Course Plan

MSc in Human Rights and Multiculturalism

Year 2014 – 2016
Module MHUM500 | Introduction to human rights and cultural diversity | 7.5 ECTS

Language of instruction: **English**

**Master of Science in Human Rights and Multiculturalism**

**Semester:**

**Autumn 2014**

**OBJECTIVES OF THE COURSE**

Having successfully completed this unit, the student is able to:

- distinguish between different human rights discourses, and points of convergence and divergence between these
- recognize and use the terminology of international human rights
- recognize and discuss different theories pertaining to diversity and culture, originating in different academic disciplines,
- recognize different theoretical/academic approaches to the study of multiculturalism
- recognize and discuss interpretations on human rights, diversity and culture within law, political, science, philosophy and educational science, and how these may be interrelated
- examine different theoretical models in the context of human rights and multiculturalism

**COURSE CONTENTS**

The course provides an introduction to the two main focus areas of the MSc program; human rights and multiculturalism. The aim of the course is to provide students with a common vocabulary and overview governing the concepts of international human rights and cultural diversity. The course brings to the students attention how different academic disciplines apply, interpret and use the terms human rights and multiculturalism, and terminology otherwise related to these. The course is cross disciplinary, and provides insight into different academic perspectives and approaches to the two areas.

The course is divided into three distinct parts. The first part examines human rights from the perspectives of law, political science, philosophy and pedagogy. The second part focuses on diversity and culture, and how these are used and understood within political science, the humanities, law and education. The third part brings together the themes from the two previous parts, under the heading theory of science. This part looks at various aspects of knowledge production in the study of human rights, diversity and culture.

**TEACHING METHODS**

The course has an interdisciplinary approach, using various forms of learning. These include lectures, student participation in plenary and group discussions, case-studies and the like. The students will be required to participate in group assignments, making use of our virtual classroom on an e-Education platform. Participation in group assignments is a pre-requisite for taking the final exam.

**PREREQUISITES**

For all students, admission to the MSc program in Human rights and Multiculturalism is required.
ATTENDANCE

Participation in class, group discussions and reading assignments is a pre-requisite for taking the final exam.

ASSESSMENT METHODS

Continuous Assessment
Participation in class, group discussions and reading assignments is a pre-requisite for taking the final exam.

Final assessment
The graded assessment is a three (3) hour written individual open book exam, conducted on campus.

Assessment type/scale
Grades A to F.

Aids allowed

LITERATURE/READINGS

Tentative list:


NAME OF LECTURERS

The course is taught by lecturers from the Faculty of Humanities and Education and the Faculty of Economics and Social Sciences, with a diverse expertise ranging from law, political science, education, pedagogy, sociology, philosophy, religion, cultural studies, etc. The course is administered by:

Hermann Smith-Sivertsen
Heidi Biseth
Sigrun Skogly
Lena Lybæk
Lars Petter Soltvedt
Bjørn Flatås
Audrey Osler
<table>
<thead>
<tr>
<th>MHUMA600</th>
<th>HUMAN RIGHTS AND OTHER VALUE SYSTEMS</th>
<th>7.5 ECTS</th>
</tr>
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<tbody>
<tr>
<td>Language of instruction: <strong>Norwegian/English</strong>*</td>
<td>Master of Science in Human Rights and Multiculturalism</td>
<td>Semester: AUTUMN</td>
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</tbody>
</table>

**OBJECTIVE OF THE COURSE**

Having successfully completed this unit, the student is able to

- discuss different notions about the universality and/or particularity of human rights in the context of cultural and religious diversity.

- Identify and explain concepts of human dignity and human responsibilities as they may or may not be expressed in selected western secular philosophies and analyse their place and meaning within their respective value system.

- Identify and explain concepts of human dignity and human responsibilities as they may or may not be expressed in major world religions and analyse their place and meaning within their respective value system.

- Identify and discuss different culturally and or religiously based charters or declarations formulated in response to the UDHR and international covenants designed to protect individual’s human rights.

- discuss the relation between secularism and human rights.

**COURSE CONTENTS**

The aim of this course is to examine the question of universality of Human rights within the framework of their moral dimension, and in the context of religious and cultural diversity.

Human Rights have been used as the definition of certain values that may be agreed upon across and beyond culturally and religiously embedded values. Accounts of the history and ideals of Human Rights claim the existence of certain universal normative values, and that the modern Human Rights regime are founded on these. Cultural and religious diversity involves a pluralism of values which challenges this notion of the universality of Human rights.

This course explores the question of the possibility of formulating universal values through a focus on the philosophical and ethical understanding of the human being, on individual rights and responsibilities, and on ways of understanding the individual in relation to others and the wider society. At the heart of the discussion is the compatibility of Human rights with other value systems, and the relation between secularism and human rights. In the course, the introduction focuses on the origins of the concept of universally grounded Human Rights as stated in the UDHR. Secondly, the question of universal values is addressed through the examination of “human dignity” and “human responsibilities” as these concepts might be expressed in within selected religions and secular philosophies/ideologies. Culturally and religiously based charters formulated in response to the UDHR will be discussed in light of these considerations. Thirdly, different positions concerning the universality or particularity of Human Rights are analysed and discussed.
TEACHING METHODS

The course will be marked by an interdisciplinary approach, using various forms of learning. These include traditional lectures, student participation in plenary and group discussions, case-studies and the like. The students will be required to participate in group assignments, making use of our virtual classroom on Fronter. Participation in group assignments is a pre-requisite for taking the final exam.

