 'First Steps in an Account of Human Rights', <i>European Journal of Philosophy</i> 9: 3, pp. 306-327
Session 4	Human Rights as Transnational Movement: Feminist Perspectives and Women's Rights This class focuses on Feminism in International Law and its influence on the development and applicability of human rights in the international legal order. The theoretical framework of Feminist scholarship will be matched with concrete examples in the human rights realm.	<u>Required Reading:</u> Bianchi, A. <i>International Law Theories</i> (1st ed, OUP 2016) Chapter 9, "Feminism" Otto, Dianne (2015) 'Queering Gender [Identity] in International Law', <i>Nordic Journal of Human Rights</i> 33: 4, pp. 299-318. <u>Recommended Reading:</u> Kapur, Ratna (2002) 'The Tragedy of Victimization Rhetoric: Resurrecting the "Native" Subject in International/Post-Colonial Feminist Legal Politics', <i>Harvard Human Rights Journal</i> 15, pp. 1-37
Session 5	International Human Rights Regimes in World Society: Institutions, Actors and Processes This class turns to the international politics of human rights and provides an extended survey of multilateral human rights regimes. Students will learn about the main actors and institutions on the global level (such as the UN Human Rights Council, the "treaty bodies" established under the leading international human rights treaties, and the UN High Commissioner for Human Rights) and compare different regional human rights regimes.	<u>Required Reading:</u> Donnelly, Jack (2013) <i>Universal Human Rights in Theory and Practice</i>, 3rd edition, Ithaca and London: Cornell University Press, pp. 161-196. Nowak, Manfred (2018) <i>Torture. An Expert's Confrontation With an Everyday Evil</i>. Philadelphia: UPP, pp. 6-26. <u>Recommended Reading:</u> Tomuschat, Christian (2008) <i>Human Rights. Between Idealism and Realism</i>, 2nd edn. Oxford and New York: Oxford University Press, pp. 133-166 and pp. 231-263.

Session 6	Part II. Human Rights Protection in Europe The Dialogue of Courts in the European System of Human Rights Protection This class focuses on the system of human rights protection in Europe with the European Convention of Human Rights as its governing quasi-constitutional instrument. This system is characterized by a heterarchical relationship between the European Court of Human Rights and domestic courts in Europe. This relationship is described by some legal scholars as an ‘open architecture’ showing not only conflicts over questions of ultimate supremacy but also dialogue and convergence in practice.	<u>Required Reading:</u> Krisch, Nico (2008) ‘The Open Architecture of European Human Rights Law’, <i>The Modern Law Review</i> 71: 2, pp. 183-216. European Convention on Human Rights (ECHR) (skim) <u>Recommended Reading:</u> De Búrca, Gráinne (2013) ‘After the EU Charter of Fundamental Rights: The Court of Justice as a Human Rights Adjudicator?’, <i>Maastricht Journal of European and Constitutional Law</i> 20: 2, pp. 168-184. Garlicki, Lech (2008) ‘Cooperation of courts: The role of supranational jurisdictions in Europe’, <i>International Journal of Constitutional Law</i> 6: 3-4, pp. 509-530.
Session 7	Unveiling Human Rights: The European Court of Human Rights and the Limits of Freedom of Religion In Europe, the new visibility of Islam in the public sphere challenges the established boundaries between public and private, especially in countries like France where an assertive form of secularism used to govern relations between church and state. Individual actors increasingly use the available legal framework to advocate greater freedom of religious expression in the name of individual human rights. The European Court of Human Rights is at the very center of the redrawing of boundaries between public and private. This class will scrutinize the court’s much criticized burqa ban ruling in 2014 in which it declared that the French 2010 law banning face-covering clothing in public spaces did not violate the right of freedom of religion as defined in the European Convention of Human Rights.	<u>Required Reading:</u> Lægaard, Sune (2015) ‘Burqa Ban, Freedom of Religion and “Living Together”’, <i>Human Rights Review</i> 16, pp. 203-219. ECtHR Case: ECtHR, judgment in the <i>S.A.S. v. France</i> case, Strasbourg, 1st July 2015. <u>Recommended Reading:</u> Augenstein, Daniel (2015) ‘Freedom of Religion and the Politics of the Liberal Public-Private Divide’, <i>Netherlands Journal of Legal Philosophy</i> 44: 1, pp. 8-23. Moyn, Samuel (2014) ‘From Communist to Muslim: European Human Rights, the Cold War, and Religious Liberty’, <i>The</i>

