

<b>Course Title:</b>	Human Rights for Public Policy Students
<b>Instructor:</b>	Kirsten Roberts Lyer
<b>ECTS:</b>	8
<b>Term:</b>	Winter
<b>Module:</b>	Elective

**Relation to other courses:** None.

### **Background and Overall Aim of the Course:**

This course deals with the core international human rights standards and the actors responsible for developing, implementing and monitoring them, as well as some critical contemporary human rights issues.

Through an examination of the main human rights laws, and the main mechanisms for monitoring and compliance with human rights, this course will develop students' knowledge and understanding of the applicable international human rights standards and mechanisms and build students' skills in critical analysis of complex human rights issues.

This course introduces the core international human rights standards and the bodies responsible for developing, implementing and overseeing them. Week by week, the class will examine the main human rights laws, including civil and political rights, economic, social and cultural rights, non-discrimination, and the prohibition of torture. The class will critically examine the main mechanisms for monitoring and compliance with human rights at the United Nations, in regional human rights bodies and at the national level. It will also analyse the theory and practice of human rights by considering them against real-life situations. Whether implicitly or explicitly, human rights are a central component in almost every aspect of national and international policy. The practice of human rights is about identifying problems and finding solutions. Understanding the basic principles and framework upon which the international human rights system is built will provide students with a base from which they can understand how to mainstream human rights into their future work analysing, developing and implementing policies that are human rights compliant.

### **Learning Outcomes:**

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

1. Identify core human rights standards and terminology, and understand how they are used in practice.
2. Describe the roles and main features of; (a) the UN Treaty Body system, (b) national implementation of international human rights standards, (c) human rights defenders, NGOs and national oversight bodies including National Human Rights Institutions.
3. Evaluate different views on a range of human rights issues coming from diverse sources and provide their own critical assessment.
4. Relate the core human rights standards to their application in practice by governments, and understand how policy can be developed using a human rights approach.
5. Be able to work in teams to analyse a situation in terms of the human rights issues involved, apply human rights standards and principles to real life human rights problems, and create solutions.
6. Identify important sources of human rights information and understand how human rights are relevant to their future career.

### **Learning Activities and Teaching Methods:**

This course emphasises developing the skills needed to assess real-life situations against international human rights law standards. It is participatory and all students are invited to actively engage each week. The course encourages critical thinking and problem solving through pre-class readings, active in-class discussions and team exercises, and through the development of a final paper on a topic of interest to the student, which they will first present in class. The course will involve a two-class team exercise, where students will work together to propose a solution for a human rights 'crisis', applying the principles learned from the course to a mock scenario. In the first of these two classes, students will be presented with the 'crisis' and they will work in teams to propose how it could be approached and present this in the following class.

For many of the classes, students are asked *before* you do any of the readings to write down a sentence or some bullet points of their own thoughts/views/experience of the issue under discussion, and to bring this note with them for the class. The purpose of these exercises is to help to draw out students own views, assumptions and experience of the issues before they do the readings, in order to identify how these may change, be challenged or be reinforced by the weekly readings, and through the course as a whole.

### **Assessment:**

The primary means of assessment is an advocacy paper, which students will develop through the in-class presentation, outline and finalise for the final term paper.

The course will be graded as follows:

1. **Outline and in-class presentation:** During the course, each student will give a **5-minute in-class presentation** about the topic and the scope of their advocacy paper, with a 5 minute Q&A/discussion after their presentation, after which they will then prepare a **1,000-word annotated outline** of their term paper. This element will account for **30% of the grade** (10% for the presentation, 20% for the outline).

2. **Active participation: Team work & reading notes:**

This comprises:

- (a) engagement in class discussions and exercises, evidence of having done the readings, including through submission of the short reading notes, and
- (b) active participation in the practical exercise held during the course.

Active participation will account for **20% of the grade**.

3. **A Term Paper** will account for **50% of the grade**. This is an advocacy paper will be 3,500 words and will be the development of the annotated outline. The due date will be at the end of the term. The exact date will be announced at the start of the course.

Participation including reading notes and teamwork:	20 %
Presentation and annotated outline:	30 %
Exam:	n/a
Final advocacy paper:	50%

### **Course Content and Readings:**

- [Week 1 \(classes 1 & 2\) - Human Rights and the International Framework: An Overview](#)

The purpose of this class is; (1) to introduce the course, including its approach, policies and assignments, as well as (2) to introduce some fundamental human rights principles and features of the international human rights system. It will introduce:

- The Universal Declaration of Human Rights (UDHR).
- The international human rights framework and the main human rights actors (governments, NGOs and civil society, National Human Rights Institutions, regional and international organisations) and avenues for redress.

- Key terminology: universality, indivisibility and inalienability, interdependence and interrelatedness, participation and inclusion; 'respect, protect, fulfil' v. violations, omissions and excuses.
- The concept of a human rights based approach to policy.

We will also discuss how to develop advocacy papers.

**Short Exercise: *Before*** you do the readings please do this short exercise. 1) The Universal Declaration of Human Rights (UDHR) contains 30 Articles, 27 of which list substantive rights. Before looking at the UDHR, write down what rights you think are contained in the UDHR. 2) Write down a few bullet points/sentences with your thoughts on the history of human rights (per Aryeh Neier). Please bring this note to class with you, as we will use it in our in-class discussions.

### ***Required Reading Classes 1 & 2***

- Universal Declaration of Human Rights [LINK](#)
- Office of the High Commissioner for Human Rights (OHCHR), *Human Rights: A Basic Handbook for UN Staff*. \*p. 2-5 ['what are human rights' to state responsibility] [LINK](#) (3 pages)
- Louis Henkin, Sarah Cleveland, Laurence Helfer, Gerard Neuman, Diane Orentlicher, *Human Rights*, (2<sup>nd</sup> Edition, Foundation Press 2009). \*Chapter 5, 'The principal international human rights agreements and instruments' pp. 214-223 (9 pages)
- Aryeh Neier, *The International Human Rights Movement: A History* (Princeton: Princeton University Press, 2012), \*Chapter 3 'what are rights?' (36 pages)
- Australian Human Rights Commission, 'Human Rights Based Approaches' (web page) [LINK](#) (1 page)