PREREQUISITES

The student must be admitted to this master programme before he/she signs up for the current course. The student must also have completed MHUM500. Exceptions may be made for exchange students from abroad.

ATTENDANCE

Participation in group discussions and assignments is a pre-requisite for taking the final exam.

ASSESSMENT METHODS

Participation in group assignments is a pre-requisite for taking the final exam. By midterm students will hand in a reading list of approximately 750-1000 pages. The list should be compiled from the suggested readings. Required individual work will be consisting of course attendance and a brief written test by the end of the course (pass/fail).

The final exam will be an individual essay authored under guidance and with a topic that must be pre-approved.

Assessment type/scale: Grades A to F.
Aids allowed

LITERATURE

Please note: This is a list of relevant literature. It is not exhaustive. Additions and alterations may occur. Students will be provided with a list of “core literature”.


| 5 |
Weston, B. H. & Marks, S. (Eds.) The Future of International Human Rights. Ardsley, New York, 
Transnational Publishers Inc. (55p)
Benhabib, Seyla (2011): Dignity in Adversity; Human Rights in Troubled Times, Cambridge, Malden, 
Polity
Butler, J. (2000) “Restaging the Universal: Hegemony and the Limits of Formalism.” In Butler, J., 
(30p)
Press.
Massachusetts, Harvard University Press. (Especially chapters 6 and 7)
Prentice Hall. 140 pages.
Readings.]
[Reprinted in Collection of Readings.]
University Press.
Perspectives.” In Mahoney, K. E. & Mahoney, P. (Eds.) Human Rights in the Twenty-first 
of readings.]
University Press.
and Human Rights. Padstow, Cornwall: Curzon Press. (141-154) 13p. [Reprinted in collection of 
readings.]
Barnett. Does Human Rights need God. Wm B Eordan. (41-47) 5p [Available in full text online 
at Google Books].
[Reprinted in Collection of Readings.] 
Collection of Readings.]
of Politics Basingstoke: Palgrave-Macmillan. Pages 105- 191
240). (11 p) [Full text available on Fronter]
Ihara, C. “Why there are no Rights in Buddhism. A reply to Damien Keown.” In: Keown, D. V., et al., 
ed. Buddhism and Human Rights. Padstow, Cornwall, Curzon Press. (43-52) 9 p [Reprinted in 
Collection of Readings.]


NAME OF LECTURERS

Lena Lybæk

Ådne Valen-Sendstad
MSc in Human Rights and Multiculturalism
Buskerud and Vestfold University College
School of Business and Faculty of Social Sciences
Faculty of Humanities and Education

<table>
<thead>
<tr>
<th>MHUMB601</th>
<th>Ethnic integration or accommodation – implementation of national polices</th>
<th>10 ECTS</th>
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| Language of instruction: | English | Master of Science in Human Rights and Multiculturalism. Mandatory course | Semester: Autumn 2014 |

COURSE OBJECTIVES

Ethnic accommodation and human rights obligations have the last two decades become increasingly important policy areas both for states in the North and the South. The purpose of this course is to give the students a more comprehensive understanding of how human rights, power sharing arrangements and multiculturalism issues are implemented in contemporary politics and how it varies among states.

COURSE CONTENT

This course consists of a presentation of major theories, models and approaches to the study of implementation of human rights, power sharing and multiculturalism policies. Particular emphasis is placed upon integration regimes (e.g. asylum seeker regimes, labour migration regimes), models of integration and citizenship, welfare state and integration, political discourse and participation, power sharing (federalism, consociationalism and regional autonomy) and right of minority group and indigenous people. The course will also cover the security implications of immigration in the context of September 11, 2001, and the war on terrorism.

TEACHING METHODS

The main educational tools are subject oriented lectures and tutorials. An addition the students must submit a compulsory mid-term essay.

PREREQUISITES

The student must be admitted to this master programme before he/she signs up for the current course. The student must also have attended the full program of the introductory week of the master program. Exceptions may be made for exchange students from abroad.

ATTENDANCE

A course attendance of at least 80 % of the lectures will be expected.

ASSESSMENT METHODS

Required individual work will be consisting of course attendance and an individual essay that is approved or not approved, on grounds of quality and relevance to the course contents.

The graded exam will be an oral defence of the essay.

