



HØGSKOLEN
i Buskerud

Master in Human Rights and Multiculturalism

**BUC –
School of Business and
Social Science**

and

**Department of Teacher
Education**

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General description

In combining the areas of human rights and multiculturalism, this master degree program is unique in Europe¹. While a pure human rights discourse will emphasize rules, rights, norms that apply (more or less) universally assisted by institutions for monitoring and assessment, a pure multiculturalism discourse will focus on culture(s), complexity in culture, a host of exceptions and the interpretation of various cultural practises in society. However, it is when these discourses are brought together that the debate gets highly complicated and the easy answers seem hard to find. Individuals have rights and cultures should not be oppressed. There is no quick fix regarding how to reconcile such claims. The processes of globalisation, migration and Western secularisation contributed in making the many questions related to Human Rights and Multiculturalism even more important and relevant. Civil wars and problems of state- and nation-building in the world may also be addressed and explained by knowledge about the relation between Human Rights issues and Multicultural challenges. This relation is also important regarding issues at micro levels, such as a local community in for example Scandinavia and the schools there.

Among the questions that will be pursued in the programme are the following ones: Do human rights protect multicultural diversity? 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? Moreover, the notions about the universality of human rights will be discussed. The students will examine the concepts of human dignity and human rights as they may or may not be expressed in political, judicial and ethical contexts within selected religions and secular philosophies/ideologies. Also contemporary integration regimes regarding asylum seekers and labour migration are on the curriculum of the master. There is more information about contents in the nine course syllabuses.

The master program in Human Rights and Multiculturalism offers an interdisciplinary higher education in human rights and multiculturalism for teachers with specialisation within the social sciences and others with a Bachelor degree (BA or the equivalent of a BA) containing at least 90 ECTS studies within the social sciences. The student will attain good analytical skills to issues related to human rights and multiculturalism both at the micro- and macro levels, applying methods ranging from social science research to education and hermeneutics.

The masters program in Human Rights and Multiculturalism will be a joint program of the School of Business and Social Science and the Department of Teacher Education of Buskerud University College (BUC). The program pursues an interdisciplinary approach to Human Rights and Multiculturalism, mainly building on humanities and social science. The courses will be continually reviewed and developed in response to the furtherance within the School of Business and Social Science and the Department of Teacher Education at Buskerud University College. The curriculum of the degree programme is based on strengths in research and development of the School of Business and Social Science and the Department of

¹ Among the master degrees available in Europe there is no program emphasizing *the combination* of the areas of human rights and multiculturalism.

Teacher Education of Buskerud University College. It builds on expertise within the disciplines of religious studies, political science, philosophy, international law, education and social anthropology.

Educational and professional goals

The master degree in Human Rights and Multiculturalism seeks to develop:

- The research and analytical skills of the students,
- The students' capacity to identify and handle issues and problems of human rights in contexts and situations of multicultural diversity,
- The students' practical skills with regard to scientific writing and scholarly work.

A Master program in Human Rights and Multiculturalism will meet a need for students who aim to pursue a research career in this field, as well as professionals (in particular teachers) who want to enhance their level of knowledge and competence. The students will be qualified to work in various branches of public administration, education, mass media and in social organizations, private corporations and consulting agencies.

The Master is also designed to give the student a foundation in the knowledge, skills and understanding that is necessary to pursue a higher degree and to follow an academic career in relevant disciplines.

Persons with a BA majoring within the social sciences as well as teachers often need a master degree for qualifying for jobs as senior advisers, lecturers and various specialised positions in public administration and private consulting agencies.

The master programme provides necessary competence for work in general education with specialization in social studies and intercultural education. The programme builds upon, and expands on the guidelines and curricular requirements for the Norwegian 4 year teacher education programs. Students with a Norwegian teachers degree (bachelor/ or equivalent) will upon completion of the masters degree be qualified as a teacher with specialization in social studies and multiculturalism. Where appropriate the individual modules will include readings with particular relevance for educational studies.

On completion, students of the Master will have acquired knowledge, understanding and skills needed to follow a research based career, including a career as an academic researcher. Combining the approaches of the humanities, social sciences and international law the student will receive experience with interdisciplinary research. Students will gain an enhanced and more in-depth knowledge in culture theory relevant to human rights and multiculturalism, as well as the human rights and multiculturalism issues in the implementation of national policies. The Master also includes a mandatory module in research methodology and professional ethics. Issues in the philosophy of science will be addressed in a "week of introduction" that also aims to familiarise the students with the Master program. The elective courses offer the student possibilities to approach issues of human rights and multiculturalism from the various perspectives of political science or philosophy, or a mix of these according to the interests and needs of the student. The thesis will be the main component of the second year of the program, and the writing of the thesis will give the students in-depth understanding of issues concerning human rights and multiculturalism. It will also give the

students experience with organising and managing an academic research project. They will also learn how to critically review literature, and develop oral and written presentation skills.

Admission requirements

Educational background required for admission:

A Bachelors degree (or the equivalent) - based on no less than 3 years of study beyond the Norwegian matriculation level - with 90 ECTS studies within the social sciences², and the applicant should preferably have insight and interest for human rights and multicultural issues.

The average grade for the subjects included in the disciplinary basis must be C or better

Overseas applications will be considered on an individual basis. See *Appendix 2C* for specification of admission requirements.

Language proficiency

A good command of English is required of all students attending the master program. English Proficiency Requirement for students with diplomas from the upper secondary school in Norway is knowledge of the English language on a level to Norwegian upper secondary school examinations.

English Proficiency Requirements for foreign students are as follows:

International students who are not native speakers of English must document their proficiency in English by taking one of the following internationally recognised tests:

TOEFL - Test of English as a Foreign Language

IELTS - International English Language Testing Service

Applicants to the Master's Degree programmes must obtain a minimum score of 550 (paper-based) or 213 (computer-based) or 80 (internet-based) on the TOEFL test, or a minimum score of 6.0 from the IELTS (academic) test. Students should arrange to have their score sent directly to BUC.

Qualification awarded

Master of Science in Human Rights and Multiculturalism

² For example: A teachers education (BA) that includes 60 ECTS specialisation in social science, 20 ECTS religious studies (for example the Norwegian RLE (KRL)-course or the equivalent) as well as 30 ECTS pedagogy will in total meet the required 90 ECTS. An other example: A bachelor's degree (or equivalent) **PLUS (or including)** 90 ECTS consisting of: 60 ECTS relevant courses in Human Rights and Multiculturalism, 10 ECTS Scientific approaches and history of Social sciences (Exfac), 10 ECTS History of Philosophy with Ethics (Exphil) , 10 ECTS Social science methodology and Statistics, should also be accepted as foundation for admission.

Access to further studies

A person holding the degree of Master of science in Human Rights and Multiculturalism should view his/her qualification for PhD programs in Norway and abroad as dependent on his/her master thesis and the selection of courses in the master program. The theoretical and methodological approach of the individual master thesis will show whether a student belongs to the discipline of political science, science of education, international law, philosophy, sociology, social anthropology or studies in religion. A master of science who is planning further studies should apply for a PhD programme that is scientifically close to his/her individual master thesis in Human Rights and Multiculturalism.

Learning Strategy

Teaching and working methods

Teaching and working methods have basis in a contemporary learning environment, which facilitates the students' access to knowledge through traditional teaching, lectures courses, tutorials and workshops as well as e-learning via Blackboard. Students will be expected to participate in tutorials and seminars in person, as well as online discussions to develop understanding, reflection and maturity. The responsibility of acquiring necessary knowledge at the appropriate levels of the programme rests with the student alone, and it is expected that the student is able to work independently as well as in groups with other students. The teaching methods will vary depending on the actual module within the programme. The students will have a personal supervisor for the thesis work. Students will learn to search for and examine critically scientific publications. Coursework will be part of the teaching approach and methodology. The responsibility of choosing relevant literature will increase as the student progresses throughout the programme. Relevant literature within each module will be evaluated and updated continually.

Final examination

Examination and Assessment regulations

Assessment methods

Assessment methods will vary depending on module and course, and will be specified in the nine individual course syllabuses of this program. Report No. 27 (2000 –2001) on *Quality reform and higher education*¹ from the Ministry of Education and Research forms the basis for the learning environment at Buskerud University College. Evaluation and grading is based on individual performance in all courses. The grading scale is from A to F. The details of the evaluation method and duration are given in each course specification. If the evaluation connected with a module consists of two or more examinations, papers or the like, the percentage of each part is specified. In such cases the student must pass all parts in order to receive credits for the module. Compulsory laboratory work, exercises and assignments must be approved before the student can take his final examination in a course.

The master degree in Human Rights and Multiculturalism uses three main examination and assessment models:

X: Required individual work will be consisting of course attendance and a brief written test by the end of the course (pass or fail). The graded exam will be an individual essay (of 5000 to 6000 words) authored under supervision and with a topic that must be pre-approved.

Y: Required individual work consists of course attendance and an essay (2500 – 3000 words) that is marked pass or fail. The graded exam will be an oral defence of the essay.

Z: Required individual work consists of course attendance and an essay (2500 – 3000 words) that is marked pass or fail. The graded exam will be a written test (written exam) at the premises of the university-college.

