

These modules consider human rights from a global perspective and may be of interest to students studying criminal justice, criminology, international relations and politics.

Updated May 2024/PJW

Entry requirements: GPA of 2.75 or above (out of 4.0) or equivalent

Pre-requisites:

Level 5 and 6 modules are specialised and require evidence of successful completion of study in sociology or related fields (e.g. criminology, politics)

Taught at: Penrhyn Road Campus

Key to Module Descriptors

Suitability of Modules for Students on Study Option:

- 1** Indicates module is suitable for students visiting KU on Study Option 1 (Whole Year)
- 2** Indicates module is suitable for students visiting KU on Study Option 2 (Autumn)
- 3** Indicates module is suitable for students visiting KU on Study Option 3 (Spring)

Notes:

1. All modules are at undergraduate level only.
2. Students enrolled on Study Option 1 are required to study the entire module.
3. Whilst the University makes every effort to ensure that this information is correct at the time of updating (May 2024), it cannot accept responsibility for omissions or subsequent changes. Module availability and content may be subject to change, as part of the University's policy of continuous improvement and development.
4. Details of assessment for students enrolled on either Study Option 2 or 3 where provided are indicative only and may also be subject to change as part of the above policy.

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

1 The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.

Human Rights Modules for Visiting Students 2024/25

Level	Module Code	Title	Suitability Key
5	PO5004	Securing Human Rights: Contemporary Themes and Issues	1, 2, 3
5	PO5010	Globalisation, Development and Socialisation	1, 2, 3
6	PO6007	Genocide and Crimes Against Humanity	1, 2, 3

Module Code	PO5004
Module Title	Securing Human Rights: Contemporary Themes and Issues
Credits	<ul style="list-style-type: none"> • Full Year: 8 (US) 15 (ECTS) • Single Semester: 4 (US) 7.5 (ECTS)
Level	5
Prerequisites	Prior study of human rights/international relations/criminology
Suitability	Study Options 1 or 2 or 3
Content	<p>The module introduces the contested and evolving relationships between the theory and practice of securing human rights. It starts with an overview of key frameworks and mechanisms designed to secure rights at the international, regional and domestic levels. A central feature of the module is to introduce two critical themes, from which issues can be dissected and analysed through a range of contemporary and international case-studies. Themes may vary annually but in 2023/4 included: People on the Move; Free Speech in a Changing World; Advancing Human Rights in the Age of Populism; Rights in the aftermath? Truth, Justice and Reconciliation.</p> <p>➤ Autumn Semester: Human Rights Values and Norms; People on the Move; Free Speech in a Changing World</p> <ul style="list-style-type: none"> • Critical theories, concepts and debates: thinking about human rights values and norms • International, regional and domestic frameworks for securing human rights • Transnational mobility: theoretical approaches and practical issues • Forced migration, human rights, sovereignty, security and fear • Internal displacement, protection and rights • Migration and climate change

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

2

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.

Human Rights Modules for Visiting Students 2024/25

- Introduction: Freedom of Expression and Information in a Changing World
- Campaigning for freedom of expression and information: Global perspectives
- Case Study 1: Social Media and Free Speech: Friend or Foe?
- Case Study 2: Hate Speech, Fake News, and Democracy in the digital age

➤ **Spring Semester: Advancing Human Rights in the Age of Populism; Rights in the Aftermath? Truth, Justice and Reconciliation**

- Right-wing populism today
- Right-wing populism and the backlash against human rights
- Case 1 – The UK and the Human Rights Act
- Case Study 2 – Right-wing populism and LGBTQ+ rights
- Case Study 3 – Right-wing populism and social welfare
- Defending rights in the age of populism
- Introduction to Truth, memory and justice
- Case Study 1 – South Africa and the Truth and Reconciliation Commission
- Case Study 2 Rwanda and the "Gacaca Courts"
- Case Study 3 – Guatemala: Transitional Justice Without Transition
- What Next for International Justice

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

3

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.