Assessment type/scale: Marks A-F
LITERATURE

Tentative list:


International Labour Organisation C169 (1989), Indigenous and Tribal Peoples Convention


Xanthaki A (2010), 'Developments on Indigenous Rights in the last Decade and Future Challenges' *Melbourne Journal of International Law- 10th Anniversary Celebratory Issue.*

Approximately 850 pages

**NAME OF LECTURERS**

Arild Schou

Sigrun Skogly
OBJECTIVE OF THE COURSE

This course examines concepts of multiculturalism and the role of human rights in social situations of multicultural complexity. The purpose of the course is to examine a central problem of multiculturalism, namely how to reconcile diversity and distinctiveness with social solidarity and togetherness, and to explore how international human rights attempts to accommodate multicultural diversity in modern states. Key issues addressed are:

- What do we mean by diversity?
- Is any form of value and normative relativism right?
- Do international human rights provide standards for the protection and recognition of diversity?
- Do they provide limitations or restrictions on diversity?

The overarching aim of the course is to enable the student to examine theoretical issues within academic debates on multiculturalism, and to enable the students to reflect on, analyze and discuss critically different notions of multiculturalism and premises on which these notions are based.

Guided by the objective of the course the student shall gain knowledge and understanding of the concepts, approaches and theories within the literature of the course syllabus and understand the empirical information that is included in the course syllabus. The students must acquire command of the literature in the course syllabus as well as show their ability to do a fast written analysis about issues, concepts, approaches and theories covered by the course.

COURSE CONTENTS

Multiculturalism is a conceptual framework for describing situations of cultural diversity. It may also be viewed as a political program to allow different cultural groups within a society to keep their cultural identity, and policies. Theories of multiculturalism contain underlying normative assumptions about understandings and ideals of culture and community, the individual and society, and corresponding rights and responsibilities.

This course asks how and to what extent human rights provide a normative-legal framework for designing policies that respect multiculturalism, and assessing multicultural practices. On the one hand, do human rights protect multicultural diversity? On the other hand, do human rights give robust guidance for normative and legal assessment of cultural customs, practices and traditions that can prevent unacceptable infringement of human rights within minority groups? Do human rights, including minority rights, offer legal, institutional and policy mechanisms that may help to reconcile conflicts among groups in multicultural contexts, and between minorities and the majority?

The course addresses legal and institutional responses to multicultural diversity, and offers an introduction to minority rights law as enshrined in human rights law. It addresses different perspectives of multiculturalism, as discussed by liberalism, communitarianism, interculturalism and responses of feminist theories to multiculturalism. Central theoretical issues in multicultural studies such as race,
ethnictiy, minority/majority, culture and identity, the role of migration, and power structures are examined.

Students are encouraged to contribute experiences from their own societies by case presentation and discussions.

TEACHING METHODS

Lectures, discussion in seminars, essay writing under guidance.

PREREQUISITES

The student must be admitted to this master programme before he/she signs up for the current course. The student must also have attended the full program of the introductory week of the master program. Exceptions may be made for exchange students from abroad.

ATTENDANCE

Attendance in no less than 80 % of the lectures and seminars in the course is required.

ASSESSMENT METHODS

Required individual work will be consisting of course attendance and a graded exam; a 4 hours written test (written exam) at the premises of the university college.

Assessment type/scale: Grades A to F.

Aids allowed: English dictionary.

LITERATURE

Tentative list:

Chapter 4: Jane Mansbridge. What does a Representative Do? Chapter 5: Melissa S. Williams. The Uneasy Alliance of Group Representation and Deliberative Democracy.
Chapter 12: Jacob T. Levy. Three Modes of Incorporating Indigenous Law.

All together 640 pages

LECTURERS

Robert Geyer
Arild Schou

Guest lecturer: Hermann Smith-Sivertsen
MHUMD700 | THEORIES OF CULTURE: ADVANCED COURSE | 10 ECTS
Language of instruction: English | Master of Science in Human Rights and Multiculturalism | Semester: SPRING 2015

OBJECTIVES OF THE COURSE

Having successfully completed this unit, the student is able to

- Analyse and examine central concepts in the study of culture such as discourse, subject, difference, power, class, gender, diaspora, nation, ethnicity and hybridity, from the perspective of interpretive and critical theories.
- Distinguish elements and discuss complexities of contemporary representations of identity.
- Understand the part played by culture in legitimizing social inequality.
- Debate some of the ways in which cultural power is displayed and turned into social practice.
- Define and discuss cultural relativism.
- Name and explain different uses of terms connected with diversity, pluralism and multiculturalism.
- Analyse and discuss current issues employing interpretive and critical theories.
- Analyse and discuss complex theoretical texts.

COURSE CONTENTS

The aim of this module is for the student to acquire a critical awareness of different theories of culture and of interculturalism/multiculturalism in an interdisciplinary context. The aim is also for the student to develop critical and analytical skills in reading, understanding and discussing complex theoretical texts.

Multiculturalism is a policy approach to managing cultural and ethnic diversity in contemporary societies. Some critiques of multiculturalism concern its conceptions of culture, identity and values. In this advanced course the students will be exposed to and discuss theories of culture and multiculturalism drawing especially on critical and interpretive theories. Through the reading and discussion of seminal texts, the course explores how notions such as subject, difference, power, class, gender, discourse, diaspora, nation, ethnicity and hybridity, religion, culture, colonialism and representation are theorized in critical and interpretive theories. Perspectives from different disciplines are drawn on to examine the relations of culture and power. Against this backdrop the recent debate on multiculturalism and interculturalism will be reviewed and discussed.