### ***Additional Reading/Resources***

- Andrew Clapham, *Human Rights: A Very Short Introduction*, (Oxford University Press, 2015). \*Chapters 1- 3.
- Jack Donnelly, 'The Relative Universality of Human Rights' 29(2) *Human Rights Quarterly* (2007) 281 [LINK](#)
- Bertand G. Ramcharan, 'Universality, Equality and Justice', in *The Fundamentals of International Human Rights Treaty Law* (Brill/Martinus Nijhoff, 2011). \*Ch. 10

- 'Institutional Design: Building Global Structures to Influence States', in Steiner, Alston and Goodman, *International Human Rights in Context: Law, Politics, Morals*, (3rd Edition, 2012 Oxford University Press). \*pp. 709-735.
  - Samuel Moyn, *The Last Utopia: Human Rights in History* (Harvard University Press, 2012)
  - Lynn Hunt, *Inventing Human Rights: A History* (Norton & Co., 2007). \*Chapter 3. [LINK](#)
  - Micheline Ishay, 'What are human rights? Six historical controversies', 3(3) *Journal of Human Rights* 359 (2004) [Link Here](#)
  - Makau Mutua, 'Savages, Victims, Saviors: The Metaphor of Human Rights,' 42(1) *Harvard International Law Journal* 201 (2001). [LINK](#)
  - Bertrand Ramcharan, 'The law making process', in Dinah Shelton (ed), *The Oxford Handbook of Human Rights Law* (2013) \*Ch. 21
  - Sir Nigel Rodley, 'International Humanitarian Law', in Malcolm Evans *International Law* (4<sup>th</sup> Edition, Oxford University Press 2014)
- [Week 2 \(classes 3 & 4\) - Substantive Rights I: Civil and Political Rights](#)

After the adoption of the UDHR in 1948, almost 20 years passed before specific treaties were adopted to formalise and legalise the principles in the Declaration. The Declaration's standards were eventually divided into two treaties covering civil and political rights, and economic, social, and cultural rights respectively.

The purpose of this class is to introduce civil and political rights arising from the International Covenant on Civil and Political Rights (ICCPR). It will particularly look at the standards on procedural rights in relation to:

- The right to life, liberty and physical security (ICCPR Articles 6-11).
- The right to a fair trial, due process & an effective remedy (Articles 4, 13, 14, 15 16).
- Freedom of thought, expression and association (Articles 17-22).

It will consider their real-world application, and the event of permissible limitations on these rights.

**Short Exercise: *Before*** you do the readings, please think about and write down a few short sentences on: 1) what you understand by the term 'civil and political rights', 2) how 'civil-and-political-rights compliant' you feel your country/jurisdiction is and why. Please bring this note to class with you, as we will use it in our in-class discussions.

### **Required reading**

- ICCPR Articles 1-27 [LINK](#) (4 pages)
- Philip Alston and Ryan Goodman, *International Human Rights* (Oxford University Press, 2012). \*pp. 157-165 ('the ICCPR') (8 pages)
- Freedom House, *Freedom in the World Report 2019*. \*pp. 1-27. (27 pages) [LINK](#)
- And read the latest Concluding Observations of the Human Rights Committee on your own country (approx 10 pages). If there is no report on your country, please pick a report from another country of interest to you. To find the reports, follow the below steps:

1. Click/paste the following link [http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/TBSearch.aspx?Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en)
2. When the page appears: a) click on the tick-box beside your country in the top right box under 'filter by State...', b) then click on 'CCPR' under 'filter by committee' in the box in the middle section, c) then click on 'concluding observations' in the right-side box under 'filter by document type', d) finally, click 'search' at the very bottom left of the screen.
3. You will then be taken to a page with a list of all the Concluding Observations for your country, and can select the most recent.

### **Additional reading/resources**

- OHCHR Fact Sheet on the ICCPR and the Human Rights Committee [LINK](#)
- Martin Scheinin, 'Core Rights and Obligations' in Dinah Shelton (ed), *The Oxford Handbook of International Human Rights Law* (Oxford University Press, 2013). \*pp.527-540.
- Kenneth Roth, 'Tyranny's False Comfort: *Why Rights Aren't Wrong in Tough Times*' Introduction to Human Rights Watch Annual Report 2015 [LINK](#)

### **Fair Trials**

A very useful and comprehensive reference guide on fair trial rights is the following manual:

- OSCE Office for Democratic Institutions and Human Rights (ODIHR), Legal Digest of International Fair Trial Rights, (2012) [LINK](#)
- United Nations Human Rights Committee, *General Comment 32: Article 14: Right to Equality before Courts and Tribunals and to a Fair Trial* UN Doc. CCPR/C/GC/32 (2007) [LINK](#)
- Human Rights First, 'What is a Fair Trial: A basic Guide to Legal Standards and Practice' (2000) [https://www.humanrightsfirst.org/wp-content/uploads/pdf/fair\\_trial.pdf](https://www.humanrightsfirst.org/wp-content/uploads/pdf/fair_trial.pdf)

### **Life, liberty and Security of Person**

- United Nations Human Rights Committee, General Comment No. 35, Article 9 (Liberty and security of person) UN Doc. CCPR/C/GC/35 (2014) [LINK](#)

### **Thought, Conscience, Religion**

- United Nations Human Rights Committee, General Comment 22, Article 18: The right to freedom of thought, conscience and religion (1993) [LINK](#)
- Malcolm Evans, 'From Cartoons to Crucifixes: Current Controversies Concerning the Freedom of Religion and the Freedom of Expression before the European Court of Human Rights', 26(1) *Journal of Law and Religion* 345 (2010).
- H. Bielefeldt, 'Freedom of Religion or Belief—A Human Right under Pressure', 1(1) *Oxford Journal of Law Religion* 15 (2012).
- [Week 3 \(classes 5 & 6\) - Substantive Rights II: Economic, Social, and Cultural Rights](#)

The purpose of this class is to introduce Economic, Social and Cultural (ESC) Rights, including the issue of the 'justiciability' and enforceability of these rights compared to civil and political rights. The class will particularly consider the content of substantive rights in relation to;

- The right to education.
- The right to water.
- The right to health.
- The right to work & social security.

**Short Exercise: *Before*** you do the readings, please think about and write down a few sentences on: 1) what you understand by the term ‘Economic, Social and Cultural Rights, 2) how ‘Economic, Social and Cultural Rights-compliant’ you feel your country/jurisdiction is and why. 3) Globally, do you consider there is more of a focus on civil and political or economic, social and cultural rights? Please bring this note to class with you, as we will use it in our in-class discussions.