Examination and assessment models in the various courses:

Year 1		Year 2					
1. sem (autumn)	2. sem (spring)	3. sem (autumn)	4. sem (spring)				
<i>Three Mandatory courses</i>	<i>Select three of four Elective courses</i>	<i>Two Mandatory courses + thesis</i>	<i>Thesis</i>				
MHUMA600) Human Rights, other value systems and culture. X (model)	MHUMD700) Theories of culture: advanced course Z (model)	<table border="1"> <tr> <td>MHUMH800) Human Rights and professional ethics Y (model)</td> <td rowspan="4" style="text-align: center; vertical-align: middle;"> Master- Thesis </td> </tr> <tr> <td>MHUMB601) Human Rights and multiculturalism issues in the implementation of national policies. Y (model)</td> </tr> <tr> <td>MHUMJ801) Research methodology and thesis development X (model)</td> </tr> <tr> <td>MHUMC602) Human Rights, multicultural diversity and the politics of recognition. Z (model)</td> </tr> </table>	MHUMH800) Human Rights and professional ethics Y (model)	Master- Thesis	MHUMB601) Human Rights and multiculturalism issues in the implementation of national policies. Y (model)	MHUMJ801) Research methodology and thesis development X (model)	MHUMC602) Human Rights, multicultural diversity and the politics of recognition. Z (model)
MHUMH800) Human Rights and professional ethics Y (model)	Master- Thesis						
MHUMB601) Human Rights and multiculturalism issues in the implementation of national policies. Y (model)							
MHUMJ801) Research methodology and thesis development X (model)							
MHUMC602) Human Rights, multicultural diversity and the politics of recognition. Z (model)							
	MHUME701) Variation in Human Rights respect across states. X (model)						
	MHUMF702) Human Rights and multiculturalism in international institutions and relations X (model)						
	MHUMG703) Human Rights education in intercultural settings Y (model)						

The use of model Z will especially stimulate the students to acquire command of the literature in the course syllabus as well as measuring their ability to do a fast written analysis. Model Y will stimulate the students to learn how to do well in intellectual discussions. The use of model X shall further the skills in individual scholarly writing and thorough analysis. Through the programme the students must expose themselves to each of these models, thus getting the experience to cope with various forms of intellectual work.

Norwegian language regulations: <http://www.hibu.no/student/eksamen/eksamensforskrift/>

Examination and assessment regulations

The rules and regulations regarding examinations and assessment can be found at:
<http://www.hibu.no/student/eksamen/eksamensforskrift/>

International programs

The School of Business and Social Science and the Department of Teacher Education collaborate with several international universities regarding student exchange. Through these agreements students from BUC have the opportunity to study abroad during their degree. The most suitable time for students to study abroad would be the spring semester of the first year of the program. Thus, for those master students spending that semester abroad, the 30 ECTS elective courses would be others than those offered by the master program of BUC (MHUMD700, MHUME701, MHUMF702, and MHUMG703). The selected 30 ECTS courses abroad must in that case be pre-approved by the program manager of the master program at BUC. Courses abroad must also be in conformity with the educational and professional goals of the master in Human Rights and Multiculturalism at BUC. Such courses will need to be at master (or PhD) level and they should not overlap with the contents of the mandatory courses (MHUMA600, MHUMB601, MHUMC602, MHUMH800, MHUMJ801) in this master programme.

BUC will also actively recruit students from the Quota Scheme to this degree. At present BUC has 5 such quota-spaces available to foreign students who qualify for funding through *Statens Lånekasse for utdanning*. BUC plans to recruit a majority of these to the proposed master, in accordance with the set quota-regulations from Lånekassa.

ECTS departmental co-ordinator

Course structure

Academic content and organisation

The programme will offer admission every second year. The admission of about 20 to 25 students in the middle of August every second year is estimated. The study will be located at BUC's campus in Drammen, *Papirbredden*.

The master degree in Human Rights and Multiculturalism is a postgraduate programme of 120 ECTS. In addition to a master thesis of 40 ECTS the programme consists of five mandatory modules (see figures below) and four elective modules (of which the student chooses three). Except for the thesis, all courses are 10 ECTS in size.

The program starts with an *introductory week* - with mandatory attendance - consisting of five full days of lectures, seminars and discussions. The first 30 ECTS to be studied (modules MHUMA600, MHUMB601, MHUMC602) are mandatory courses. In the next semester the students must select 30 ECTS elective courses from a menu of four courses of 10 ECTS each.

In the second year of the programme, the student must pass two mandatory courses in the autumn, of which one (MHUMJ801) is preparing for the thesis work. The rest of the second year will be devoted to the thesis.

The introductory week will not give credits, but shall require no exams or paper writing, only attendance. Topics will include: Various information about the master program and how to carry through the program with successful learning and training. The students and all the lecturers shall become acquainted with each others. Some mandatory lectures - about theories of science, history of science, human rights institutions and treaties relevant for Norway, major concepts of multiculturalism - will be offered as a part of the introductory week. The main text book of the introductory week will be: Thomas Buergenthal, Dinah Shelton & David P Stewart: International Human Rights in a Nutshell, 4th edition (2009).

The program is structured in three main groups of modules:

- Five mandatory courses (50 ECTS) will establish a common platform for the students, including courses that are essential both for students with a background in teacher education and in social science studies.
- The elective phase (30 credits) where the students may choose to emphasize courses close to political science (MHUME701, MHUMF702) or select courses closer to arts and education (MHUMD700, MHUMG703).
- The master thesis (code MHUMK900 giving 40 ECTS) is an individual scholarly work that needs to be authored in English³ and that builds on the students' finished courses. The thesis will reflect the student's ambitions and intellectual interests in relation to Human Rights and Multiculturalism.

The following table shows the different modules available in the master.

³ The main theoretical sources of the thesis should be in English or in some other language that the relevant BUC professor is able to read.

Master programme in Human Rights and Multiculturalism

Master of science in Human Rights and Multiculturalism 120 ECTS	
40 ECTS	MHUMK900) Master Thesis
10 ECTS (Select 3 of 4)	MHUMG703) Human Rights education in intercultural settings
10 ECTS (Select 3 of 4)	MHUMF702) Human Rights and multiculturalism in international institutions and relations
10 ECTS (Select 3 of 4)	MHUME701) Variation in Human Rights respect across states
10 ECTS (Select 3 of 4)	MHUMD700) Theories of culture: advanced course
10 ECTS (Mandatory)	MHUMJ801) Research methodology and thesis development
10 ECTS (Mandatory)	MHUMH800) Human Rights and professional ethics
10 ECTS (Mandatory)	MHUMC602) Human Rights, multicultural diversity and the politics of recognition.
10 ECTS (Mandatory)	MHUMB601) Human Rights and multiculturalism issues in the implementation of national policies
10 ECTS (Mandatory)	MHUMA600) Human Rights, other value systems and culture.

The table below shows the sequence of the courses:

Year 1		Year 2	
1. sem (autumn)	2. sem (spring)	3. sem (autumn)	4. sem (spring)
<i>Three Mandatory courses</i>	<i>Select three of four Elective courses</i>	<i>Two Mandatory courses + thesis</i>	<i>Thesis</i>
MHUMA600) Human Rights, other value systems and culture.	MHUMD700) Theories of culture: advanced course	MHUMH800) Human Rights and professional ethics	Master- Thesis
MHUMB601) Human Rights and multiculturalism issues in the implementation of national policies.	MHUME701) Variation in Human Rights respect across states.	MHUMJ801) Research methodology and thesis development	
MHUMC602) Human Rights, multicultural diversity and the politics of recognition.	MHUMF702) Human Rights and multiculturalism in international institutions and relations		
	MHUMG703) Human Rights education in intercultural settings		

Those students who plan to use quantitative methods in the thesis, would be advised to replace course MHUMJ801 with the course Met405 Quantitative Methods (7,5 ECTS) that is offered in the master program in Business Administration at Buskerud University College. The missing 2,5 ECTS should be covered by the student writing a paper of 4 to 5 pages about the design of his/her planned thesis.

Course Descriptions

MHUMA600	HUMAN RIGHTS, OTHER VALUE SYSTEMS AND CULTURE	10 ECTS
Language of instruction: English/Norwegian*	Master of Science in Human Rights and Multiculturalism	Semester: AUTUMN

1. OBJECTIVE OF THE COURSE

In a cultural diverse setting, Human Rights have been used as 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 put forward the notion that there exist certain universal normative ideals that make up the foundation of the modern Human Rights regime. The aim of this course is to examine the concepts of human dignity and human rights as they may or may not be expressed in political, judicial and ethical contexts within selected religions and secular philosophies/ideologies.

Learning outcomes:

Having successfully completed this unit, the student is able to

- discuss different approaches to understanding and “misunderstanding” Human Rights, and identify judicial, ethical, and political approaches and the relationship between them.
- identify concepts of human dignity and human responsibilities as they are expressed in major world religions and analyse their place and meaning within their respective value systems.
- identify concepts of human dignity and human responsibilities as they are expressed in selected western secular philosophies major and analyse their place and meaning within their respective value system.
- debate the relationship between individual and group rights and between human rights and culture.
- discuss different notions about the universality of human rights.

2. COURSE CONTENTS

In a cultural diverse setting, Human Rights have been used as 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 put forward the notion that there exist certain universal normative ideals that make up the foundation of the modern Human Rights regime. Modern Human Rights as stated in the Universal Declarations of Human Rights (UDHR) are intended as judicial tools to prevent states from discriminating against or oppressing the individual. At the same time the principal of universality of “Human Rights”, is challenged by different proponents of secular, religious, philosophical and political origin. The argument is in most cases based on the premise that the UDHR and modern Rights are based on Western secular tradition, and that the principal of universality is incommensurable with culturally situated political, ethical, judicial and religious norms. Some have argued that the only way to overcome this divide is to include concepts such as group rights, human security and human dignity into the practice and understanding of Human Rights.