TEACHING METHODS

The course will be taught in the form of a seminar.

PREREQUISITES

For Norwegian students: Examen facultatum in humanistic, cultural or social science or the equivalent. For all students, except for exchange students from abroad, this is required: At least two of the courses MHUMA600, MHUMB601, MHUMC602 must be passed before the student signs up for this course.
ATTENDANCE

Seminar participation and presentation are prerequisites for submitting the final paper. The student should expect to read and write a written review of one central text before class and will be expected to discuss issues and answer questions that are brought up by lecturers and fellow students. Students will be expected to write at least one seminar report during the course.

ASSESSMENT METHODS

Required individual work consists of course attendance, at least one seminar presentation, short text reviews and at least one seminar report during the course.

The final exam will be an essay of maximum 4000 words based on a seminar presentation.

Assessment type/scale: Marks A-F

Aids allowed

LITERATURE

Required readings of the course amounts to approximately 650 pages selected from (parts of) the following titles: (Tentative list):

*Anthropological Quarterly* July 2007 (Essays of Feinberg, Johnson, Ulin and Perusek).
Anderson, Benedict. “Imagined communities”
Ernest Gellner “Nationalism and modernity.”
Geertz, Clifford (1973) Thick Description: Towards an Interpretative Theory of Culture', The Interpretation of Cultures. London: Fontana. (3-30)

Geertz, Clifford (1973) "Ideology as a cultural system." In The Interpretation of Cultures. London: Fontana. (193-233)

Geertz, Clifford (1973) "After the revolution. The fate of nationalism in the new states." In The Interpretation of Cultures. London: Fontana. (234-254)


Ch 1 (pp 1-15), Ch 2 (pp. 18-33) and Ch 6 (pp. 97-118)

Marx, Karl. Critique of Political Economy (Grundrisse) I. Production, Consumption, Distribution, Exchange (Circulation)

Marx, Karl. Capital Volume One Part I: Commodities and Money. Chapter One: Commodities


Modood, T. (2005) "Introduction: Racism, Asian Muslims, and the Politics of Difference" (pp. 1-23), and "Conclusion: Plural Britishness" (pp. 185-209) in Multicultural Politics. Racism, Ethnicity, and Muslims in Britain. Univ. of Minnesota Press


NAME OF LECTURERS

Lena Lybæk
Ådne Valen-Sendstad
Bjørn Flatås
OBJECTIVES OF THE COURSE

In practice countries do not show the similar willingness to actively protect human rights within their boundaries. The student should be able to analyze and explain this variation in countries’ differing respect and actual protection of human rights. Understanding and analysing some problems of human rights protection in different states in the curriculum is a part of the objective. In this course Human Rights respect serves as the dependent variable.

Guided by the objective of the course the student shall gain knowledge and understanding of the concepts, approaches and theories within the literature of the course syllabus and understand the empirical information that is included in the course syllabus. The student should use the issues, concepts, approaches and theories in the course syllabus in such individual scholarly writing and analysis that is relevant to the objective(s) of the course.

COURSE CONTENTS

When we notice variation in the levels of protection of human rights among countries, we should search for explanations of this variation. Is the varying degree of states’ actual protection of human rights influenced by variation in international regime surrounding the state, variation in national political systems, various problems within the justice and law enforcement systems combined with an authoritarian heritage, variation in the prevailing culture, or different levels of socio economic development? Perhaps it boils down to the presence of a democratic regime? Or, is this variation mainly due to the attitudes and choices of governmental leaders?

TEACHING METHODS

Lectures, discussion in seminars, essay writing under guidance.

PREREQUISITES

For all students, except for exchange students from abroad, this is required: At least two of the courses MHUMA600, MHUMB601, MHUMC602 must be passed before the student signs up for this course.

ATTENDANCE

Attendance in no less than 80 % of the lectures and seminars in the course is required.

ASSESSMENT METHODS

Required individual work for passing the course will be consisting of course attendance and that each course student must give a 6 minutes speech in the class in which he/she compares the human rights protection in two countries (pass or fail).
The final exam will be an individual essay authored under guidance and with a topic that must be pre-approved.

Assessment type/scale: Grades A to F.

Aids allowed

The essay must be an individual work of the student.

LITERATURE

Tentative list:

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risse, Thomas, Stephen C. Ropp, Kathryn Sikkink (eds)</td>
<td>2013</td>
<td>The Persistent Power of Human Rights: From Commitment to Compliance</td>
</tr>
</tbody>
</table>

Mandatory reading (Final version to be announced later):

To what degree should human rights be regarded as truly universal in a pluralistic and diversified world?

Churchill, Robert Paul: Debating the Universality of Human Rights, chapter two in: Human Rights and Global Diversity (47 pp)

From treaty signing to transnational networks pressing for implementation.