		<i>South Atlantic Quarterly</i> 113: 1, pp. 63-86.
Session 8	Destination Europe – Protecting the Rights of Migrants and Refugees in European Law This class will analyze how human rights law responds to challenges to migration control and migration status. A good way to understand the potential and limits of European human rights law, is to focus on those areas where migrants and refugees invoke human rights norms as regards their rights to enter, stay and live with their families in Europe. These human rights are principally legally enforceable rights, particularly as protected under the European Convention on Human Rights and EU law, which has its own Charter of Fundamental Rights.	<u>Required Reading:</u> Report: Human Rights Watch (2019) <i>No Escape From Hell. EU Policies Contribute to Abuse of Migrants in Libya</i>, pp. 11-57. <u>Recommended Reading:</u> EU-Turkey Agreement, March 2016. Basilien-Gainche, Marie-Laure (2016) 'Leave and Let Die: The EU <i>Banopticon</i> Approach to Migrants at Sea' in V. Moreno-Lax and E. Papastavridis (eds.) <i>'Boat Refugees' and Migrants at Sea: A Comprehensive Approach</i>. Leiden and Boston: Brill and Nijhoff, pp. 327-350.
Session 9	Challenging Counter-Terrorism Measures in the European Court of Justice: Human Rights in Europe and Extradition This session focuses on human rights protections in extradition cases between European states and the US. The material includes a discussion on the perception and interpretation of the death penalty in the US through the prism of the ECtHR's reasoning.	<u>Required Reading:</u> Excerpts from ECHR cases <i>Soering v the UK</i>, <i>Harkins and Edwards v the UK</i>, and <i>Trabelsi v Belgium</i> <i>Soering v the UK</i> (paras. 11-26, 39-41, 61-64, 80-81, 88, 91, 100, 111) <i>Trabelsi v Belgium</i> (paras. 5-22, 27-28, 62, 110, 112-113, 115, 118-119, 127, 134, 136-139) <i>Harkins and Edwards v the UK</i> (paras. 6-7, 12, 19, 23-24, 59-60, 129-130, 134-135, 137-140) <u>Recommended Reading:</u> 'Belgium violated the ECHR by extraditing a terrorist to the USA despite an interim measure by the Strasbourg Court: <i>Trabelsi v. Belgium</i>' Strasbourg Observers

Session 10	Mid-term Exam	
Session 11	Part III. Issues and Debates in International Human Rights Securing the Individual in World Society: Humanitarian Intervention and the Responsibility to Protect The R2P entails two distinct but complementary norms. The first norm holds that each state has a responsibility to protect its population from atrocity crimes. The second norm, which is more controversial, holds that the international community has the responsibility to do what it can to ensure that populations are protected from atrocity crimes. This norm is understood to involve, if necessary, taking collective action under Chapter VII of the UN Charter should states fail to protect their populations. Although the concrete impact of the R2P is contested, this class will examine how various actors like the International Court of Justice and the International Law Commission worked towards the gradual development of legal duties for the extraterritorial protection of populations	<u><i>Required Reading:</i></u> Glanville, Luke (2012) 'The Responsibility to Protect Beyond Borders', <i>Human Rights Law Review</i> 12: 1, pp. 1-32. <i>Recommended Reading:</i> Report: The Responsibility to Protect, Report of the International Commission on Intervention and State Sovereignty (Ottawa: IDRC, 2001). Glanville, Luke (2016) 'Does R2P matter? Interpreting the impact of a norm', <i>Cooperation and Conflict</i> 51: 2, pp. 184-199. Morris, Justin (2013) 'Libya and Syria: R2P and the Spectre of the Swinging pendulum', <i>International Affairs</i> 89: 5, pp. 1265-1283.
Session 12	The Dark Sides of Virtue and the Marketization of Humanitarianism In this class, students will be confronted with an <i>internal</i> critique of contemporary humanitarianism. The increasing marketization of traditional humanitarianism is leading to a new form of 'humanitarian business' in which aid agencies pursue branding in a competition for 'scarce' resources. The global political economy	<u><i>Required Reading:</i></u> Weiss, Thomas G. (2013) <i>Humanitarian Business</i>. Cambridge: Polity Press, pp. 96-142. <i>Recommended Reading:</i> Krause, Monika (2014) <i>The Good Project. Humanitarian Relief NGOs and the</i>