The course follows three lines of enquiry: ideological, secular and religious based rights and value systems. In the course, the introduction focuses on the political and philosophical origins of the concept of universally grounded Human Rights as stated in the UDHR. Secondly, the idea of universal Human Rights is considered in relation to concepts of human dignity as expressed in different world religions and selected secular western philosophies. Thirdly, the relationship between individual rights and groups' rights is discussed, as well as that between Human Rights and culture. Fourthly, the different entrenched positions concerning the universality of Human Rights is analysed in light of the following concepts: jurisprudence, ethics and politics, and whether Human Rights are adequate tools for accommodating difference in a culturally diverse setting. This latter question is discussed at the example of international and national policies in education, and religious and moral education in particular.

3. 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 an e-Education platform. Participation in group assignments is a pre-requisite for taking the final exam.

4. 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.

5. ATTENDANCE

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

6. ASSESSMENT METHODS

Continuous Assessment

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).

Final assessment

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

7. LITERATURE/READINGS

Almond, Brenda (1992) "Conflict or compromise? The Dilemma for Religious and Moral Education". In James Lynch et al., ed. *Cultural Diversity and the Schools: Vol 4. Human rights, education, and global responsibilities*. London: Falmer Press.

Badiou, A. (2001), *Ethics: An Essay on the Understanding of Evil*, New York, Verso. 166 pages

- Cheah, P. (2006) *On Cosmopolitanism and Human Rights, Inhuman Conditions*. Cambridge , Massachusetts, Harvard University Press. pp. 1-269
- Churchill, R.P (2006) *Human Rights and Global Diversity*. Upper Saddle River, New Jersey: Pearson-Prentice Hall. 140 pages.
- Douzinas, C. (2000) *The end of Human Rights*. Oxford Hart. Pages 147 – 397
- Ekern, S. (2005). "Are Human Rights Destroying the Natural Balance of All Things?" 15pages
Available at: <http://www.humanrights.uio.no/studier/etterutd/diverse/ekern-2005.pdf>
- Ghanea, N; Stephens, A and Walden, R. (2007) *Does God Believe in Human Rights? Essays on Religion and Human Rights*. Leiden: Martinus Nijhoff Publishers. 265 pages.
- Hayden, P. (2001) *The Philosophy of Human Rights* Paragon House, St. Paul.. pp 369-669
- Hayden, P and El-Ojeili, C. (eds.) (2005) *Confronting Globalization: Humanity, Justice and the Renewal of Politics* Basingstoke: Palgrave-Macmillan. Pages 105- 191
- Mayer, A.E. (1999) *Islam and Human Rights*. Boulder, Colorado: Westview Press.192 pages
- Runzo, J; Martin, N and Sharma, A. (2003) *Human Rights and Responsibilities in the World Religions*. Oxford: One World Publications. 340 pages.
- Woodiwiss, A. (2005) *Human Rights*. London: Routledge. Pages 65 – 77

8. NAME OF LECTURERS

Lena Lybæk. PhD. /Associate Professor
(Lars Petter Soltvedt. PhD. /Associate Professor)
(Bjørn Aksel Flatås. Cand.philol. /Doctoral Fellow
Department of teacher education, Buskerud University College)

MHUMB601	HUMAN RIGHTS AND MULTICULTURALISM ISSUES IN THE IMPLEMENTATION OF NATIONAL POLICIES	10 ECTS
Language of instruction: English	Master of Science in Human Rights and Multiculturalism. Mandatory course	Semester: AUTUMN

1. OBJECTIVE OF THE COURSE

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.

Learning outcomes:

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 develop his/her skills in individual scholarly analysis as well as learn how to do well in intellectual discussions about the issues, concepts, approaches and theories in the course syllabus.

2. 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.

3. TEACHING METHODS

The main educational tools are subject oriented lectures and tutorials. In addition the students must submit a compulsory essay.

4. 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.

5. ATTENDANCE

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

6. 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

7. LITERATURE

Sainsbury, D. (2006): "Immigrants' social rights in comparative perspective: welfare regimes, forms of immigration and immigration policy regimes", *European Journal of Social Research*, 16 (3): 229-244. (15 p.).

Joppke, C. (1999). 'How immigration is changing citizenship: a comparative review', in *Ethnic and Racial Studies*, Vol. 22, No. 4, pp. 629-652. 18 p.

Baldwin-Edwards, M. (2003). "Immigrants and the Welfare State in Europe", in Douglas S. Massey & J. Edward Taylor (red.) *International Migration. Prospects and Policies in a Global Market*, Oxford: Oxford University Press. pp. 318-332 (14 p.)

Geddes, A. (2003). 'Migration and the Welfare State in Europe', in Spencer, S. (ed.): *The Politics of Migration. Managing Opportunity, Conflict and Change*. Oxford: Blackwell Publishing. 12 p.

Miller, D. (2006): "Multiculturalism and the welfare state: Theoretical reflections" in K. Banting & W. Kymlicka (eds.) *Multiculturalism and the Welfare State. Recognition and redistribution in contemporary democracies*, Oxford: Oxford University Press. (15 p.)

Caviedes, A. (2004) 'The open method of co-ordination in immigration policy: a tool for prying open Fortress Europe', in *Journal of European Public Policy*, Vol. 11, No. 2, pp. 289-310, 21 p.

Choudry, Sujit. (2009). *Constitutional Design for Divided Societies. Intergration or Accomodation?* Oxford: Oxford Univesity Press Ch1, 2 and 4 .100 p.

Castles, S. and Miller, J.M. (2008). *The Age of Migration*. Palgrave Mcmillan: Houndmills. Ch. 1,2,4,5,8 10,11.12. 162 p.

Entzinger, H. (2000). 'The Dynamics of Integration Policies: A Multidimensional Model', i Koopmans, R./Statham, P. (eds.) *Challenging Immigration and Ethnic Relations Politics. Comparative European Perspectives*. Oxford: Oxford University Press. 17 p.

Freeman, G.P. (1995). 'Modes of Immigration Politics in Liberal Democratic States', in *International Migration Review*, Vol. 29, No. 4, pp. 881-902. 16 p.

Freeman, G.P. (2004). 'Immigrant Incorporation in Western Democracies', in *International Migration Review*, Vol. 38, No. 3, pp. 945-961, 16 p.

R./Statham, P. (eds.). (2000). *Challenging Immigration and Ethnic Relations Politics. Comparative European Perspectives*. Oxford: Oxford University Press. 33 p.

Meyers. E. (2000). 'Theories of International Immigration Policy - A Comparative Analysis', i *International Migration Review*, Vol. 34, No. 4, pp. 1245-1271. 16 p.

Modood, T. (2003). 'Muslims and the Politics of Difference', in Spencer, S. (ed.): *The Politics of Migration. Managing Opportunity, Conflict and Change*. Oxford: Blackwell Publishing. 14 p.

OECD.2009. Jobs for Immigrants. Labour Market Integration in Norway.
<http://www.oecd.org/dataoecd/35/17/43247521.pdf> (70 p)

Hurst H.: "The Rights of Persons Belonging to Minorities," in Janusz Symonides (red.): *Human Rights: Concept and Standards*. Aldershot: Ashgate (UNESCO), (2000) (pp. 277-299). 23 p.

Erica-Irene A. Daes: "Protection of the World's Indigenous Peoples and Human Rights," in Janusz Symonides (red.): *Human Rights: Concept and Standards*. Aldershot: Ashgate (UNESCO), (2000) (pp. 301-323). 23 p.

Kymlicka, W. (1995) *Multicultural Citizenship. A liberal theory of minority rights*. Oxford: Clarendon Press. Ch 1, 2 and 8 (pp. 1-9 + notes). 52 p.

Chandran Kukathas: "Are There Any Cultural Rights?" in Will Kymlicka (red.): *The Rights of Minority Cultures*. Oxford: Oxford University Press. (1995). (pp. 228-256). 29 p.

Kymlicka, W. "Theorizing Indigenous Rights," i Kymlicka. W: *Politics in the Vernacular: Nationalism, Multiculturalism and Citizenship*. Oxford: Oxford University Press, (2001) (s.120–132). 13 p.

Tully, J (2000). "The Struggles of Indigenous Peoples for and of Freedom," in Duncan Ivison m.fl.(red.): *Political Theory and the Rights of Indigenous Peoples*. Cambridge: Cambridge University Press. (pp. 36–59 + notes). 28 p.

The European Council's Framework Convention for the Protection of National Minorities.[http://www.coe.int/t/e/human_rights/minorities/2_framework_convention_\(monitoring\)/1_texts/FCNM%20Texts%20E%20F%20and%20other%20languages.asp#TopOfPage](http://www.coe.int/t/e/human_rights/minorities/2_framework_convention_(monitoring)/1_texts/FCNM%20Texts%20E%20F%20and%20other%20languages.asp#TopOfPage), 4 p.

Roeder and Rothchild. 2005. Sustainable Peace: Power and democracy after civil wars. Cornell University Press: Ithaca NY 20 p.