Thomas Risse, Stephen C. Ropp, Kathryn Sikkink (eds): 134 pages (chapters 1, 4, 7, 8).

Thomas Risse & Kathryn Sikkink: The socialization of international human rights norms into domestic practices: introduction (ch 1, 38 pp)

Daniel C. Thomas: The Helsinki accords and political change in Eastern Europe (ch 7, 29 pp).


How problems within the justice and law enforcement systems combined with an authoritarian heritage may help to explain the differing national protection of human rights:


Non-western culture and conceptions of human rights:


Comparing human rights protection in the nations of the world:

Todd Landman: (185 pages):
Norms and Rights and the Turn of the Century (ch 1),
Empirical Theories and Human Rights (ch 2),
Data and Methods (ch 3),
The International Human Rights Regime (ch 4),
Global variation in Human Rights Protection (ch 5),
Modeling Human Rights Protection (ch 6)
Protecting Human Rights (ch 7)

Individual elective reading:

Besides the mandatory reading, each student should select 350 pages from the literature listed below, and use this selected reading as reference for his/her individual essay (in addition the mandatory reading may also be used as reference for the essay).


NAME OF LECTURERS
Hermann Smith-Sivertsen
Module: MHUMF702  
Human Rights and multiculturalism in international institutions and relations  
10 ECTS

Language of instruction: English  
Master of Science in Human Rights and Multiculturalism  
Semester: Spring 2015

OBJECTIVE OF THE COURSE

The purpose of this part of the course is to further the students’ insight into the content and role of international human rights law, international humanitarian law and international criminal law in international relations, with an additional emphasis on the role of international non-state actors in human rights promotion and protection.

COURSE CONTENT

The course is divided into four focus areas. We start with a view of the present international situation, by looking at human rights as politics and idolatry. We then move on to study the relationship between international human rights law, international criminal law and international humanitarian law in such legal institutions as the ICTY, ICTR and the ICC. Third, we evaluate progress and challenges related to amnesty and impunity by looking also at the relationship between retributive and restorative justice.

We conclude with a more specific presentation of the role of international non-state actors in human rights promotion and protection.

PREREQUISITES

The student must be admitted to this master programme before he/she signs up for the current course. The student must also have attended the full program of the introductory week of the master program. Exceptions may be made for exchange students from abroad.

ATTENDANCE

A course attendance of at least 80% of the lectures will be expected.

ASSESSMENT METHODS

Required individual work will consist of course attendance and a brief written test by the end of the course (pass or fail). Active participation of the student at every seminar is expected, including reading all assigned literature and participation in group-discussions.

In addition, the students are required to hand in an essay with a topic related to the content of the first and second part of the course. The length of the essay should be between 5 000 and 6 000 words. Required individual work will be consisting of course attendance and an individual essay that is approved or not approved, on grounds of quality and relevance to the course contents.

The graded exam will be an oral defence of the essay.

Assessment type/scale: Marks A-F
LITERATURE

Tentative list:


LECTURERS

Lars Petter Soltvedt
Sigrun Skogly
Module MHUMG703 | HUMAN RIGHTS EDUCATION AND DIVERSITY | 10 ECTS

| Language of instruction: English | Master of Science in Human Rights and Multiculturalism, elective course | Semester: SPRING 2015 |

**OBJECTIVES OF THE COURSE**

Increased recognition of diversity within schools and society has implications for the ways in which human rights education is understood and practised. In this module, human rights education is interpreted and explored within an interdisciplinary framework. The course explores the concepts of human rights and cosmopolitanism as applied to diverse learning communities. It poses the question: what does the notion of loyalty or allegiance to our fellow humanity and respect for human rights mean on a day-to-day basis and what are the implications for education? We will consider human rights as principles for living together and focus on human rights education as a means to working towards the cosmopolitan ideals of justice and peace.

Having successfully completed this module, the student will be able to:

- recognise the relationship between HRE and awareness for securing human rights
- distinguish the concepts of teaching about, for and in human rights
- develop familiarity with the Universal Declaration of Human Rights and the UN Convention on the Rights of the Child and their significance in education
- understand and critique various approaches to human rights education (HRE)
- identify how human rights apply in policy-making and curriculum development
- understand the potential of human rights as principles for living and learning together in contexts of cultural pluralism
- understand and reflect on the professional responsibilities of educators in relation to HRE in contexts of diversity
- identify and practice skills for developing inclusive and democratic learning environments, where learners’ rights to dignity, respect and participation are upheld
- study and critique debates and ethical and didactical dilemmas, relating to human rights education, multiculturalism and values in contexts of diversity
- understand the implications of child participation rights for schooling.

**COURSE CONTENT**

The course provides an introduction to human rights education. Although the professional context is education and schooling, the programme will of relevance and interest to students from a range of disciplinary and professional backgrounds.