### Required Reading

- ICESCR Articles 1- 15 (3 pages) [LINK](#)
- Philip Alston and Ryan Goodman, *International Human Rights* (2012). \*‘Economic and Social Rights’ pp. 277-290 (13 pages)
- OHCHR, ‘Frequently Asked Questions on a Human-Rights Based Approach to Development Co-operation’ [LINK](#)\*pp.15-21 (6 pages)
- OHCHR, ‘A human rights based approach to health’ [LINK](#) (4 pages)
- OHCHR, ‘Human Rights and the Millennium Development Goals in Practice: A review of country strategies and reporting’ (2010). \*Section 3 ‘prioritising rights in policy’ pp. 20-25 (6 pages) [while this is written on the Millennium Development Goals (MDGs) it provides a useful overview on how the OHCHR considers ESC rights should be considered in developing policy] [LINK](#) (NOTE the Millennium Development Goals referred to in this document have been replaced by the Sustainable Development Goals, which are a set of commitments agreed to by UN Member States. For more information, see here [LINK](#))
- Read the latest concluding observations of the Committee on Economic Social and Cultural Rights on your own country (approx 10 pages). If there is no report for your country, please read a recent one for a country of interest to you. To find the reports, follow the below steps:

1. Click/paste the following link [http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/TBSearch.aspx?Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en)

2. When the page appears: a) click on the tick-box beside the relevant country name in the top right box under ‘filter by State...’, b) then select ‘CESCR’ under ‘filter by committee’ in the middle section, c) then select ‘concluding observations’ in the bottom right-side box.



3. After clicking 'search', you will be taken to a page with a list of all the CESCR Concluding Observations for your country, and can select the most recent.

### Additional Reading/Resources

- OHCHR, 'Frequently Asked Questions about Economic, Social, and Cultural Rights' [LINK](#)
- Committee on Economic Social and Cultural Rights, General Comment No. 13: The Right to Education, UN Doc E/C12/1999/10 (1999).
- Andrew Clapham, "Food, Education, Health, Housing, and Work," in *Human Rights: A Very Short Introduction*(Oxford University Press, 2015).
- Kenneth Roth, 'Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization,' 26(1) *Human Rights Quarterly* 63 (2004) <http://www.jstor.org/stable/i20069712>
- Leonard Rubenstein, 'How International Human Rights Organizations Can Advance Economic, Social and Cultural Rights: A Response to Kenneth Roth', 26(4) *Human Rights Quarterly* 845 (2004).
- Kenneth Roth, 'Response to Leonard Rubenstein', 26(4) *Human Rights Quarterly* 873 (2004). (Please use Jstor.org or Muse to access this)
- Leonard Rubenstein, 'Response by Leonard Rubenstein', 26(4) *Human Rights Quarterly* 879 (2004). (Please use Jstor.org or Muse to access this)
- Mary Robinson, 'Advancing Economic, Social, and Cultural Rights: The Way Forward', 26(4) *Human Rights Quarterly* (2004) <https://muse.jhu.edu/article/174738/summary>
- Katarina Tomasevski, 'Un-asked Questions about Economic, Social and Cultural Rights from the Experience of the Special Rapporteur on the Right to Education (1998-2004): A Response to Kenneth Roth, Leonard S. Rubenstein, and Mary Robinson', 27(2) *Human Rights Quarterly* 709-720 (2005). <https://muse.jhu.edu/article/182779>
- Philip Alston and Gerard Quinn, 'The Nature and Scope of States Parties' Obligations under the International Covenant on Economic, Social and Cultural Rights', 9(2) *Human Rights Quarterly* 156 (May 1987). <http://www.jstor.org/stable/762295>
- 'Maastricht Guidelines on Violations of Economic, Social and Cultural Rights', Maastricht, January 22-26, 1997 [LINK](#)

- Daniel J. Whelan and Jack Donnelly, 'The West, Economic and Social Rights, and the Global Human Rights Regime: Setting the Record Straight' 29(4) Human Rights Quarterly 908 (2007).
  - Philip Alston, 'Ships Passing in the Night: The Current State of the Human Rights and Development Debate seen through the Lens of the Millennium Development Goals' 27(3) Human Rights Quarterly 755 (2005)
  - Manisul Ssenyonjo, 'Reflections on state obligations with respect to economic, social and cultural rights in international human rights law' 15(6) International Journal of Human Rights 969 (2011)
  - OHCHR Fact sheet 16, The Committee on Economic, Social and Cultural Rights [LINK](#)
  - Audrey Chapman and Benjamin Carbonetti, 'Human Rights Protections for Vulnerable and Disadvantaged Groups: The Contributions of the UN Committee on Economic, Social and Cultural Rights', 33 Human Rights Quarterly 682 (2011).
  - OHCHR, 'Principles and Guidelines for a Human Rights Approach to Poverty Reduction Strategies' [LINK](#)
- [Week 4 \(classes 7 & 8\) - Substantive Rights III: Non-Discrimination](#)

The purpose of this week's class is to discuss some of the concept of discrimination, through the provisions of the Convention on the Elimination of Racial Discrimination (CERD). The class will consider in particular:

- The specific provisions of the Convention.
- The concept of 'Hate Speech' and considerations in relation to social media
- The introduction of 'special measures' to support specific groups.

**Short Exercise: *Before*** you do the readings, please think about and write down a few sentences on: 1) how you would define hate speech, 2) whether there are any specific groups of people that might require specific protection in your country/jurisdiction and why. Please bring this note to class with you, as we will use it in our in-class discussions.

## Required Reading

CERD <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx> \*Articles 1-7

OHCHR, *Minority Rights: International Standards and Guidance for Implementation*, (2010) [LINK](#) \*pp. 7-13 (II. Scope of Minority Rights Protection). (6 pages)

Andrew Clapham, *Human Rights: A Very Short Introduction*, (Oxford University Press, 2015). \*Chapter 8, discrimination (6 pages)

Committee on the Elimination of Racial Discrimination, General Recommendation No. 35 'Combatting racist hate speech' [LINK](#) (10 pages)

The Guardian, *First Nations leader urges Canada to prosecute 'out of hand' hate speech*, 27 July 2017 [LINK](#) (1 page)

The Atlantic, Wendy Kaminer, 'Why we need to tolerate hate', 28 November 2012 [LINK](#) (2 pages)

Hate Speech on Social Media: Global Comparisons, Council on Foreign Relations [LINK](#) (6 pages)

### ***Additional Reading/Resources***

#### **Hate Speech**

ECRI General Policy Recommendation No. 15 on Combatting Hate Speech, Adopted 8 December 2015 [LINK](#)