Mc Garry, John and O'leary Brendan.2009.Must Pluri-national Federations Fail? *Ethnopolitics* Vol. 8 No 1, 5-25, March 20 p.

Xanthaki A., 'Developments on Indigenous Rights in the last Decade and Future Challenges' (2009) *Melbourne Journal of International Law- 10th Anniversary Celebratory Issue* (8 p.)

Steiner, Alston and Goodman *International Human Rights in Context*, Oxford, OUP,3rd ed., 2008, Part C, chapter 7(B3), "Dress and Symbols, Immigration and Multiculturalism", pp 616-638. 22 p.

Rehman, Javid *International Human Rights Law*, London, Longman, 2nd ed. 2009, chapter 14 The rights of 'peoples' and 'indigenous peoples', p. 472 - 510. 42 p.

The United Nations Declaration on the Rights of Indigenous Peoples, UN GA A/RES/61/295, 2 October 2007

International Labour Organisation C169 Indigenous and Tribal Peoples Convention, 1989

[Approximately 850 pages]

NAME OF LECTURERS

Arild Schou. PhD. /Professor

Sigrun Skogly. PhD. /Professor

MHUMC602	Human rights, multicultural diversity and the politics of recognition	10 ECTS
Language of instruction: English*	Master of Science in Human Rights and Multiculturalism, mandatory course	Semester: AUTUMN

1. 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.

Learning outcomes:

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.

2. 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, ethnicity, 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.

3. TEACHING METHODS

Lectures, discussion in seminars, essay writing under guidance.

4. 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.

5. ATTENDANCE

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

6. ASSESSMENT METHODS

Final assessment

Required individual work will be consisting of course attendance and an essay that is approved or unapproved. A graded exam will be 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..

7. LITERATURE/READINGS

Taylor, Charles & Amy Gutmann (ed) 1994. *Multiculturalism: examining the politics of recognition*. Princeton University Press. 200 pp.

Kymlicka, Will & Wayne Norman (eds) (2000). *Citizenship in diverse societies*. Oxford University Press. 120pp.

Hurst Hannum (1996 (or the most recent edition) *Autonomy, Sovereignty, and Self-determination*. Pennsylvania University Press. 200 pp.

Donald Horowitz. 2000. *Ethnic Groups in Conflict*. University of California Press. 200 pp.

Nisuke Ando. 2009. "Multiculturalism and the Human rights committee". In Sienho Yee and Jacques-Yvan Morin. *Multiculturalism and International Law*. Leiden: Nijhoff Publishers. pp 329- 344. 15 pp.

Antonio Augusto Cancado Trindade. 2009. "The Right to cultural identity in the Evolving Jurisprudential Construction of the inter-American Court of human Rights" in Sienho Yee and Jacques-Yvan Morin, 2009. pp. 477-501. 24 pp.

Abdullahi an Nahim. 2003. "Area Expressions" and the Universality of human rights. Mediating a Contingent Relationship, in David P. Forsythe and Patrice C. McMahon (eds) 2003. Human rights and Diversity. Area Studies Revisted. Lincoln: University of Nebraska. Pp 1-21, 21 pp.

Corinne Packer (2003). "African Women, Traditions and Human Rights. A critical Analysis of Contemporary 'Universal' Discourses and Approaches" in David P. Forsythe and Patrice C. McMahon (eds).2003. Pp. 159-181; 22 pp.

Lindholm, Tore (2008). The Cross-Cultural Legitimacy of Universal Human Rights: Plural Justification Across Normative Divides, In Martin Scheinin & Francesco, Francioni (ed.), Cultural Human Rights. Martinus Nijhoff Publishers. Pp 17 – 39. 22 pp.

Martin Scheinin. 2002. "The Right of a People to Enjoy Its Culture. Towards A Sami Rights Convention" in Martin Scheinin & Francesco, Francioni (ed.). 2008. Pp. 151-169. 18 pp.

Stephanie Lagoutte amd Eva Maria Lassen. "The role of the State in Balancing Religious Freedom with Other Human Rights in a Multicultural Context" in Martin Scheinin & Francesco, Francioni (ed.). 2008. Pp. 207-222. 15pp.

(848 pages - preliminary)

The other required readings amount to approximately 500 pages selected from parts of the following titles.

Issues in multiculturalism

Bhabha, H. K (1994) *The location of culture*. London : Routledge

Baumann, G (1999) *Multicultural Riddle: Rethinking National, Ethnic and Religious Identities*. Routledge

Bennett, D. ed (1998) *Multicultural States: Rethinking Difference and Identity*. Routledge.

Coombes, A. (ed). (2000) *Hybridity and its discontents. Politics, Science, Culture*. Routledge.

Galston, W.A. 1999. "Value Pluralism and Liberal Political Theory." *American Political Science Review* 93 (4): 769-778.

Gunew, S. (2004) *Haunted Nations: The Colonial Dimensions of Multiculturalisms*, London: Routledge

Hampton, J. (1997). *Political Philosophy*. Boulder, CO: Westview Press (ISBN 0-8133-0858-5): Ch. 5. "Liberalism, Communitarianism, and Postliberal Theory (pp. 169-216)

Johnson, J. (2000). "Why Respect Culture?" *American Journal of Political Science* 44 (3): 405-418.

Kymlicka, W. (2002). *Contemporary Political Philosophy: An Introduction*. Second edition. Oxford University Press (ISBN 0-19-878274-8): Ch. 8: "Multiculturalism".

Narayan, U. (1997) *Dislocating Cultures: Identities, Traditions, and Third World*

Feminism. New York and London: Routledge.

Parekh, B. *Rethinking Multiculturalism: Cultural Diversity and Political Theory*.

Philips, A. (2007) *Multiculturalism without culture*. Princeton Academic press

Soutphommasane, T. (2005) "Grounding Multicultural Citizenship: From Minority Right to Civic Pluralism". *Journal of Intercultural Studies* 26/ 4 (401-416)

Taylor, C. (1994) *Multiculturalism*. Princeton University Press.

Liberal Democracies and Moral Responsibilities to Refugees

Ucaraer, E. M. (2001). "Managing Asylum and European Integration: Expanding Spheres of Exclusion?" *International Studies Perspectives* 2 (3): 288-304.

Gibney, M.J. (1999). "Liberal Democratic States and Responsibilities to Refugees." *American Political Science Review* 93 (1): 169-181.

Abizadeh, A. (2002). "Does Liberal Democracy Presuppose a Cultural Nation?" Four Arguments." *American Political Science Review* 96 (3): 495-509.

May S; Modood T and Squires, J. (2004). (eds) *Ethnicity, Nationalism and Minority Rights*, Cambridge University Press.

The Sources of Ethno-national Identities and Divisions

Eriksen, T.H. (2002). *Ethnicity and Nationalism*. Second Edition. London, Ann Arbor: Pluto Press (ISBN 0-7453-1887-8)

8. NAME OF LECTURERS

Bård A Andreassen , Professor

Arild Schou, Professor

Lars Petter Soltvedt, Associate Professor

Guest lecturers

MHUMD700	THEORIES OF CULTURE: ADVANCED COURSE	10 ECTS
Language of instruction: English	Master of Science in Human Rights and Multiculturalism	Semester: SPRING

1. COURSE OBJECTIVES

Multiculturalism is a term with different connotations in different academic fields of study. The aim of this module is for the student to acquire a critical awareness of different theories of culture and society, and of interculturalism/multiculturalism in an interdisciplinary context.

Learning outcomes:

Having successfully completed this unit, the student is able to

- analyse and examine concepts of subject, difference, power, class, gender, diaspora, ethnicity and hybridity in the context of contemporary social and cultural theory.
- distinguish elements of 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.
- name and explain different uses of terms connected with diversity, pluralism and multiculturalism, and how they are employed in normative political theories.

2. COURSE CONTENTS

This course discusses concepts of culture, multiculturalism, religion, identity and society as they are found and analysed in critical and interpretive theories. Notions such as subject, difference, power, class, gender, diaspora, ethnicity and hybridity, culture, colonialism and representation are linked to contemporary social issues. Perspectives from different disciplines are drawn on to examine the relations of culture and power. Against this backdrop, critical, descriptive and normative theories of multiculturalism, pluralism, globalisation, difference and diversity are investigated and discussed. Where appropriate the issues raised in the course is related to educational theory, and the social and cultural role of education.

3. TEACHING METHODS

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

4. 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.

5. Course requirements/ ATTENDANCE

Seminar participation and presentation, and the completion of a written paper are prerequisites for sitting the final exam. The students are required to complete written paper of max. 4000 based on a seminar presentation in the context of the course.

6. ASSESSMENT METHODS

Continuous assessment

Required individual work will be consisting of course attendance and an essay that is marked pass or fail.

Final assessment

The final exam will be a 4 hours written test (written exam) at the premises of the university-college.

Assessment type/scale

Marks A-F

Aids allowed

Pen and one dictionary

7. LITERATURE/READINGS (to be revised)

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

Barker, C. (2008) *Cultural Studies: Theory and Practice*. London: Sage. (pp 1-314; 440-473)

Barthes, R. (1972) "Myth today" in *Mythologies*. HarperCollins. (pp109ff)

Berger, P. og Luckman T. (1966). *The social construction of reality*. New York: Doubleday. (pp 28-80)

Bhabha, H.K. (1996) 'Culture's In-Between' In Questions of Cultural Identity eds. Stuart Hall and Paul Du Gay. London: Sage.