	puts aid agencies side-by-side with for-profit business in a marketplace that is, unfortunately, also connected to trade networks in illicit arms, natural resources, and drugs.	<i>Fragmentation of Reason</i> . Chicago and London: The University of Chicago Press, pp. 14-69.
Session 13	Human Rights Advocacy This session deals with the creation and functioning of the International Criminal Tribunals in the international legal order. The role and function as well as certain controversies with respect to the ICT will be analyzed.	<u>Required Reading:</u> Lovat, Henry (2019) 'International Criminal Tribunal Backlash' <i>Forthcoming in Heller, Mégret, Nouwen, Ohlin, Robinson (eds), Oxford Handbook of International Criminal Law (OUP, 2019)</i> <u>Recommended Reading:</u> Alter, Karen J. (2014) <i>The New Terrain of International Law: Courts, Politics, Rights</i>. Princeton, NJ: Princeton University Press, pp. 3-31. Slaughter, Anne-Marie (2003) 'A Global Community of Courts', <i>Harvard International Law Journal</i> 44: 1, pp. 191-219.
Session 14	Global Justice: Prosecuting Genocide, Crimes Against Humanity and War Crimes Analytically we will focus on several problems related to the prosecution of crimes against humanity and war crimes. The International Criminal Tribunal for the Former Yugoslavia (ICTY) provides a very good example to study the challenges of implementation, the potential for cooperation with local courts as well as the question of political legitimacy in view of different or conflicting understandings of justice between and within global and local contexts.	<u>Required Reading:</u> Robert Cryer et al., <i>An Introduction to International Criminal Law</i> (CUP, 2nd ed.) Ch. 11, Ch. 12 "Kosovo Cover-Up: Who Hid the Bodies?" <i>Balkan Transnational Justice Investigation</i> (23 April 2015)

Session 15	Human Rights and National Sovereignty: Redefining Legitimate Political Authority in World Society and Global Deterrence and Human Rights Prosecutions In this session, we will analyze how the discourse and practice of human rights is redefining legitimate political authority in the international system. The session is dedicated to evaluating the effectiveness of human rights-related prosecution across various regions in the world. The analysis also includes an evaluation of the deterrence effect of human rights prosecution in post-conflict societies.	<u><i>Required Reading:</i></u> Kathryn Sikkink, <i>The Justice Cascade</i> (WW Norton 2011), Chapter 6 ‘Global Deterrence and Human Rights Prosecutions’ <u><i>Recommended Reading:</i></u> M Finnemore and K Sikkink, ‘International Norm Dynamics and Political Change’ (1998) 52 <i>IO</i> 887. Cohen, Jean L. (2012) <i>Globalization and Sovereignty. Rethinking Legality, Legitimacy, and Constitutionalism</i>. Cambridge University Press, pp. 159-222.
Session 16	Part IV: Global Transformations: Perspectives on Law, World Society, and the Global Economy Left Behind: Poverty, Inequality and the Limits of International Human Rights Law In today’s world society millions lack access to clean water, basic shelter, food or healthcare. However, poverty and inequality used to be treated with less urgency than violations of civil and political rights. In this class, we will discuss whether the problem of global material inequality should matter more to international human rights law. Or, to put it differently, should the problem of poverty and inequality be articulated within or rather outside of the framework of human rights law and what might be the potential shortcomings of framing socio-economic rights in the language of contemporary human rights?	<u><i>Required Reading:</i></u> Salomon, Margot E. (2011) ‘Why should it matter that others have more? Poverty, inequality, and the potential of international human rights law’, <i>Review of International Studies</i> 37, pp. 2137-2155. Alston, Philip (2017) <i>Universal Basic Income as a Social-Rights Based Antidote to Growing Economic Insecurity</i>, Public Law & Legal Theory Research Paper Series Working Paper No. 17-51. New York University School of Law. <u><i>Recommended Reading:</i></u> Mares, Radu (2014) ‘Corporate and State Responsibilities in Conflict-Affected Areas’, <i>Nordic Journal of International Law</i> 83: 3, pp. 293-345.