Study no. 406/2006 of the Venice Commission, "Report on the relationship between freedom of expression and freedom of religion: the issue of regulation and prosecution of blasphemy, religious insult and incitement to religious hatred", doc. CDL-AD(2008)026, 23 October 2008. [LINK](#)

European Court of Human Rights Fact-Sheet 'Hate Speech' July 2017 [LINK](#)

#### **Minorities**

Rhona K Smith, *Textbook on International Human Rights* (7<sup>th</sup> Edition). \*Ch. 21 Minority Rights & 22 Rights for specific categories of persons

United Nations Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, Adopted by General Assembly resolution 47/135 of 18 December 1992. [LINK](#)

*Ethnic Conflict, Minority Protection and Conflict Resolution: Human Rights Perspectives*, An Interdisciplinary Discussion held at the Rockefeller Foundation, Harvard Law School Human Rights Program 2004. [LINK](#)

Advisory Committee on the Council of Europe Framework Convention for the Protection of National Minorities, 'Commentary on the Effective Participation of Persons Belonging to National Minorities in Cultural, Social and Economic Life and in Public Affairs' ACFC/31DOC(2008). [LINK](#) (see: "commentary on participation")

OHCHR, *Minority Rights: International Standards and Guidance for Implementation*, (2010) [LINK](#)

OHCHR Minority Rights website: [LINK](#)

### **Indigenous**

"United Nations Declaration on the Rights of Indigenous Peoples," 13 September 2007. [LINK](#)

Website of the UN Permanent Forum on Indigenous Issues, <http://www.un.org/esa/socdev/unpfii/index.html>

Anaya, J. & Williams, R. A. (2001). "The Protection of Indigenous Peoples' Rights over Lands and Natural Resources Under the Inter-American Human Rights System." *Harvard Human Rights Journal* 14.

OSCE - The Lund Recommendations on the Effective Participation of National Minorities in Public (1999) [LINK](#)

- [Week 5 \(classes 9 & 10\) - Substantive Rights IV: The Prohibition on Torture & Rights in Prisons](#)

This week discusses the Convention Against Torture (CAT), the use of torture globally, issues of impunity, and the debate relating to the 'usefulness' of torture, particularly as expounded by the US in its defence of 'enhanced interrogation' techniques. In the second class, we will consider the situation in prisons, and how CAT relates to rights of prisoners.

**Short Exercise:** This week, please write your note on your thoughts and views on the Hajjar article.

### **Required Reading**

- Convention Against Torture, Articles 1- 16 [LINK](#)
- European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, 'Combating Impunity', (5 pages) [LINK](#)

- Greg Miller, Adam Goldman and Julie Tate, 'Senate report on CIA program details brutality, dishonesty', *The Washington Post* 9 December 2014 [LINK](#) (Article & accompanying video - 2:16 minutes)
- Lisa Hajjar, 'Does Torture Work? A Sociolegal Assessment of the Practice in Historical and Global Perspective', 5 Annual Review of Law and Social Science 311 (2009). \*pages 311-316 ( from the Introduction to 'Torture's past') and pp. 323 to 336 (from 'modern torture regimes' to the end of the piece) (**18 pages**) 10.1146/annurev.lawsocsci.093008.131501 [LINK](#)
- Amnesty International 'Detention and Imprisonment' [LINK](#) (please read the webpage – Overview, The Problem, What Amnesty is Calling For, Key Facts) (**1 page**)
- Amnesty International, *Prisons within Prisons: Torture and Ill-Treatment of Prisoners of Conscience in Viet Nam* 2016) [LINK](#) \*pp. 5-10 (**6 pages**)

### Additional Reading/Resources

Amnesty International, 'Torture in 2014: 30 years of broken promises' *media briefing* [LINK](#)

UN Body of Principles for the Protection of All Persons under Any Form of Detention or Imprisonment (1988) [LINK](#)

UN Basic Principles for the Treatment of Prisoners (1990) [LINK](#)

Jessica Wolfendale, 'The Myth of "Torture Lite"' (23)1 Ethics & International Affairs 47 (Spring 2009)

Manfred Nowak, 'What Practices Constitute Torture: US and UN Standards,' 28(4) Human Rights Quarterly 809 (2006).

Amnesty International, "United States of America: Human Dignity Denied: Torture and Accountability in the 'War on Terror,'" (2004) [LINK](#)

Mazia Bahari with Aimee Molloy, 'Then They Came For Me: A Story of Injustice and Survival in Iran's Most Notorious Prison' (Oneworld Publications, 2012)

Lynn Hunt, 'Inventing Human Rights' (2007). \*Chapter 2 'Abolishing Torture'. [LINK](#)

M Rafiqul and S M Solaiman, 'Torture under Police Remand in Bangladesh: A Culture of Impunity for Gross Violations of Human Rights', 4 Asia-Pacific Journal on Human Rights and the Law [LINK](#)

OHCHR, Human Rights and Prisons: Manual on Human Rights Training for Prison Officials (2005) [LINK](#)

European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (CPT), *The CPT Standards*, [LINK](#)

Irish Penal Reform Trust, *Human Rights in Prisons* (2009), [LINK](#)

Global Research, *The Prison Industry in the United States: Big Business or a New Form of Slavery?* [LINK](#)

Website of the UN Committee Against Torture: [LINK](#)

Association for the Prevention of Torture (NGO): [LINK](#)

Amnesty International, *Prisoners are bottom of the pile' The Human Rights of Inmates in Ghana* (2012). [LINK](#)

- [Week 6 \(classes 11 & 12\) - Monitoring and Compliance I: The UN Human Rights System](#)

How are the international human rights standards monitored and how, why and how well do states comply with these international standards? The purpose of this week is to introduce issues of monitoring and compliance with international human rights standards. The question of state compliance is an extensive field of scholarship, and this class will consider the UN human rights system, as well as giving an overview of some of the main theories on compliance. It will discuss:

The UN human rights system;

- Treaty body mechanisms.
- The Human Rights Council and Universal Periodic Review (UPR).

Theories of state compliance with international human rights law, and why it matters.

**Short Exercise: *Before*** you do the readings, please think about and write down a few sentences on 1) why you think states (governments) in general agree to international human rights treaties, and 2) why you think *your country* signs up to international human rights treaties and standards. 3) has your view changed after the readings? Please bring this note to class with you, as we will use it in our in-class discussions.