Specifically, the module offers a foundation in human rights and explores the potential of human rights frameworks for everyday contexts in and beyond schooling. The aim is for the student to acquire a critical awareness of different theories and practices linked to human rights education. In particular it focuses on human rights and research and professional ethics; the politics of human rights; and the human rights of children and young people. By the end of the course, students will be familiar with, critique, and be able to apply the following instruments to processes of teaching and learning: the 1948 Universal Declaration of Human Rights (HRE); the 1989 UN Convention on the Rights of the Child (CRC); other legally binding obligations relating to HRE; and the 2011 UN Declaration on Human Rights Education and Training.

Different social and cultural contexts, academic disciplines and educational levels may influence perceptions of what constitutes human rights education. The course will encourage students to explore broad human rights pedagogical principles to bridge such gaps. Specifically, the course focuses on didactical approaches to teaching for human rights with reference to diversity. We examine
the goals and purpose of human rights education, with the aim of establishing a baseline for good practice. Challenges and dilemmas facing educators and other practitioners within human rights education are addressed. The course approaches human rights education and diversity in an interdisciplinary manner, building on several traditional disciplines including pedagogy, philosophy, political science, history and law.

Although this module is relevant to all with a general interest in human rights awareness and education and who wish to pursue a wide range of careers, it also addresses the professional needs of those who plan careers in education and as teachers. Within the framework of the master’s programme, it equips qualified teachers with the necessary competence for work in general education with specialization in social studies and intercultural education. It builds upon and expands the guidelines and curricular requirements for Norwegian 4 year teacher education programmes. The Norwegian authorities are also giving greater emphasis to indigenous peoples’ rights within human rights education addressing the 2007 Declaration on the Rights of Indigenous Peoples. Students with a Norwegian teachers degree (bachelor or equivalent) will, upon completion of the master degree, be qualified as a master teacher with specialization in social studies and multiculturalism.

TEACHING METHODS

The course has an interdisciplinary approach, and adopts a range of teaching and learning styles. These include lectures, student participation in plenary and group discussions, case-studies and the like. Students are required to participate in group assignments and making use of our virtual classroom on an e-Education platform. Participation in group assignments is a pre-requisite for taking the final exam.

PREREQUISITES

For all students, except international exchange students, this module requires as a prerequisite before registering for this course, at least two of the following modules: MHUMA600, MHUMB601, MHUMC602.

ATTENDANCE

Students following this module are engaged in both individual and community learning processes where full class attendance is essential. Participation in class, group discussions and reading assignments is a prerequisite for taking the final exam.

ASSESSMENT METHODS

Participation in class, group discussions and reading assignments, and full engagement in the class community of learning is a prerequisite for taking the final exam. The graded assessment will be an individual essay, authored under supervision.

Assessment type/scale: Grades A to F.
Aids allowed

LITERATURE

Course text:

Other readings:
Tentative list:


**NAME OF TUTORS**

Audrey Osler  
Ådne Valen-Sendstad
In the form of a paper, the course will allow the students to formulate a research topic and develop the research design of their Master’s thesis, based on a discussion/review of relevant literature and methodology. The student should develop an awareness of the centrality of the researcher in the processes of research design, data collection and analysis, and of ethical issues in interpretative and critical methods.

In the form of a paper, the course will allow the students to formulate a research topic and develop the research design of their Master’s thesis, based on a discussion/review of relevant literature and theory.

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COURSE OBJECTIVES

The course aims to give an overview of qualitative, quantitative, comparative and interpretative methods in interdisciplinary research on human rights and multiculturalism. A focus is on nurturing skills and competence in developing research designs, formulating research questions and conducting human rights research. The course critically investigates various methods of scientific work, and shall enable students to evaluate research done by others, and formulate theoretically and empirically their own research agenda. The student should develop an awareness of the centrality of the researcher in the processes of research design, data collection and analysis, and of ethical issues in interpretative and critical methods.

COURSE CONTENTS

The course aims to give an overview of qualitative, quantitative, comparative and interpretative methods in interdisciplinary research on human rights and multiculturalism. A focus is on nurturing skills and competence in developing research designs, formulating research questions and conducting human rights research. The course critically investigates various methods of scientific work, and shall enable students to evaluate research done by others, and formulate theoretically and empirically their own research agenda. The student should develop an awareness of the centrality of the researcher in the processes of research design, data collection and analysis, and of ethical issues in interpretative and critical methods.

In the form of a paper, the course will allow the students to formulate a research topic and develop the research design of their Master’s thesis, based on a discussion/review of relevant literature and theory.

The student shall gain knowledge and understanding of the concepts, approaches and theories reflected in the course literature and understand the empirical information presented. The student should use the issues, concepts, approaches and theories in the course syllabus in individual scholarly writing and analysis.

COURSE CONTENTS

The course will discuss qualitative and interpretative research methodologies relevant for writing a thesis in the field of human rights and multiculturalism. The relationship between anthropology, ethnography, feminist studies and political science will be discussed. The course will enhance the student’s understanding of methodological and ethical issues related to qualitative and interpretative research methodologies, and different approaches to research design including case study, life history research, action research, statistical analysis, discourse analysis and documentary analysis. Legal approaches and comparative methods are also a part of the course. A variety of research techniques and sources of data will be discussed, including, interviewing, observation, questionnaires, journals/logs, and documentary sources. We will focus on different approaches to the use, analysis and critique of qualitative data will be presented, including the uses and limitations of data-analysis software. Finally, we will address issues related to the writing of the thesis, including library usage.