		Moyn, Samuel (2014) 'A Powerless Companion: Human Rights in the Age of Neoliberalism', <i>Law and Contemporary Problems</i> 77: 4, pp. 147-169.
Session 17	The Genealogy of Human Rights and the Problem of Universal Validity in a Global Plurality of Cultures After the revolutions in the late eighteenth century, human rights discourse was increasingly marginalized by other concepts of a European-dominated world such as 'nation', 'race', and 'class'. This session will discuss the possibility of an 'affirmative genealogy' of human rights between historical teleology and radical contingency. From a philosophical point of view, we will consider how it can be meaningful to speak of human rights in a culturally diverse world and how it might be possible to come to a global consensus on human rights standards.	<u>Required Reading:</u> Mutua, Makau (2001) 'Savages, Victims, and Saviors. The Metaphor of Human Rights', <i>Harvard International Law Journal</i> 42: 1, pp. 201-245. <u>Recommended Reading:</u> Taylor, Charles (2001) 'A World Consensus on Human Rights?' in Patrick Hayden (ed.) <i>The Philosophy of Human Rights</i>. St. Paul: Paragon, pp. 409-423.
Session 18	A Journey into the Unknown – The End of Western Hegemony and the Uncertain Future of Human Rights in a Multipolar World? In this final session, we will discuss Stephen Hopgood's provocative thesis that we are currently entering a Neo-Westphalian international (dis)order. This new type of order is characterized by the resurgence of national sovereignty, geopolitical conflicts, resurgent religion as well as by the decay of universal human rights. According to Hopgood, no hegemonic power will be able to globalize human rights effectively in this new global configuration of multiple regional centers. Thus, the meaning of human rights and the very idea of a unified international human rights movement might be replaced by a plurality of competing actors and forces in the foreseeable future.	<u>Required Reading</u> Hopgood, Stephen (2013) <i>The Endtimes of Human Rights</i>. Ithaca and London: Cornell University Press, pp. 142-182.

Session 19	Final Exam	

COURSE RELATED TRIPS:

- Franco-German History Trip: Alsace, France– 1 day

During the first course related trip you will visit two significant historical and cultural landmarks in Franco-German history. You will have guided tours and learn about how age-old controversies and catastrophes in the heartland of Europe are represented, the role of memorials in constructing a European identity, and the challenges of overcoming centuries of conflict and rivalry.

- Germany in Europe: Then and Now Trip: Berlin, Germany – 5 days

During the course-related trip to Berlin, you will continue to learn about the past and present of German culture, economy and politics of Germany. Historically this capital is a crucial place if one wants to understand the importance German politics has for the dynamics of European integration. In Berlin you will learn about the fall of the Berlin Wall, the reunification of Europe after the end of the Cold War, the challenges that emerged during the process of post-communist transition and about Germany's hegemonic position within the EU.

- EU Parliament Trip: Strasbourg, France – 1 day

During this one-day trip, which is thematically linked to the EU Institutions trip you will visit the European Parliament in session in Strasbourg, France. There you will attend the parliamentary session and meet a Member of European Parliament who will discuss current events and elaborate on the workings of the European Parliament.

- EU Institutions Trip: Brussels, Belgium and Paris, France – 7 days

This course related trip will take you first to Brussels, the EU's institutional power center. In Brussels you will have the opportunity to meet with not only EU officials but also representatives of national delegations to the EU, think tanks and NGOs, as well as academic experts. The EU institutions you will visit include the European Commission, the Council of the EU and the European Council and you will have a chance to discuss with those actors who draft, shape and finally take decisions in the European Union. You will continue to have first-hand experience of the EU by visiting various agencies, institutions, and museums in Paris, you will meet French academic experts to discuss French culture, economy, politics and society.

- EU Funds in the Region Trip: South Baden, Germany– 1 day

This day trip will start with a meeting where an expert from the region will introduce you to EU's agricultural and structural funds and their implementation with examples from the region. Following the meeting you will visit a family farm that is typical for South Baden.