Teaching	Weekly 3-hour lectures/seminars
Assessment	<p>Study Option 1:</p> <ul style="list-style-type: none"> • Wiki-website project - 750 words (25%) • Research exercise – 1000 words (25%) • 2000-word essay (50%) <p>Study Option 2:</p> <ul style="list-style-type: none"> • Wiki-website project - 750 words (50%) • Research exercise – 1000 words (50%) <p>Study Option 3:</p> <ul style="list-style-type: none"> • 2000-word essay (100%)
Last updated	15/05/24 PJW

[Return to top](#)

Module Code	PO5010
Module Title	Globalisation, Development and Social Justice
Credits	<ul style="list-style-type: none"> • Full Year: 8 (US) 15 (ECTS) • Single Semester: 4 (US) 7.5 (ECTS)
Level	4
Prerequisites	Prior study of human rights/international relations/criminology
Suitability	Study Options 1 or 2 or 3
Content	<p>Development’ is a troublesome term. While the notion of development as a deliberate project for improving human well-being emerged following World War II, the notion of making planned interventions towards ‘social progress’ and the ‘greater good’ arose much earlier, in step with the global system itself. Meanwhile, resistance to such projects from everyday people has often pushed development in unforeseen, but fundamental and lasting, directions; something that Karl Polanyi called generally the ‘double movement’. Today, there is still little consensus over what development actually is: is development a ‘one</p>

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

4

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University’s policy of continuous improvement & development.

size fits all' measure of progress, or is more than one path possible – and even desirable? Is development meant to include everybody, or are there necessarily winners and losers? Is it possible to break with a history of development that ignores costs to other species, ecological systems and the climate? Do historical processes and structures that gave rise to the global system still matter? And finally, should development goals intersect with an ethics of social and environmental justice, equity and equality, and anti-oppression – or are these completely different conversations?

This module provides an introduction to key concepts, debates and historical processes that surround the project of development in the global age. Taking as our starting point the notion that the global age actually began centuries ago, we begin by examining the main drivers, ideologies, and agents of development (and in fact, underdevelopment) over time. We explore ideas that are intrinsic to the way we think about development today in the historical contexts in which they arose, and were fought over. We also examine how globalization and development have reshaped our relationship to the earth at particular moments, and the often unintended environmental and social consequences of development.

➤ **Autumn Semester: Globalization, Development & the Environment: Historical Roots; Globalization & Development Today: Between Governance and Global Justice**

- An Introduction: Globalization, Development & the Environment
- The Early Modern Era: Enclosures, Mercantilism & Colonialism, 1400-1750
- The First Industrial Revolution: a One-off or the Standard? 1730-1890
- Global Empire & (Under)Development: 1800-1945
- Anti-Colonialism & Freedom Dreams: 1900-1959
- Decolonization & the Creation of the Third World: 1945-1980
- Tigers & Dragons & Debt, oh my! Neoliberalism since 1980
- Post-Development: Contesting the Development Project from Below since 1980
- State & International Actors: Debt in Development
- Measuring Poverty & (Under)development
- Non-State Actors: Global Society, Civil or Otherwise

➤ **Spring Semester: Globalization & Development Today: Between Governance and Global Justice; Themes in Development & Global Justice**

- Multinational Corporations Today
- A Rising China in Africa
- Gender & Development I: the Challenge
- Gender & Development II: the Debate over Women's Cheap Labour
- Fossil Fuels & Alternatives I: the Challenge
- Fossil Fuels & Alternatives II: the Global Energy Transition
- Modern Slavery I: the Challenge

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

5

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.