TEACHING METHODS

Independent lectures, reflection exercises, group work, paper presentations and discussions.

PREREQUISITES

For Norwegian students: A Bachelor’s Degree in humanities, cultural or social science or the equivalent.

For all students, except for exchange students from abroad: Courses MHUMA600, MHUMB601, MHUMC602 must be passed before the student signs up for this course.
ATTENDANCE

A course attendance of at least 80% of the lectures will be expected. Seminar participation and presentation is a prerequisite for submitting the final paper.

ASSESSMENT METHODS

Required individual work will consist of a minimum of 80% course attendance and a brief written test in January (pass or fail).

The graded final exam will be an individual essay authored under tuition and with a topic that must be pre-approved. The essay shall not exceed 5000 words, in which the student introduces his/her research topic for the master’s thesis, with a particular focus on a discussion of the research design and methods of the project, including a brief review/discussion of relevant literature and theory.

Assessment type/scale: Marks A-F

LITERATURE

Tentative list:

Required readings of the course amounts to approximately 1000 pages:


Recommended readings:

Sage.

NAME OF LECTURERS

Arild Schou
Heidi Biseth
More to be decided
Module
MHUMH800

The philosophy of Human Rights – ethical
and professional perspectives

10 ECTS

Language of instruction:
English

Master of Science in Human Rights and
Multiculturalism

Semester:
AUTUMN

OBJECTIVES OF THE COURSE

Having successfully completed this unit, the student is able to:

- Recognize the role of philosophy in the development of human rights;
- understand the part played by ethics in the development and legitimization of human
  rights and professional conduct;
- recognize and examine different ethical models in the context of human rights and
  multiculturalism;
- identify ethical dilemmas related to human rights policy and policy concerning
  multiculturalism, and discuss this in the context of professionalism and social
  responsibility;
- debate some of the ways in which professional ethics, human rights and national
  policies governing professional conduct might hold conflicting interests;
- name and explain different terms connected with ethics, professional ethics, and
  social responsibility, and how they are employed in philosophy and normative political
  theories.

COURSE CONTENTS

Human rights raise several philosophical issues. These may range from meaning, justification,
content and institutional implications. One of these is how we are to best conceive of the relationship
between philosophical and legal understandings of human rights. Philosophical conceptions of human
rights are often argued on the basis of moral premises of human dignity and the sanctity of life, while
legal conceptions of human rights appeal to a variety of domestic constitutions and international
conventions. This can be linked to discussions on the relationship between ethics and human rights,
and issues concerning personal and state responsibility, rights versus duties, legality and legitimacy.
In addition to addressing the relationship between ethics and human rights, the course examines
human rights and multiculturalism in relation to professional ethics and responsibility.

The objective of the course is for the student to acquire critical awareness of philosophy and ethics as
critical tools for examining human rights and multiculturalism, and awareness of professional ethics
and human rights as tools for adapting good professional practises.

TEACHING METHODS

The course is taught in a combination of lectures and seminars. The seminars require student
participation. The students will be required to participate in group assignments, making use of our
virtual classroom on an e-Education platform. Participation in group assignments is a pre-requisite for
taking the final exam.
PREREQUISITES

For all students, except for exchange students from abroad, it is required that at least two of the courses MHUMA600, MHUMB601, MHUMC602 must be passed before the student signs up for this course.

ATTENDANCE

Participation in class, group discussions and reading assignments is a prerequisite for taking the final exam.

ASSESSMENT METHODS

Participation in class, group discussions and reading assignments is a prerequisite for taking the final exam.

The graded assessment will be an individual essay, authored under supervision.

Assessment type/scale: Grades A to F.

Aids allowed

LITERATURE

Tentative list:
The majority of the required reading is sourced from the following books:


Required readings of the course:


Amounts to approximately 800 pages

NAME OF LECTURER
Ádne Valen-Sendstad
LEARNING OUTCOMES

After completing the thesis the student will be able to engage in a sustained piece of individual, academic research on a chosen topic of relevance to the study of human rights and multiculturalism.

After completing the thesis the student will be able to

- explore a problem through reading widely and critically reflect on relevant research in an appropriate and thorough manner;
- formulate a theoretical framework, delineate a research problem and design a research strategy relevant for the chosen topic;
- think through varying methodological approaches and to adopt the necessary approaches suitable to the topic being researched;
- produce a thesis that displays evidence of independent research skills;
- reflect on relevant ethical aspects of research and development work in the context of his/her own research.

After completing the thesis the student will be able to

- analyse critically academic texts presented by others;
- analyse and critically assess academic texts on an advanced level.