- EU Member States Trip - 7 days

Students choose 1 out of the three following course related trip options, e.g.:

- 1) Stockholm, Sweden; Warsaw, Poland/Prague, Czechia
- 2) Rome, Italy; Budapest, Hungary
- 3) Athens, Greece; Sofia, Bulgaria/Bucharest, Romania

The destinations may vary according to the topicality and nature of challenges of the EU and its integration process. The member states of the EU are still characterized by different state structures, economic ideologies, and cultural identities. This last course-related trip gives you the opportunity to choose between three different trip options. On these trips, you will learn about the current challenges of European integration. Experiencing the particularities and cultural diversity of these societies is essential in order to understand the variation in terms of domestic debates and national preferences when it comes to such important issues like, for instance, immigration, macroeconomic integration as well as European security.

LIST OF RESOURCES AND READINGS:

- Waltz, Susan (2002) 'Reclaiming and Rebuilding the History of the Universal Declaration of Human Rights', Third World Quarterly 23, pp. 437-448.

- Griffin, James (2001) 'First Steps in an Account of Human Rights', *European Journal of Philosophy* 9: 3, pp. 306-327.
- Hunt, Lynn (2007) *Inventing Human Rights. A History*. New York: W. W. Norton & Co, pp. 176-214.
- Taylor, Charles (2001) 'A World Consensus on Human Rights?' in P. Hayden (ed.) *Philosophy of Human Rights*, pp. 409-423.
- Moyn, Samuel (2010) *The Last Utopia: Human Rights in History*. Cambridge, MA, and London: The Belknap Press of Harvard University Press, pp. 120-175.
- Donnelly, Jack (2013) *Universal Human Rights in Theory and Practice*, 3rd edition, Ithaca and London: Cornell University Press, pp. 161-196.
- European Convention on Human Rights (ECHR)
- Krisch, Nico (2008) 'The Open Architecture of European Human Rights Law', *The Modern Law Review* 71: 2, pp. 183-216.
- Joppke, Christian (2015) 'Pluralism vs. Pluralism: Islam and Christianity in the European Court of Human Rights' in Jean L. Cohen and Cécile Laborde (eds.) *Religion, Secularism, and Constitutional Democracy*. New York: Columbia University Press, pp. 89-109.
- Lægaard, Sune (2015) 'Burqa Ban, Freedom of Religion and "Living Together"', *Human Rights Review* 16, pp. 203-219.
- Document: EU-Turkey Agreement, March 2016.
- Costello, Cathryn (2016) *The Human Rights of Migrants and Refugees in European Law*. Oxford: Oxford University Press, pp. 171-230.
- Kumm, Mattias (2011) *How does European Union Law Fit into the World of Public Law?* Costa, Kadi and Three Conceptions of Public Law (Public Law & Legal Theory Research Paper Series Working Paper No. 11-16). NYU School of Law, 37 pp.
- Becker, Jo (2013) *Campaigning for Justice. Human Rights Advocacy in Practice*. Stanford: Stanford University Press, pp. 32-55.
- Ruggie, John G. (2013) *Just Business. Multinational Corporations and Human Rights*. W. W. Norton, pp. 128-169.
- Glanville, Luke (2012) 'The Responsibility to Protect Beyond Borders', *Human Rights Law Review* 12: 1, pp. 1-32.
- Kutnjak Ivkovich, Sanja and John Hagan (2011) *Reclaiming Justice. The International Tribunal for the Former Yugoslavia and Local Courts*. Oxford and New York: Oxford University Press, pp. 52-83.
- Teitel, Ruti G. (2003) 'Transitional Justice Genealogy', *Harvard Human Rights Journal* 16, pp. 69-94.
- Cohen, Jean L. (2012) *Globalization and Sovereignty. Rethinking Legality, Legitimacy, and Constitutionalism*. Cambridge University Press, pp. 159-222.
- Weiss, Thomas G. (2013) *Humanitarian Business*. Cambridge: Polity Press, pp. 96-142.
- Salomon, Margot E. (2011) 'Why should it matter that others have more? Poverty, inequality, and the potential of international human rights law', *Review of International Studies* 37, pp. 2137-2155.
- Hopgood, Stephen (2013) *The Endtimes of Human Rights*. Ithaca and London: Cornell University Press, pp. 142-182.
- Amos, Jennifer (2011) 'Embracing and Contesting: The Soviet Union and the Universal Declaration of Human Rights, 1948-1958' in Stefan-Ludwig Hoffmann (ed.) *Human Rights in the Twentieth Century*. Cambridge: Cambridge University Press, pp. 147-165.
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