Bourdieu, P.(1994). *Structures, habitus, power: Basis for a theory of symbolic power*. In Nicholas Dirk, G. Eley, S.B. Ortner, red. *Culture/Power/History*. Princeton: Princeton University Press, 155-199 (44 s).

Edgar, A and Sedgwick P. (2007). *Cultural Theory: The Key Concepts*. 2nd edition. New

Foucault, M. (2002) "Preface" in *The Order of Things*. London: Routledge. (xvi-xxvi)

Frykman, J og Gilje, N. (2003). "Being There. An Introduction". In: *Being There. New Perspectives on Phenomenology and the Analysis of Culture*. Lund: Nordic Academic Press, s. 7-52.

Giddens, A. (1987). "Structuralism, post-structuralism and the production of culture." In: *Social Theory and Modern Sociology*. Cambridge: polity Press, s.73-108

Geertz, Clifford (1973) 'Thick Description: Towards an Interpretative Theory of Culture', *The Interpretation of Cultures*, , 3-30

Gupta, Akhil and James Ferguson, "Beyond Culture: Space, Identity and the Politics of Difference
Habermas, J. "Modernity – An Incomplete Project", from *The Anti-Aesthetic*, pp 3-15

Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices*. London: Sage

Hylland Eriksen,T. (2002). *Ethnicity and Nationalism*. Second Edition. London, Ann Arbor: Pluto Press
Ch 1(pp 1-15), Ch 2 (pp. 18-33) and Ch 6(pp 97-118)

Mueller-Vollmer, K. (1986). "Introduction: Language, mind, and artifact: An outline of hermeneutic theory since the enlightenment." In Kurt Mueller-Vollmer (ed.): *The hermeneutics reader. Texts of the German tradition from the Enlightenment to the present*. Oxford: Basil Blackwell.

Said, E. (1993) 'Overlapping Territories, Intertwined Histories' In *Culture and Imperialism*. London: Chatto and Windus.

Spivak, G. (1979) "Explanation and Culture: Marginalia" in *Humanities in Society*2 (201-221).

Resources on the WWW

Keller, D. (n.d.) "Cultural Studies and Philosophy: an Intervention." Available:
<http://www.gseis.ucla.edu/faculty/kellner/essays/culturalstudiesphilosophy.pdf>

8. NAME OF LECTURERS

Lena Lybæk,
Bjørn A Flatås,
Ralf T Heberling

9. Course outline

Lecture/ Seminar	Theme	Lecturer	Suggested literature
1	Culture as a (western) construct		
2	Culture, Meaning, Knowledge		
3	Culture and signifying practices: representation and shared social meanings		
4	Culture and ideology		
5	Subjectivity and Identity		
6	Body, Gender, Sexuality		
7	Ethnicity, race, Nation		
8	Alterity/Otherness		
9			
10			
11			
12			
13			
14			
15			

MHUME701	VARIATION IN HUMAN RIGHTS RESPECT ACROSS STATES	10 ECTS
Language of instruction: English*	Master of Science in Human Rights and Multiculturalism, elective course	Semester: SPRING

1. OBJECTIVE 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.

Learning outcomes:

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.

2. 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?

3. TEACHING METHODS

Lectures, discussion in seminars, essay writing under guidance.

4. 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.

5. ATTENDANCE

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

6. ASSESSMENT METHODS

Continuous assessment

Required individual work for passing the course will be consisting of course attendance and a brief written test by the end of the course (pass or fail).

Final assessment

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

Pen, eraser and one dictionary at the examination.

7. LITERATURE/READINGS

Author	Year	Title	Publisher
Landman, Todd	2005	Protecting Human Rights. A comparative study.	Georgetown University Press
Risse, Thomas, Stephen C. Ropp, Kathryn Sikkink (eds)	1999	The Power of Human Rights. International Norms and Domestic Change.	Cambridge University Press
Pomorski, S	2001	Justice in Siberia: a case study of a lower criminal court in the city of Krasnoyarsk, in: Communist and Post-Communist Studies 34 (2001) 447-478	The Regents of the University of California, Elsevier Science Ltd.
Churchill, Robert Paul	2006	Debating the Universality of Human Rights, chapter two in: Human Rights and Global Diversity	Pearson, Prentice Hall.
Matsuda, Y, S Harsel, S Furusawa, Hak-Soo Kim, J Quarles	2001	Democratic values and mutual perceptions of human rights in four Pacific Rim nations, in: International Journal of Intercultural Relations 25 (2001) 405-421	Pergamon, Elsevier Science Ltd.

Mandatory reading:

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 practises: introduction (ch 1, 38 pp)

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

Sieglinde Gränzer: Changing discourse: transnational advocacy networks in Tunisia and Morocco (ch 4, 25 pp).

T. Risse & S. Ropp: International Human Rights norms and domestic change: conclusions (ch 8, 45 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:

S. Pomorski: Justice in Siberia: a case study of a lower criminal court in the city of Krasnoyarsk: 31 pages.

Non-western culture and conceptions of human rights:

Matsuda, Y, S Harsel, S Furusawa, Hak-Soo Kim, J Quarles: Democratic values and mutual perceptions of human rights in four Pacific Rim nations, in: International Journal of Intercultural Relations 25 (2001) 405-421 (17 pp)

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).

Tittel: **Human rights in Russia : a darker side of reform / Jonathan Weiler**

Forfatter: [Weiler, Jonathan Daniel](#)

Årstall: c2004

Trykt: Boulder, Colo. : Lynne Rienner Publishers

ISBN: 1-58826-279-0, ib.

Sidetall: X, 165 s.

Emner: [Russian Federation](#) | [Democratic development](#) | [Economic reform](#) | [Human rights violations](#)

Tittel: **International human rights law in Africa / Frans Viljoen**

Forfatter: [Viljoen, Frans](#)

Årstall: 2007

Trykt: Oxford : Oxford University Press

ISBN: 978-0-19-921858-5, ib.

Sidetall: XLVI, 670 s. ill.

Emner: [International human rights instruments](#) | [Regional human rights protection mechanisms](#) | [Domestic implementation of international human rights law](#) | [Africa](#)

Tittel: **Beyond compliance : China, international organizations, and global security / Ann Kent**

Forfatter: [Kent, Ann](#)

Årstall: c2007

Trykt: Stanford, Calif. : Stanford University Press

ISBN: 978-0-8047-5551-1, ib.

Sidetall: XVI, 334 s. tab.

Emner: [Domestic implementation of international human rights law](#) | [Foreign policy and human rights](#) | [International IGOs](#) | [China](#)

Tittel: **Human rights in the Arab world : independent voices / edited by Anthony Chase and Amr Hamzawy**

I serie: Pennsylvania studies in human rights

Forfatter: [Chase, Anthony Tirado](#)
[Hamzawy, Amr](#)

Årstall: c2006

Trykt: Philadelphia : University of Pennsylvania Press

ISBN: 978-0-8122-3935-5, ib., 0-8122-3935-0, ib.

Sidetall: VIII, 322 s. fig.

Emner: [Human rights theories](#) | [Cultural relativism](#) | [Domestic implementation of international human rights law](#) | [Politics](#) | [Islam](#) | [Globalization](#) | [NGOs](#) | [Arab countries](#) | [Middle East](#) | [North Africa](#) | [Yemen](#) | [Egypt](#) | [Morocco](#)

Tittel: **Minority rights in Asia : a comparative legal analysis / Joshua Castellino and Elvira Domínguez Redondo**

Forfatter: [Castellino, Joshua](#)
[Domínguez Redondo, Elvira](#)

Årstall: 2006

Trykt: Oxford : Oxford University Press

ISBN: 978-0-19-929605-7, ib., 0-19-929605-7, ib.

Sidetall: XIII, 286 s.

Emner: [Minorities](#) | [Indigenous peoples](#) | [Domestic implementation of international human rights law](#) | [National human rights protection mechanisms](#) | [National law](#) | [Asia](#) | [China](#) | [India](#) | [Malaysia](#) | [Singapore](#) | [Comparative analysis](#)

Tittel: **Human rights in Asia : a comparative legal study of twelve Asian jurisdictions, France and the USA / edited by Randall Peerenboom, Carole J. Petersen and Albert H. Y. Chen**

Forfatter: [Peerenboom, Randall](#)
[Petersen, Carole J.](#)
[Chen, Albert H. Y.](#)

Årstall: 2006

Trykt: London : Routledge

ISBN: 978-0-415-36002-9, ib., 0-415-36002-1, ib., 0-415-36003-x, h., h., 978-0-415-36003-6, h.

Sidetall: XI, 529 s. ill.

Emner: [Domestic implementation of international hman rights law](#) | [Legal systems](#) | [Comparative analysis](#) | [Asia](#) | [France](#) | [United States](#)

Tittel: **China : the reality of human rights / Lisa Stearns**
Dokumentet er en artikkel/bok-kapittel i [The Essentials of- human rights / \[edited by\] Rhona K.M. Smith, Christien van den Anker](#)

Forfatter: [Stearns, Lisa](#)

Årstall: 2005

Sidetall: S. 44-48

Emner: [China](#) | [Domestic implementation of international human rights law](#)

Tittel: **American exceptionalism and human rights / edited by Michael Ignatieff**

Forfatter: [Ignatieff, Michael](#)

Årstall: c2005

Trykt: Princeton, N.J. : Princeton University Press

ISBN: 0-691-11647-4, ib., 0-691-11648-2, h.