## Required Reading

- Alston and Goodman (2012), pp. 689-719 (from '*Comment on conceptions of enforcement*' to the end of the first page of '(3) Special Sessions') pp. 728 – 731 ('Thematic Report of Special Rapporteurs') pp. 735-741 (from 5. *Evaluating the Special Procedures*, to the end of the section on the UPR on p.741) **(40 pages)** [Please note that you](#)

should be able to use Google Books to read the specified portions of this book if you cannot access it in the library: [LINK](#)

- Editorial, 'The Guardian view on human rights and foreign policy: do the right thing, not the easy one' *The Guardian* 5 April 2016 (1 page) [LINK](#)

### **Additional Reading/Resources**

A useful basic guide to the process and procedure of the UN Treaty Bodies is International Service for Human Rights [LINK](#)

The reports under the Universal Periodic Review Process by country are available here: [LINK](#) (See the documents linked to 'Report of the Working Group', the final recommendations made to each state are found in the "Conclusions and/or recommendations" section).

The Human Rights Council's webpage with reports and resolutions can be found here: [LINK](#)

*Discussing the development in human rights scholarship:* Thomas Risse and Tanja A. Borzel, 'Human Rights: The New Agenda' *Transworld Working Paper* 07 (2012) [LINK](#)

Sir Nigel Rodley, 'The Role and Impact of Treaty Bodies' in Dinah Shelton (ed), *The Oxford Handbook of International Human Rights Law* (OUP, 2013) \*pp.621-649.

Beth Simmons, *Mobilizing for Human Rights: International Law in Domestic Politics* (CUP, 2009). \*pp 112-159 and pp 349-381.

David Kennedy, 'The international human rights regime: still part of the problem?' in Rob Dickinson et. al. (eds) *Examining Critical Perspectives on Human Rights* (Cambridge University Press, 2012) [LINK](#)

James R. Hollyer and B. Peter Rosendorff, 'Do Human Rights Agreements Prolong The Tenure Of Autocratic Ratifiers?' 44 *International Law and Politics* 791 (2012) [LINK](#)

Andrew Clapham, *Human Rights: A Very Short Introduction*, (Oxford University Press, 2015). \*Ch. 3 'Human Rights foreign policy and the role of the United Nations'.

Bertrand Ramcharan, 'The Law Making Process', in Dinah Shelton (ed), *The Oxford Handbook of Human Rights Law*(2013) \*Ch. 21.

O. A. Hathaway, 'Do Human Rights Treaties Make a Difference?' 111 *Yale Law Journal* 1870 (2002).

C. D. Creamer and Beth A. Simmons, 'Ratification, Reporting, and Rights: Quality of Participation in the Convention against Torture,' 37(3) *Human Rights Quarterly* 580 (2015). [LINK](#)

Kathryn Sikkink, 'From State Responsibility to Individual Criminal Accountability: A New Regulatory Model for Core Human Rights', in W. Maltti and N. Woods (eds) *The Politics of Global Regulation* (Princeton University Press, 2009).

R. Freedman, *The United Nations Human Rights Council: A critique and early assessment*, (Routledge, 2013). \*pp. 253 – 292 "Innovative Mechanisms".

Human Rights Watch, 'Keeping the Momentum: One Year in the Life of the UN Human Rights Council' (2011) [LINK](#)

B. Ramcharan, *The Law, Policy and Politics of the UN Human Rights Council*, (Brill, 2015). \*pp. 55-65.

Harold Hongju Koh, 'How Is International Human Rights Law Enforced?', 74(4) *Indiana Law Journal*, Article 9 (1999). [LINK](#)

Rosa Freedman and Jacob Mchangama, 'Expanding or Diluting Human Rights?: The Proliferation of United Nations Special Procedures Mandates', 38(1) *Human Rights Quarterly* 164 (2016). [LINK](#)

Lynn Hunt, *Inventing Human Rights* (2007). \*Ch. 5 The Soft Power of Humanity [LINK](#)

Christopher J Fariss, 'Respect for Human Rights Has Improved Over Time: Modeling the Changing Standard of Accountability', 108(2) *American Political Science Review* 297 (2014). <http://dx.doi.org/10.1017/S0003055414000070>

Todd Landman, 'Measuring Human Rights' in Michael Goodhart (ed) *Human Rights: Politics and Practice* (Oxford University Press 2013). \*Ch. 21.

Ann Marie Clark, 'The Normative Context of Human Rights Criticism: Treaty Ratification and UN Mechanisms', in Ed. Thomas Risse, Stephen C. Ropp & Kathryn Sikkink (eds) *The Persistent Power of Human Rights: From Commitment To Compliance*, (Cambridge University Press, 2013). \*pp. 125-144.

Kathryn Sikkink, *The Justice Cascade: How Human Rights Prosecutions Are Changing World Politics* (Norton & Company, 2011).

Eric Cox, 'State Interests and the Creation and Functioning of the United Nations Human Rights Council', 6(1) *Journal of International Law and International Relations* 87 (2010) [LINK](#)

- [Week 7 \(classes 13 & 14\) - Monitoring and Compliance II: Regional Mechanisms & Standards](#)



While the United Nations is the foremost global inter-governmental organisation working on human rights issues, numerous regional systems also seek to develop, monitor and enforce human rights in different areas of the world. The purpose of this week is to introduce some of the main regional human rights mechanisms and standards. It will give an overview of the mechanisms and discuss regional disparity in rights protection through the lens of Sexual Orientation and Gender Identity (SOGI) rights.

- Africa (AU).
- Americas (Inter-American Court, OAS).
- Europe (Council of Europe, OSCE, EU).
- Asia and the Middle East.

**Short Exercise: Discuss:** What do you think of Alston's proposals?

### Required Reading

- Philip Alston, Human Rights in the Populist Era, Just Security, 28 October 2017 **(14 pages)** [LINK](#)
- David S. Weissbrodt and Connie de la Vega, *International Human Rights Law: An Introduction* (University of Pennsylvania Press, 2007). \*p. 311-337 - 'Regional Instruments and Procedures' **(26 pages)**
- OHCHR, Combatting Discrimination Based on Sexual Orientation and Gender Identity, webpage **(2 pages)** [LINK](#)

### Additional Reading/Resources

German Institute for Human Rights, 'Sexual orientation and gender identity as human rights issues in development cooperation' [LINK](#) **(8 pages)** [This report sets out some of the issues relating to SOGI rights and the situation in different regions]

International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA), *State-Sponsored Homophobia: A World Survey of Sexual Orientation Laws: criminalisation, protection and recognition* (June 2016). [LINK](#)

M O'Flaherty and J Fisher, 'Sexual Orientation, Gender Identity and International Human Rights Law: Contextualising the Yogyakarta Principles' (2008) 8(2) Human Rights Law Review 207.