	<ul style="list-style-type: none"> • Modern Slavery II: the New Abolitionists • The Global Food System, from Land to Table I: the Challenge • The Global Food System, from Land to Table II: Alternatives
Teaching	3-hour weekly interactive lectures/workshops
Assessment	<p>Study Option 1:</p> <ul style="list-style-type: none"> • Critical Review - 1400 words (35%) • Reflective Note - 1000 words (25%) • Critical brief - 1600 words (40%) <p>Study Option 2:</p> <ul style="list-style-type: none"> • Critical Review - 1400 words • Reflective Note - 1000 words <p>Study Option 3:</p> <ul style="list-style-type: none"> • Critical brief - 1600 words
Last updated	15/05/24 PJW

[Return to top](#)

Module Code	PO6007
Module Title	Genocide and Crimes Against Humanity
Credits	<ul style="list-style-type: none"> • Full Year: 8 (US) 15 (ECTS) • Single Semester: 4 (US) 7.5 (ECTS)
Level	6
Prerequisites	Substantial study of human rights/international relations/criminology
Suitability	Study Options 1 or 2 or 3
Content	This module will be examining some deeply troubling events in recent history and politics and the various ethical, legal and political responses that they have generated. It has been

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

6

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.

argued that the Holocaust was a critical turning point, a catastrophe which required a fundamental ethical, legal and political rethinking of how the rights of human beings could be protected when states in the modern world engage in the systematic attempt to murder large numbers of people, including many of their own citizens. The module begins with reflections on the Nazi attempt to eliminate a whole group of people (the Jews) and to murder and enslave millions of others. It then considers a range of responses, including the Nuremberg trials, the Genocide Convention, and the Universal Declaration of Human Rights. It examines a number of cases of genocide and crimes against humanity that have nevertheless occurred subsequently. It evaluates the repeated failure for decades to halt or prevent these crimes and then considers the rethinking caused by the genocides in Yugoslavia and Rwanda, and the setting up of ad hoc tribunals and an International Criminal Court to prosecute perpetrators and provide justice to victims. It concludes with reflections on how much progress has been made in protecting citizens in a world of sovereign nation states and what forms of justice can work after such crimes have been committed. These are highly contested questions and the module is designed to encourage the critical analysis and evaluation of a wide range of arguments that have been put forward from a variety of perspectives.

➤ **Autumn Semester: Key Historical, Conceptual and Institutional Issues and Debates**

- Introduction: Genocide: the origins of an idea
- Genocide in the Context of Colonialism and Imperialism
- From Crimes against Humanity to Genocide and the Genocide Convention
- The Political Uses and Abuses of Genocide
- Understanding genocide and crimes against humanity – intentionalism
- Understanding genocide and crimes against humanity – functionalism
- The question of morality – perpetrators, victims, bystanders, and rescuers
- Prosecuting genocide and crimes against humanity: from Nuremberg to the ICC and beyond
- Prevention
- Reconciliation
- Genocide in the Contemporary World

➤ **Spring Semester: Case Studies**

- Cambodia: Antecedents to Genocide
- Cambodia: Year Zero and its Aftermath
- Guatemala: Documenting the claim
- Guatemala: Contradicting claims of blame
- Yugoslavia: Bosnia-Herzegovina
- Yugoslavia: Kosovo
- Rwanda: Imperialism and Historic Animosity?

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

7

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.

	<ul style="list-style-type: none"> • Rwanda: 100 Days: Interpreting the Chaos • Burma: Citizens of the World Without a State • Burma: (Some May) Call it Genocide
Teaching	3-hour weekly lecture/workshops
Assessment	<p>Study Option 1:</p> <ul style="list-style-type: none"> • 2,000-word essay (50%) • 2,000-word portfolio: policy brief, blog commentary (50%) <p>Study Option 2:</p> <ul style="list-style-type: none"> • 2,000-word essay (100%) <p>Study Option 3:</p> <ul style="list-style-type: none"> • 2,000-word portfolio: policy brief, blog commentary (100%)
Last updated	15/05/24 PJW

[Return to top](#)

Study Option 1 = Whole Year
Study Option 2 = Autumn
Study Option 3 = Spring

8

The University makes every effort to ensure that module availability & content is correct at the time of publishing, but it cannot accept responsibility for subsequent changes, as part of the University's policy of continuous improvement & development.