Sidetall: VI, 353 s.

Emner: [Domestic implementation of international human rights law](#) | [Foreign policy and human rights](#) | [United States](#)

Tittel: **Human rights, the rule of law, and development in Africa / edited by Paul Tiyambe Zeleza and Philip J. McConaughay**

I serie: Pennsylvania studies in human rights

Forfatter: [McConaughay, Philip J.](#)
[Zeleza, Paul Tiyambe](#)

Årstall: c2004

Trykt: Philadelphia : University of Pennsylvania Press

ISBN: 0-8122-3783-8, h.

Sidetall: VI, 302 s.

Emner: [Africa](#) | [Development and human rights](#) | [Regional human rights protection mechanisms](#) | [Domestic implementation of international human rights law](#) | [Human rights theories](#) | [NGOs](#)

Tittel: **Democracy and human rights in Latin America / edited by Richard S. Hillman, John A. Peeler, and Elsa Cardozo Da Silva**

Forfatter: [Cardozo Da Silva, Elsa](#)
[Hillman, Richard S.](#)
[Peeler, John A.](#)

Årstall: 2002

Trykt: Westport, Conn. : Praeger

ISBN: 0-275-97482-0, ib.

Sidetall: VIII, 228 s.

Emner: [Democratic development](#) | [Foreign policy and human rights](#) | [Latin America](#) | [United States](#)

Tittel: **Human rights in Africa : the conflict of implementation / Richard Amoako Baah**

Forfatter: [Baah, Richard Amoako](#)

Årstall: c2000

Trykt: Lanham, Md. : University Press of America

ISBN: 0-7618-1754-9, ib.

Sidetall: 122 s. fig.

Tittel: **Rights beyond borders : the global community and the struggle over human rights in China / Rosemary Foot**

Forfatter: [Foot, Rosemary](#)

Årstall: 2000

Trykt: Oxford : Oxford University Press

ISBN: 0-19-829775-0, ib., 0-19-829776-9, h.
Sidetall: XI, 296 s.
Emner: [China](#) | [Domestic implementation of international human rights law](#) | [Foreign policy and human rights](#)
Noter: Har bibliografi.

Tittel: **State support for religious education : Canada versus the United Nations / Anne F. Bayefsky and Arieh Waldman**
I serie: Studies in religion, secular beliefs and human rights vol. 3
Forfatter: [Bayefsky, Anne F.](#)
[Waldman, Arieh](#)
Årstell: 2007 [i.e. 2006]
Trykt: Leiden : Nijhoff
ISBN: 978-90-04-14980-9, ib., 90-04-14980-5, ib.
Sidetall: XIII, 1116 s.
Emner: [Religious education](#) | [Religious discrimination](#) | [Religious minorities](#) | [Multiculturalism](#) | [Equality rights](#) | [Domestic implementation of international human rights law](#) | [Government policy](#) | [Canada](#) | [Religion](#) | [Menneskerettighet](#) | [Minoritet](#) | [Pedagogikk](#) | [USA](#)

Tittel: **New crime in China : public order and human rights / Ron Keith and Zhiqiu Lin**
I serie: Routledge contemporary China series 5
Forfatter: [Keith, Ronald C.](#)
[Lin, Zhiqiu](#)
Årstell: 2006
Trykt: London : Routledge
ISBN: 978-0-415-31482-4, ib., 0-415-31482-8, ib.
Sidetall: X, 221 s.
Emner: [Crime](#) | [Criminal law](#) | [Criminal justice](#) | [Rule of law](#) | [Law reform](#) | [Domestic implementation of international human rights law](#) | [Social change](#) | [Economic development](#) | [China](#)

Woodiwiss, Anthony (2005) *Human Rights*. London: Routledge.

Cheah, Peng (2006) *On Cosmopolitanism and Human Rights, Inhuman Conditions*. Cambridge , Massachusetts, Harvard University Press.

8. NAME OF LECTURERS

Hermann Smith-Sivertsen, associate professor/ Doctor Polit,

Lars Petter Soltvedt, associate professor/ PhD.

MHUMF702	HUMAN RIGHTS AND MULTICULTURALISM IN INTERNATIONAL INSTITUTIONS AND RELATIONS	10 ECTS
Language of instruction: English*	Master of Science in Human Rights and Multiculturalism, elective course	Semester: SPRING

1. OBJECTIVE OF THE COURSE

The purpose of this course is to further the students insight into the role of human rights in international relations, through a particular emphasis on the role of international non-state actors in human rights promotion.

Learning outcomes:

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.

2. COURSE CONTENTS

This course provides a multidimensional overview of international human rights. It analyses the human rights effect of the activities of international institutions, such as the World Bank and the International Monetary Fund, and how these effects relate to international human rights law. The course will also address the interaction between the human rights institutions of the UN and the wider UN family. Furthermore, the role of regional organisations such as the EU and AU in the promotion and respect for human rights will be considered. These actors will be considered in light of the wider debate on non-state actors' position regarding human rights promotion. It then moves on to specifically analyse human rights in the relationship between states, both as far as international justice, transitional justice, and development is concerned.

Finally, and in view of the present international situation, we shall look at human rights as politics and idolatry

3. TEACHING METHODS

Lectures, discussion in seminars, essay writing under tuition.

4. 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 he/she signs up for the current course.

5. ATTENDANCE

An attendance of at least 80 % will be expected.

6. ASSESSMENT METHODS

Continuous assessment

Required individual work will consist of course attendance and a brief written test by the end of the course (pass or fail).

Final assessment

The graded 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

Pen and one dictionary at the examination.

7. LITERATURE/READINGS

Mandatory reading list:

Abouhard, M. Rodwan and Cingranelli, avid (2007) *Human Rights and Structural Adjustment*. Cambridge: Cambridge University Press.

Beigbeder, Y. (2005). *International Justice against Impunity*. Leiden: Martinus Nijhoff Publishers.

Donnelly, J. (2007) *International Human Rights*. Boulder: Westview Press

Forsythe, D.P (2006) *Human Rights in International Relations*. Cambridge: Cambridge University Press,

Ignatieff, M. (1999) *Human Rights as Politics and Idolatry*. Princeton: Princeton University Press.

Niezen, Ronald (2003) *The Origins of Indigenism. Human Rights and the Politics of Identity*. Berkeley: University of California Press.

Tomuschat, C. (2003) *Human Rights. Between Idealism and Realism*. Oxford: Oxford University Press.

Skogly, S and Gibney, M (2002) "Transnational Human Rights obligations", *Human Rights Quarterly*, Vol.23, no.3

Butler, I (2010) 'Securing Human Rights in the Face of International Integration' *International and Comparative Law Quarterly*

Clapham, A (2006) *Human Rights Obligations of Non-State Actors*, Oxford, OUP

Sengupta, A Sengupta, A. (2002). "The Theory and Practice on the Right to Development." *Human Rights Quarterly* 24(4): 837 - 889.

Recommended additional readings

Burgenthal, T. (2002) *International Human Rights*. St. Paul, Minnesota: West Group.

Pogge, T. (2004) *The First UN Millennium Goal: A Cause for Celebration?* in *Journal of Development*, vol. 5, no. 3, pp. 378-397.

Risse, T; Ropp, S.C; and Sikkink, K. (1999) *The Power of Human Rights. International Norms and Domestic Change*. Cambridge: Cambridge University Press.

Skogly, S. (2006) *Beyond Borders; States' Human Rights Obligations in International Cooperaiton*, Antwerp, Intersentia

Salomon, M (2007) *Global Responsibility for Human Rights*, Oxford, OUP

Summers, J (2007) *Peoples and International Law: How the Right of Self-Determination and Nationalism Shape a Contemporary Law of Nations*, Leiden, Brill,

8. NAME OF LECTURERS

Lars Petter Soltvedt, Associate Professor, PhD.

Sigrun Skogly, Professor of Human Rights Law

MHUMG703	HUMAN RIGHTS EDUCATION IN INTERCULTURAL SETTINGS	10 ECTS
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Language of instruction: English/Norwegian*	Master of Science in Human Rights and Multiculturalism, elective course	Semester: SPRING
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1. COURSE OBJECTIVES

The term 'human rights education' is used on a broad scale and in relation to several different subjects. The phenomenon of multiculturalism/interculturalism within schools and society further complicates how we define and practice human rights education. The aim of this module is for the student to acquire a critical awareness of different theories and practises concerning human rights education. Furthermore the course aims at giving the student the theoretical and didactical competence to teach human rights within general education.

Learning outcomes:

Having successfully completed this unit, the student is able to

- analyse and examine different models and theories for teaching human rights within the context of general education and multiculturalism;
- distinguish the concepts of teaching *for* human rights from teaching *about* human rights;
- identify areas pertaining to policy, curricular requirements and subjects wherein human rights education can be applied;
- identify and discuss ethical and didactical dilemmas concerning human rights education, and be able to critically evaluate different didactical approaches in human rights education;
- apply and discuss different approaches to the teaching of human rights
- demonstrate a reflective and professional awareness of the educators role in teaching and conveying human rights in religiously pluralistic and culturally diverse settings;
- develop skills in creating an inclusive and open learning environment, marked by respect and dialogue;
- discuss how human rights can be introduced and included in different subjects, and how to include human rights in curricular development.