For regional human rights documents see: Dinah Shelton and Paolo Carozza, *Regional Protection of Human Rights – Basic Documents* (2<sup>nd</sup> Edition, Oxford University Press 2013).

### **Europe**

Alston and Goodman (2012). \*Chapter 11-A – The European Convention System  
R. A. Cichowski, 'Courts, Advocacy Groups, and Human Rights in Europe', in A. Brysk ed. *The Politics of the Globalization of Law: Getting from Rights to Justice*, (Routledge, 2013). \*pp. 107 – 124

K. Sithole, 'The Council of Europe, Rights and Political Authority', 21(1) *European Review* (2013).

Mark Janis, Richard Kay, Anthony Bradley, *European Human Rights Law: Texts and Materials* (3<sup>rd</sup> Edition, 2008, Oxford University Press).

### **Americas**

Alston and Goodman (2012). \*Chapter 11.B – The Inter-American System

Sonia Cardenas, *Human Rights in Latin America: A Politics of Terror and Hope*, (University of Pennsylvania Press, 2012). \*pp. 89-100 ("The Regional Human Rights System").

E Lutz and K. Sikkink, 'International Human Rights Law and Practice in Latin America' 54(3) *International Organizations* 633 (2000).

Robert Goldman, 'History and Action: the Inter-American Human Rights System and the Role of the Inter-American Commission on Human Rights', 31 *Human Rights Quarterly* 856 (2009).

Darren Hawkins and Wade Jacoby, 'Partial Compliance: A Comparison of the European and Inter-American Courts of Human Rights', 6(1) *Journal of International Law and International Relations* 5 (2010) [LINK](#)

### **Africa**

Alston and Goodman (2012). \*Chapter 11.C - Africa

Frans Viljoen, *International Human Rights Law in Africa*, (2<sup>nd</sup> Edition, Oxford University Press, 2012).

Anne Pieter Van der Mei, 'The New African Court on Human and Peoples Rights: Towards an Effective Human Rights Protection Mechanism for Africa?' 18 *Leiden Journal of International Law* 113 (2005).

Carolyn Shaw, 'The Evolution of Regional Human Rights Mechanisms: A Focus on Africa', 6(2) *Journal of Human Rights* 209 (2007).

Malcolm Evans and Rachel Murray, *The African Charter on Human and Peoples' Rights: The System in Practice 1986-2006*, (2<sup>nd</sup> Edition, Cambridge University Press 2011).

Frans Viljoen, 'Human rights in Africa: normative, institutional and functional complementarity and distinctiveness', 18(2) South African journal of International Affairs 191 (2011).

### **Middle East**

Mervat Rishmawi, 'The Revised Arab Charter on Human Rights: A Step Forward?' 5(2) Human Rights Law Review 361 (2005)

'The New Politics of Human Rights in the Middle East', *Foreign Policy* October 30, 2012 [LINK](#)

Mahmood Monshipouri (ed), *Human Rights in the Middle East: Frameworks, Goals, and Strategies* (Palgrave Macmillan, 2011)

### **Asia**

Bilahari Kausikan, 'Asia's Different Standard' 92 Foreign Policy 24 (Autumn 1993) [LINK](#)

B. Saul et. al., 'Resistance to regional human rights cooperation in the Asia-Pacific: demythologising regional exceptionalism by learning from the Americas, Europe and Africa', in B. Saul and H. Nasu (eds), *Human Rights in the Asia-Pacific Region: Towards Institution Building*, (Routledge, 2011) \*pp. 107 – 127.

Andrea Durbach, Catherine Renshaw and Andrew Byrnes, 'A Tongue but No Teeth: The Emergence of a Regional Human Rights Mechanism in the Asia Pacific Region', (2009) 31 Sydney Law Review 211.

- [Week 8 \(classes 15 & 16\) - Implementation and Accountability I: National Implementation](#)

In order for individuals to benefit from international human rights standards, they must be implemented nationally. The purpose of this week's classes is to consider the means by which international standards are implemented domestically. We will also consider some of the challenges to domestic implementation. The classes will particularly look at:

- The components of the national human rights infrastructure
- The implementation of international human rights standards through national legislation, policy and courts.
- National Action Plans for human rights.

**Short Exercise: Before** you do the readings, please think about and write down a few sentences on what the national human rights infrastructure looks like in your

country. Please bring this note to class with you, as we will use it in our in-class discussions.

### **Required Reading**

Bertand G. Ramcharan, 'The Requirement of a National Protection System', in Ramcharan, *The Fundamentals of International Human Rights Treaty Law* (Brill/Martinus Nijhoff, 2011). \*Ch. 2 (29 pages)

Vazquez and Delaplace, Public Policies from a Human Rights Perspective: A Developing Field, *SUR International Journal on Human Rights* 2011 (20 pages) [LINK](#)

OHCHR, 'Who will be accountable? Human rights and the Post-Development Agenda' (2013) [LINK](#) \*Mechanisms for Accountability, pp. 32-46 (12 pages)

Deepika Udagama, 'The Politics of Domestic Implementation of International Human Rights Law: A Case Study of Sri Lanka' 16(1-2) *Asia-Pacific Journal on Human Rights and the Law* 104 (2015) [LINK](#) \*Conclusion (2 pages)

### **Additional Reading/Resources**

CEDAW General Recommendation No. 6 - Effective National Machinery and Publicity (1988) [LINK](#) [scroll down page for relevant recommendation]

Nisuke Ando, 'National Implementation and Interpretation' in Shelton (ed) *The Oxford Handbook of Human Rights*(2013). \*pp. 698-719.

OHCHR, Handbook on National Human Rights Plans of Action, Professional Training Series No. 10 (2002) [LINK](#)

Some National Plans of Action for Human Rights can be found here on the OHCHR website: [LINK](#)

Alston and Goodman (2012), 'Vertical Interpenetration: International Human Rights Law within States' Legal and Political Orders' \*pp. 1047-1080.