COURSE CONTENTS

This module allows students to pursue their individual research project within their chosen topic relevant to the study of human rights and multiculturalism. The project should build on the course work completed during their first year of study, and on the methodological foundations and their thesis design developed as part of MHUMJ801. The students will be expected to develop and demonstrate in their dissertation a mastery of relevant primary and secondary sources in their field; to relate the appropriate standard methodological approaches and theoretical issues to their specific area of research; to demonstrate the originality and relevance of their research to wider issues related to their specific field; and to demonstrate their familiarity with the accepted requirements and standards for presentation of research in their chosen field.
TEACHING METHODS

Teaching takes place through seminars, independent, guided research and writing of the MSc thesis, and individual supervision. Individual supervision is given in accordance with the contract signed between student and supervisor.

The learning outcomes can only be achieved through active student participation, and it is expected that the student is well prepared for supervision sessions.

Student/staff research seminars will be held in the spring semester. Here the students will present their nearly finished research, with the opportunity to discuss their findings and conclusions.

PREREQUISITES

The student must be admitted to this master programme before he/she signs up for the current module. In order to submit the final thesis, the student must have completed and passed all compulsory and elective course work in the program (the equivalent of 80 ECTS). The student must also have submitted an approved research proposal.

PARTICIPATION AND THESIS REQUIREMENTS

The master’s thesis is an independent research report written by the student during the last year of the study, and the thesis must meet the general requirements of scientific publishing. It is possible to handle empirical, as well as purely theoretical or normative questions in the thesis. The thesis will include a precise research question, reasoned choice of methods and systematic reasoning. Students are responsible for the choice of theme for the task, study design and implementation.

The student should submit a thesis proposal by 30 September. The proposal should include an introduction, a research question, statement of purpose, indicative literature, significance of the project, work plan and bibliography. Based on the proposal, the student will be assigned a supervisor/(co-supervisor) for the project.

Students are expected to contact their supervisor as soon as they have been assigned one, in order to make agreements on progress, meetings and mutual expectations. Both student and supervisor sign a standard supervision agreement.

The student is entitled to 15 hours of supervision in connection with the writing of the thesis. The student has to physically meet with the supervisor to get the research proposal approved.

The student must document participation in research seminars, and the presentation of their own project in one of these.

Thesis requirements:

The substantive element of the thesis should be between 80 and 100 pages, including footnotes/endnotes (as required) but excluding abstract, acknowledgements, list of acronyms and abbreviations, table of contents, and bibliography. The number of words must be stated in the preface or on the first page. The text must be clearly readable. This means that it must use a minimum point size 12, good margins and line spacing 1.5. (For further details see separate document: Thesis proposal and thesis requirements).

The deadline for submitting the final thesis is May 15, 2016.
ASSESSMENT METHODS

Continuous Assessment/Supervision
The student is entitled to 15 hours of supervision in connection with the writing of the thesis.

Student/staff research seminars will be held in the spring semester. Here the students will present their nearly finished research, with the opportunity to discuss their findings and conclusions.

Final assessment
The marking process should follow the assessment criteria formulated for the program, and be according to national and international standards for academic studies at master’s level. The assessment will be available for the students no longer than six weeks after submission.

A thesis committee consisting of one external and one internal examiner (after proposal by the supervisor and approved by the Head of studies) will review the thesis. The role of the supervisor is to facilitate the work of the commission. The supervision will be consulted before the passing of the final grade. Should the two examiners fail to agree, a second external examiner will be consulted.

At least 24 hours before the grading meeting, both examiners should mail to each other a short written assessment of the most important strengths and weaknesses of the dissertation. They shall author these assessments individually.

The supervisor(s) must always have a meeting with the examiners before the latter discuss the grading. This meeting might be a conference over telephone. At this meeting the supervisor shall have knowledge about the contents of the short written assessments, and be allowed to comment these.

After this meeting, the two examiners should have a final meeting (of two persons) in which they should agree on the grading of this dissertation. If they can’t agree, a new commission must be appointed. The examiner that was proposed by the supervisor shall have the task to explain this marking to the student, if required.

Assessment type/scale
The thesis is graded A-F, where A is the best and E is the poorest passing grade. F is fail.

The thesis will be assessed according to its quality with regard to the theoretical foundation of the study, evidence of the candidate’s orientation in the field; clarity in research aims and objectives; the appropriateness of methods chosen, and quality of the methodological skills demonstrated; the level of analytical ability and reflection demonstrated in the thesis; the empirical/theoretical support for claims made and finally the structure and presentation of the thesis.

Students, supervisors and examiners should consult the document “Assessment criteria. MSc Human rights and multiculturalism.”

Explanations and appeals
The student may request an explanation for the assessment and grade of the thesis. The student may also appeal the assessment or make a complaint about formal examination errors. The regulations on explanations and appeals are to be found in the Regulations regarding examinations at Buskerud and Vestfold University College.

Resit an examination/Revision of theses
If the thesis is found not meet the criteria for theses at Master’s level, the student may resubmit. The student should consult the exam’s office for further information and regulations regarding resubmitting a thesis.