2. COURSE CONTENTS

The course provides a cross disciplinary approach and overview to human rights education. It starts with an analysis of the concept of human rights education. Taking into account that different cultures, academic disciplines and different educational levels may have varying perceptions on what constitutes human rights education, the course seeks to focus on didactic principles and challenges that bridge the gap between these.

It then moves on to analyse different practices within the human rights regime in relation to education. Specifically the course focuses on didactical approaches to teaching human rights. In this part of the course challenges and dilemmas facing educators and other practitioners within Human rights education will be addressed. We also look the goals and purpose of human rights education, and try to establish a baseline for good practice.

Finally, different approaches to teaching human rights in reference to interculturalism will be discussed.

The course approaches the subject of human rights education in an interdisciplinary manner, building on several traditional disciplines including pedagogy, philosophy, political science, history and law.

As part of the master programme the course provides necessary competence for work in general education with specialization in social studies and intercultural education. The course builds upon the,

and expands on the guidelines and curricular requirements for the Norwegian 4 year teacher education programs. Students with a Norwegian teachers degree (bachelor/ or equivalent) will upon completion of the masters degree be qualified as master teacher with specialization in social studies and multiculturalism.

3. 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 an e-Education platform. Participation in group assignments is a pre-requisite for taking the final exam.

4. 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.

5. ATTENDANCE

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

6. ASSESSMENT METHODS

Continuous Assessment

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

By midterm students will hand in a reading list of approximately 7050-1000 pages. The list should be compiled from the suggested readings.

Final assessment

Required individual work will be consisting of course attendance and an essay that is approved or not approved. The graded exam will be an oral defence of the essay.

Individual essay counting for 60 % of the grade.

Oral examination counting for 40 % of the grade.

Assessment type/scale

Grades A to F.

Aids allowed

7. LITERTURE/READINGS

Author	Year	Title	Publisher
Required: Andreopoulos, G. & Claude, R.P. (eds)	1997	Human Rights Education for the Twenty- First Century	University of Pennsylvania Press
Burbules, N. C.	1999	Review of Martha Nussbaum's Cultivating Humanity	Harvard Educational Review Vol. 69 No. 4
Cardenas, S	2005	Constructing Rights? Human Rights Education and the State	International Political Science Review 2005 / Vol. 26, No 4 , 363- 379
Habermas, J	1996	Between Facts and Norms. Contributions to a Discourse Theory of Law and Democracy	Cambridge, Mass: The MIT Press

Ignatieff, M	2002	Is the Human Rights Era Ending?	New York Times, 5 February 2002
Kennedy, D	2002	The International Human Rights Movement: Part of the Problem?	Harvard Human Rights Journal
Kunstler, B	1999	Beyond the Illusion of Human Rights	Journal for Pedagogy, Pluralism & Practice Issue 4 vol.1: Fall 1999
Machan, T	1987	"Towards a Theory of Individual Human Rights"	The New Scholasticism, 51/1 (Winter 1987)
Marcus, G.R. & Fischer, M. M. J.	1986	Anthropology as Cultural Critique: An experimental moment in human sciences	Chicago University Press
Nelson, J.O	1990	Against Human Rights	Philosophy, 65 (1990), 341–348
Nussbaum, M.	1996	For Love of Country: Debating the Limits of Patriotism	Boston: Beacon Press
Nussbaum, M	1997	Cultivating Humanity: A Classical Defence of Reform in Liberal Education	Harvard University Press
Preis, A	1996	Human Rights as Cultural Practice: An Anthropological Critique	Human Rights Quarterly, Vol 18,286-315
Rawls, J.	1993	"The Law of Peoples", in Shute, S and Hurley, S. (eds.) . On Human Rights	New York: Basic Books
Rosenblum, P	2002	Teaching Human Rights: Ambivalent Activism, Multiple Discourses, and Lingering Dilemmas.	Harvard Human Rights Journal / Vol. 15, Spring 2002
Sliwinski,S	2005	Thinking without barristers: Toward a compassionate inquiry into Human Rights Education	Educational Theory / Vol. 55 /N2. University of Illinois
Online material			
ETC Graz	2006	"Understanding Human Rights"	http://www.etc-graz.at/typo3/uploads/media/Manual-engl.pdf
The Human Rights Resource Center / University of Minnesota Human Rights Center		<i>GENERAL INTRODUCTION TO HUMAN RIGHTS EDUCATION</i>	http://www1.umn.edu/humanrts/edumat/introduction.shtm
People's Movement for Human Rights Education (PDHRE)	2006	HUMAN RIGHTS LEARNING A PEOPLE'S REPORT	http://www.pdhre.org/pdhre-report-2006.pdf
The Office of the United Nations High Commissioner for Human Rights (OHCHR)		This series consists of publications aimed at supporting general human rights education efforts. It includes information on the World Programme for Human Rights Education, a study on human rights education and human rights treaties, and a practical book to support human rights education in schools.	http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx

Recommended additional readings

Donnelly, J	2003	Universal Human Rights in Theory and Practice	New York: Cornell University Press
Ignatieff, M	2001	Human Rights as Politics and Idolatry	Princeton, New Jersey: Princeton University Press
LaCapra, Dominick	2001	Writing history, Writing Trauma	The Johns Hopkins University Press
Pollis, A. & Schwab, P.	1979	Human Rights: Cultural and Ideological Perspectives	New York: Praeger Publishers

8. NAME OF LECTURERS

Bjørn Aksel Flatås. Cand.philol. /Doctoral Fellow
Department of teacher education, Buskerud University College

MHUMH800	HUMAN RIGHTS AND PROFESSIONAL ETHICS	10 ECTS
Language of instruction: English/Norwegian *	Master of Science in Human Rights and Multiculturalism. Mandatory course	Semester: AUTUMN

1. COURSE OBJECTIVES

Professionals employed or otherwise engaged by the state, can face lingering and actual ethical and legal dilemmas as part of their work. This can be actualized by multicultural settings, where different cultural, ethical and religious standards can come into play. This course addresses the tension between professional ethics on the one hand and the requirements of the professionals' role and actions as defined by the state. The objective of the course is to highlight and strengthen the actor's awareness of professional ethics and human rights as tool for adapting good practise.

Learning outcomes:

Having successfully completed this unit, the student is able to

- analyse and examine different ethical models in the context of human rights and multiculturalism;
- identify ethical dilemmas pertaining to policy, and discuss human rights, professionalism and social responsibility in relation to ethics;
- understand the part played by ethics in the development and legitimization of human rights and professional conduct;
- 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 uses of terms connected with ethics, professional ethics, and social responsibility, and how they are employed in normative political theories

2. COURSE CONTENTS

The course approaches Human Rights in relation to professional practices and professional ethics. It focuses on the professions autonomy, organisation and governance and questions whether professional ethics or Human rights provides relevant tools for creating awareness towards Human Rights violations and promoting courage to oppose the will of the state under such circumstances. During the course we will also question whether there exists a tension between personal/professional ethical standards and the legal standards found within the Human Rights framework. Furthermore we will examine how this applies to multicultural settings and examine whether professional, laymen, and other concerned parties understand Human Rights in terms of legitimacy (as ethical standards) or in terms of legality (as legal standards). This part will also examine whether Human Rights are adequate tools for accommodating difference.

The course also addresses to what degree the state is obliged to inform and educate its professionals about relevant Human Rights standards and instruments.

As part of the master programme the course provides necessary competence for work in general education with specialization in social studies and intercultural education. The course builds upon the, and expands on the guidelines and curricular requirements for the Norwegian 4 year teacher education programs. Students with a Norwegian teachers degree (bachelor/ or equivalent) will upon completion of the masters degree be qualified as master teacher with specialization in social studies and multiculturalism.

3. 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 an e-Education platform. Participation in group assignments is a pre-requisite for taking the final exam.

Learning outcomes:

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 develop his/her skills in individual scholarly analysis as well as learn how to do well in intellectual discussions about the issues, concepts, approaches and theories in the course syllabus.

4. PREREQUISITES

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

5. ATTENDANCE

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

6. ASSESSMENT METHODS

Continuous Assessment

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

By midterm students will hand in a reading list of approximately 7050-1000 pages. The list should be compiled from the suggested readings.

Final assessment

Required individual work will be consisting of course attendance and an essay that is marked pass or fail. The graded exam will be an oral defence of the essay.

Individual essay counts 60 % of the grade.

Oral examination counts for 40 % of the grade.

Assessment type/scale

Grades A to F.

Aids allowed

7. Suggested LITERATURE/READINGS

Almond, B. (1997). "Rights" in Singer P. (ed.) *A Companion to Ethics* (chapter 22). Oxford: Blackwell Publishers. pp. 259-269 (10p)

Arendt, H. (1994). *Eichmann in Jerusalem:: a report on the banality of evil*. London: Penguin Books.(296p)

Ashford, E. (2007). "The Duties Imposed by the Human Right to Basic Necessities" in Thomas Pogge, (ed.) *Freedom from Poverty as a Human Right: Who Owes What to the Very Poor?* Oxford: Oxford University Press. pp. 183-219 (36 p.)