Human Rights Watch, 'Submission to the United Nations Committee on the Elimination of Racial Discrimination in advance of its review on Greece July 2016', [LINK](#)

Compare the above to the State Report by Greece: CERD, Consideration of reports submitted by States parties under article 9 of the Convention - Twentieth to twenty-second periodic reports of States parties due in 2015: Greece, UN Doc. CERD/C/GRC/20-22 (27 November 2015). [LINK](#)

Andrew Clapham, *Human Rights: A Very Short Introduction* (2015). \*Chapter 6: Balancing Rights.

Steven Greer, 'The Margin Of Appreciation: Interpretation And Discretion Under The European Convention On Human Rights', Council of Europe Human rights files No. 17 (2000) [LINK](#)

Matthew Saul, 'The European Court of Human Rights' Margin of Appreciation and the Processes of National Parliaments' 15(4) Human Rights Law Review 745 (2015).

Andrew Legg, *The Margin of Appreciation in International Human Rights Law* (Oxford University Press, 2012). \*Chapters 3, 7.

- [Week 9 \(classes 17 & 18\) - Implementation and Accountability II: The Role of Independent National Actors & Measuring Human Rights](#)

**Class 1:** While states may have the primary responsibility to respect, protect and fulfil human rights, there are a range of actors that defend, monitor and promote human rights at the national level. The purpose of this class is to consider the role of non-governmental or independent state bodies in human rights implementation, monitoring and oversight of international human rights standards. In particular, it will look at the role of:

- Human Rights Defenders, civil society and NGOs.
- Journalists.
- National Human Rights Institutions (NHRIs) and Ombudsmen.

**Class 2:** This class will consider how human rights are measured, including the 'classic' measurement scales, the development and use of human rights indicators and the emphasis on the creation of national action plans by the UN at the country level as a tool for human rights policy change and implementation.

**Short Exercise:** *Before* you do the readings, please think about and write down a few short sentences on how - to the best of your knowledge - human rights defenders and journalists writing about human rights issues are treated in your country. Please bring this note to class with you, as we will use it in our in-class discussions.

### ***Required Reading***

OHCHR, 'National Human Rights Institutions: History, Principles, Roles and Responsibilities', Professional Training Series No. 4 (Rev.1) (2010). [LINK](#) \*pp. 13-29 (16 pages)

Bertand G. Ramcharan, 'The Preventative Strategies of NGOs', in *Preventative Human Rights Strategies* (Routledge, 2010). \*Ch. 8 (9 pages)

OHCHR, Human Rights Indicators: A Guide to Measurement and Implementation, Geneva, 2012 pp. 16-24 (I.C & D), pp.30-41 ('the conceptual framework )pp 82-85 (measuring discrimination), pp. 87-93 [http://www.ohchr.org/Documents/Publications/Human\\_rights\\_indicators\\_en.pdf](http://www.ohchr.org/Documents/Publications/Human_rights_indicators_en.pdf)

Clark, A. M. & Sikkink, K. (2013). Information Effects and Human Rights Data: Is the Good News about Increased Human Rights Information Bad News for Human Rights Measures? *Human Rights Quarterly* 35(3), 539-568. <https://muse.jhu.edu/article/516840/pdf>

Human Rights Law Centre, Key Issues in Implementing a National Action Plan, 2011 <http://www.humanrightSACTIONPLAN.org.au/nhrap-blogs/key-issues-in-developing-and-implementing-a-national-human-rights-action-plan>

Please also take a look at the CIRI Scale <http://www.humanrightsdata.com/>, and the Political Terror Scale <http://www.politicalterrorScale.org/>,

### ***Additional Reading/Resources***

Front Line Defenders Annual Report 2016 'Stop the Killing of the Human Rights Defenders' \*Look at charts on p. 5&6 and read 'global analysis' pp.7-9 (3 pages) [LINK](#)

Protection International, *Criminalisation of Human Rights Defenders* (2012) Chapter 2 (8 pages) [LINK](#)

Steiner, Alston and Goodman, *International Human Rights in Context: Law, Politics, Morals*, (3rd Edition, 2012 Oxford University Press). \*Ch. 15-C. International Non-Governmental Organisations.

David Weissbrodt, 'Roles and Responsibilities of Non-State Actors' in Dinah Shelton (ed), *The Oxford Handbook of International Human Rights Law* (Oxford University Press, 2013).

David Kennedy, 'International Human Rights Movement: Part of the Problem?' 15 *Harvard Human Rights Journal* 101 (2002) [LINK](#)

Sebastian Mallaby, 'NGOs: Fighting Poverty, Hurting the Poor', *Foreign Policy* 26 October 2009 [LINK](#)

Charles Chernor Jalloh, 'The Role of Non-Governmental Organizations in Advancing International Criminal Justice', 1 [African Journal of International Criminal Justice](#) (2015).

Robert Charles Blitt, 'Who Will Watch the Watchdogs? Human Rights Non-Governmental Organizations and the Case for Regulation', 10 *Buffalo Human Rights Law Review* 261 (2004).

R. P. Claude, 'What Do Human Rights NGOs Do?' in Richard Pierre Claude and Burns H. Weston (eds) *Human Rights in the World Community: Issues and Action* (3<sup>rd</sup> Edition. University of Pennsylvania Press, 2006).

Christof Heyns, Sharath Srinivasan, 'Protecting the Right to Life of Journalists: The Need for a Higher Level of Protection', 35(2) *Human Rights Quarterly* 304 (2013)

Tom Pegram, 'Compliance Agents: National Human Rights Institutions and the Inter-American Human Rights System', paper prepared for the Latin American Studies Association Annual Conference 2014. [LINK](#)

OSCE Guidelines on the Protection of Human Rights Defenders (2014) [LINK](#)

OHCHR, Handbook: National Action

Plans <http://www.ohchr.org/Documents/Publications/training10en.pdf>

Christopher j. Fariss, Respect for Human Rights has Improved Over Time: Modeling the Changing Standard of Accountability, *American Political Science Review* Vol. 108, No. 2 May 2014 [LINK](#)

Keith E. Schnakenberg and Christopher J Fariss, Dynamic Patterns of human Rights Practices, *Political Science Research and Methods* Vol 2, No. 1, 1-31, April 2014 [LINK](#)

- [Week 10 \(classes 19 & 20\) - Practical Class Exercise: Responding to a human rights 'crisis'](#)

This week provides an opportunity to apply the learning from the course, and develop skills in research, writing and teamwork through a team-based practical exercise.