- Bauman, Z. (1996). "Morality begins at home? or: Can there be a levinasian macro-ethics?" in A.. J. Vetlesen and H. Jodalen (Eds.), *Closeness - An ethics* Oslo: Universitetsforlaget. pp. 218-245 (27p.)
- Boxill, B.R. (1997). "Equality, discrimination and preferential treatment" in P. Singer (ed.) *A Companion to Ethics* (chapter 29). Oxford: Blackwell Publishers. pp. 333-343 (10p)
- Callahan, C. (ed.) (1988). *Ethical Issues in Professional Life*. New York: Oxford U.P. pp. 26-38; 87-120; 408-411 (48p.)
- Foucault, M. (1984). "Madness and Civilization" and "Bio-power" In: Paul Rabinow (ed.) *The Foucault Reader*. New York: Pantheon Books. pp 123–168; 257–290. (78p.)
- Marshall, P. (1992). "Two Types of Rights" in *Canadian Journal of Political Science/ Revue canadienne de science politique* , Vol. 25, No4 (Des., 1992), pp. 661-676 (15p)
- Nagel, T. (1986). Ethics. In *The view from nowhere* (chapter 9). Oxford: University Press. (pp)
- Outka, G. (1972). *Agape. An Ethical Analysis*. 1972. New Haven: Yale U.P. pp. 1–54; 260-273 (67p)
- Pence, G. (1997). "Virtue theory" in P. Singer (ed.) *A Companion to Ethics* (chapter 21). Oxford: Blackwell Publishers. pp. 249-259 (10p)
- Scheffler, S. (2001). Individual responsibility in a global age and Families, nations and strangers In *Boundaries and allegiances* (chapter 2 & chapter 3). Oxford: University Press.
- Singer, P. (2002). One community. In *One world* (chapter 5). New Haven: Yale University Press.
- Skirbekk, G. (1993). Ethical gradualism and discourse ethics. In G. Skirbekk (Ed.), *Rationality and modernity* (pp. 191-214). Oslo: Scandinavian University Press.
- Skirbekk, G. (1997). The discourse principle and those concerned. *Inquiry*, 40(1), 63-72.
- Tasioulas, T. (2007). "The Moral Reality of Human Rights" in Thomas Pogge (ed.) *Freedom from Poverty as a Human Right: Who Owes What to the Very Poor?* Oxford: Oxford U.P. pp.183-219(36p.)
- Taylor, C. (1992). "The politics of recognition" in A. Gutman (Ed.) *Multiculturalism and the politics of recognition* Princeton: Princeton University Press. pp. 25-73 (48p)
- Thompson, D. F. (2005). "Introduction: The Need for Institutional Responsibility", and "The Institutional Turn in Professional Ethics" In: *Dennis F. Thompson: Restoring Responsibility. Ethics in Government, Business, and Healthcare*. Cambridge: Cambridge U.P. pp. 1–10; 267–277 (20p.)
- Williams, B. (1988). Consequentialism and integrity. In *Consequentialism and its critics* (chapter 2). Oxford: University Press.

Approximately 750 pages.

Recommended additional readings

Agamben, G. (1998). *Homo Sacer: sovereign power and bare life*. Stanford, Calif.: Stanford University Press

Agamben, G. (2005). *State of exception*. Chicago : University of Chicago Press

Browning, C.R. (1998). *Ordinary Men. ReservePolice battalion 101 and the final solution in Poland.*
New York: Harper Collins

Online resources

The Office of
the United
Nations High
Commissioner
for Human
Rights
(OHCHR)

This series consists of publications aimed at supporting general human rights education efforts. It includes information on the World Programme for Human Rights Education, a study on human rights education and human rights treaties, and a practical book to support human rights education for various professions.

<http://www.ohchr.org/EN/PublicationsResources/Pages/TrainingEducation.aspx>

8. NAME OF LECTURERS

Bjørn Aksel Flatås. Cand.philol. /Doctoral Fellow
Department of teacher education, Buskerud University College

MHUMJ801	RESEARCH METHODOLOGY AND THESIS DEVELOPMENT	10 ECTS
Language of instruction: English	Master of Science in Human Rights and Multiculturalism	AUTUMN

1. COURSE OBJECTIVES

The course aims to give an overview of qualitative, 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.

Learning outcomes

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.

2. 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, 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.

3. TEACHING METHODS

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

4. PREREQUISITES

For Norwegian students: Examen facultatum in humanistic, 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.

5. Participation/ATTENDANCE

Seminar participation and presentation is a prerequisite for submitting the final paper.

6. ASSESSMENT METHODS

Continuous assessment

Required individual work will consist of course attendance and a brief written test by the end of the course (pass or fail).

Final assessment

The graded 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, including a review/discussion of relevant literature and theory, and a description/discussion of the design of the project.

Assessment type/scale

Marks A-F

Aids allowed

Pen and one dictionary

7. LITERATURE

Required readings of the course amounts to approximately 874 pages selected from the following titles:

Todd Landman (2006). *Studying Human Rights*. Routledge, London. Introduction and Chapters 1-8. 140 pp

Berger, P. and Luckman, T. (1967). *The social construction of reality: a treatise in the sociology of knowledge*, Penguin Publishers, London

Brems, Eva. "Methods in Legal Human Rights Research" in Fons Coomans, Fred Grünfeld and Menno T. Kamminga (eds.), *Methods of Human Rights Research*. Antwerp, Intersentia, 2009. 12 pp.

Calhoun, C. (1995) *Critical Social Theory: Culture, History, and the Challenge of Difference* London: Blackwell.

De Feyter, Koen. "Treaty Interpretation and the Social Sciences" in Fons Coomans, Fred Grünfeld and Menno T. Kamminga (eds.), *Methods of Human Rights Research*. Antwerp, Intersentia, 2009. 20 pp.

Denzin, N.K. and Lincoln, Y.S. (eds.) (1998a) *Collecting and Interpreting Qualitative Materials*, London: Sage

Denzin, N.K. and Lincoln, Y.S. (eds.) (1998b) *Strategies of Qualitative Inquiry*, London: Sage

Forsythe, David. "Human Rights Studies: On the Dangers of Legaistic Assumptions" in Fons Coomans, Fred Grünfeld and Menno T. Kamminga (eds.), *Methods of Human Rights Research*. Antwerp, Intersentia, 2009. 18 pp.

Gadamer, H-G.(1976b) "The Historicity of Understanding," in *Critical Sociology, Selected Readings*, P. Connerton (ed.), Penguin Books Ltd, Harmondsworth, 1976b, pp. 117-133

Meckled-Garcia and Cali, Basak (2006) (eds.): *The Legalization of human rights: Multidisciplinary Perspectives in human rights and human rights law*. Routledge, 2006. Chapters 1, 2, 3, 4 – in total 80 pages.

Moustakas, C. (1990) *Heuristic Research: design, methodology and applications*, London: SAGE
Willis, Jerry W () *Foundations of qualitative research. Interpretive and Critical Approaches*.
London: Sage.

Ragin, C. (1987) *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*
(Berkeley: University of California Press), Ch. 1-6 (102 s.)

Sano, Hans-Otto and Hatla Thelle. "The Need for Evidence-Based Human Rights Research" in Fons
Coomans, Fred Grünfeld and Menno T. Kamminga (eds.), *Methods of Human Rights Research*.
Antwerp, Intersentia, 2009. 20 pp.

Silverman, D. (1997) *Qualitative Research: theory, method and practice*, London: Sage.

Silverman, D. (2008) *Doing Qualitative Research: a comprehensive guide*, London: Sage.

Smits, Jan M. "Redefining Normal Legal Science: Towards and Argumentative Discipline" in Fons
Coomans, Fred Grünfeld and Menno T. Kamminga (eds.), *Methods of Human Rights Research*.
Antwerp, Intersentia, 2009. 14 pp.

Willis, J. W (2007) *Foundations of qualitative research. Interpretive and Critical Approaches*. London:
Sage.

Yanow, D. and Schwartz-Shea P. (2006) *Interpretation and Method. Empirical Research Methods and
the Interpretive Turn*.

8. NAME OF LECTURERS

Bård A. Andreassen
Bjørn A Flatås
Lena Lybæk
Sigrun Skogly
Hermann Smith-Sivertsen

(Other staff)

Module: MHUMK900	Master thesis in human rights and multiculturalism	40 ECTS
Language of instruction: English*	Master of Science in Human Rights and Multiculturalism, mandatory module	Semester: AUTUMN/SPRING

1. LEARNING OUTCOMES

The Master thesis in Human Rights and Multiculturalism will allow the student

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

2. COURSE CONTENTS

This module allows students to pursue their individual research project within their chosen field, building 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.

3. TEACHING METHODS

Independent, guided research and writing of the MSc thesis in consultation with each student's approved thesis supervisor(s).

4. 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.

5. PARTICIPATION and Thesis requirements

Participation

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 is entitled to 20 hours of supervision in connection with the writing of the thesis. 10 of these may be individual supervision.

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

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.

Thesis requirements

The substantive element of the thesis should not exceed 25 000 words, including footnotes/endnotes (as required) but excluding abstract, acknowledgements, 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, 2012.

6. ASSESSMENT METHODS

Continuous Assessment/Supervision

The student is entitled to 20 hours of supervision in connection with the writing of the thesis. 10 of these may be individual supervision.

Student/staff research seminars will be held in the spring semester 2012. Here the students will present their nearly finished research, with the opportunity to discuss their findings and conclusions.

Final assessment

A thesis committee consisting of one external and one internal examiner (after proposal by the supervisor and student) will review the thesis. In addition, the supervisor will join the commission in an administrative role. Should the two examiners fail to agree, a second external examiner will be consulted.

Assessment type/scale

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

Aids allowed