Using scenarios centred on a human rights 'crisis', students will work in 4 teams of 5 to identify the relevant human rights issues that arise during the crisis, and provide advice in a short time frame. Teams will be asked to prepare short advice memos, press releases, or identify points for the content of resolutions of international organisations.

### **Required Reading**

- **Review** the power points from our previous classes to revise what we have covered.
- **Read** parts of the following handbook as a refresher on human rights standards and state responsibilities, [LINK](#) \*pp.19-29, 31-41. (20 pages)
- **Read** three Human Rights Council Resolutions for the purposes of language, tone and approach. HRC Resolutions can be found here: [LINK](#)
- **Watch** these short clips of statements being read at the Human Rights Council for tone and approach: [LINK](#) and [LINK](#) and <https://www.youtube.com/watch?v=30c-ba64MA>
- **Read** the following Press Releases for the purpose of language, tone and approach in making recommendations and presenting the issues: the reason to read these is for you to understand how they look for when your team will draft one (do not copy the text from them). [LINK](#) and [LINK](#) and [LINK](#)

- [Week 11 \(classes 21 & 22\) - Advocacy Approaches](#)

This week we will focus on advocacy approaches, it will be a practical class in which we consider different available advocacy tools, the pros and cons (tradeoffs) of selecting one approach over the other, setting an advocacy framework, goals and objectives, monitoring and evaluation. This week is also designed to assist you in developing your advocacy paper.

**There is limited reading for this class, but two pre-class tasks.**

The Advocates for Human Rights' practitioners guide, Chapter 7 'Advocacy' [LINK](#) (**Note:** The aim of this reading is to provide an introduction to and food-for-thought on potential advocacy tools and strategies from a practitioner perspective, we will discuss it in class.)

### **Pre-class task 1**

**Find an example of a tactic or strategy used by a human rights organisation to tackle a human rights issue that you find particularly interesting, innovative or inspiring.** I will ask everyone to give their example, this will be short and informal, so there is no need to prepare anything in writing, but please be ready to describe what the organisation did and why you found it particularly interesting/innovative/inspiring. The tactic and organisation can be anything e.g. Amnesty International's first letter-writing campaign, the



development of international standards on Business and Human Rights by the UN, or indigenous land rights protests in Australia resulting in legislative change. (Please don't use these examples!)

## Pre-class task 2

1. Using your own advocacy paper as a basis, please bring a (max 1 page) note to class with:

1. A goal for your advocacy paper
2. 2-3 related objectives
3. A primary target for each objective
4. 2-3 related SMART recommendations using the 'who, when, how' formula

**\*\*please bring printed copies for everyone (and one for me)\*\*** [I can also print it out for you if you email it to me by 8am the day before class.]

The class will take a workshop format. Part of the class will be critiquing (constructively) each other's goals, objectives, targets and recommendations from the perspective of developing advocacy approaches.

We will also use some of this class to discuss developing communications approaches, choosing activities, preparing recommendations, and finally, careers in human rights/becoming human rights advocates.

- [Week 12 \(classes 23 & 24\) - Barriers to the Enjoyment of Human Rights and Future Challenges](#)

**Class 1** - Even if strong human rights laws are in place in a country, many barriers to exercising those rights may remain – and often these exist for those most in need of human rights protections. The purpose of this class is to consider barriers to rights that may arise because of discrimination, poverty or other causes, and examine how a human rights based approach may assist in improving human rights-compliant policies.

**Class 2** - we will discuss some of the challenges facing human rights in the 21st Century.

Short Exercise: Before you do the readings, please think about and write down a few sentences on whether you feel there are any barriers to human rights in your

country generally and for specific groups/individuals. Please bring this note to class with you, as we will use it in our in-class discussions.

### **Required Reading**

Extreme Poverty and Human Rights: Report of the Special Rapporteur on extreme poverty and human rights UN Doc. A/67/278 (9 August 2012) [LINK](#) (20 pages)

OHCHR 'Principles and Guidelines for a Human Rights Approach to Poverty Reduction Strategies', [LINK](#) \*pp. 7-19 'chapter II' (12 pages)

Michelle Alexander, *The New Jim Crow* (New Press, 2013) \*Introduction (19 pages) [LINK](#)

Australian Human Rights Commission, 'Employment Discrimination against Australians with disability', Issue paper [LINK](#) (1 page)

United Nations. Living free and equal (2016). Pages 85-89 (5 pages). Link: <http://www.ohchr.org/Documents/Publications/LivingFreeAndEqual.pdf>

Rashida Manjoo, UN Special Rapporteur on violence against women and girls 'Violence against women is a barrier to the effective exercise of all human rights', ISHR 10 November 2014 [LINK](#) (1 page)

Amnesty International, "I am not a monster" State-entrenched discrimination and homophobia in Tunisia" (2015) [LINK](#)(6 pages)

### **Additional Reading/Resources**

Andrew Clapham, *Human Rights: A Very Short Introduction*, (Oxford University Press, 2015). \*Chapter 8 - 'Discrimination and Equality'.

Susan Marks, 'Human Rights and the Bottom Billion' (2009) (1) European Human Rights Law Review 37.

Emilie M. Hafner-Burton, 'Right or Robust? The Sensitive Nature of Repression to Globalization', 42(6) Journal of Peace Research 679 (2005)

United Nations General Assembly, 'Legal Empowerment of the Poor and eradication of poverty', UN Doc. A/64/133 (July 2009) [LINK](#)

Thomas Pogge, *World Poverty and Human Rights* (Polity Press, 2008), \*Ch. 8.

Ann E. Cudd, 'Human Rights and global equal opportunity: inclusion not provision' in Cindy Holder and David Reidy (eds) *Human Rights the Hard Questions* (CUP, 2013).

Rhona K. Smith, *Textbook on International Human Rights* (7<sup>th</sup> Edition, Oxford, 2016). \*Chapter 12 – Equality and Non-Discrimination.

Amnesty International, 'Human Rights for Human Dignity' [LINK](#)

'Access to justice in the promotion and protection of the rights of indigenous peoples: restorative justice, indigenous juridical systems and access to justice for indigenous women, children and youth, and persons with disabilities', Study by the Expert Mechanism on the Rights of Indigenous Persons UN Doc. A/HRC/27/65 (7 August 2014).

Brookings Institution, 'Protecting Internally Displaced Persons: A Manual for Law and Policymakers' (October 2008) [LINK](#)

CEDAW General Recommendations No. 5 and 23 – Special Measures [LINK](#) [scroll down page for relevant recommendations].