**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | Panteion University |
| **ACADEMIC UNIT** | Department of International, European and Area Studies |
| **LEVEL OF STUDIES** | Postgraduate |
| **COURSE CODE** | **PMS266** | **SEMESTER** | **Winter**  |
| **COURSE TITLE** | ***Law and policy on human rights and minorities*** |
| **INDEPENDENT TEACHING ACTIVITIES** *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits* | **WEEKLY TEACHING HOURS** | **CREDITS** |
|  | 3 | 7,5 |
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| *Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).* |  |  |
| **COURSE TYPE***general background, special background, specialised general knowledge, skills development* | Specialised general background  |
| **PREREQUISITE COURSES:** | - |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | Greek |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | No |
| **COURSE WEBSITE (URL)** |  |

1. **LEARNING OUTCOMES**

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| **Learning outcomes** |
| *The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.**Consult Appendix A* * *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
* *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
* *Guidelines for writing Learning Outcomes*
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| *This course will analyse the institutional architecture of the field, and the different contexts in which the language of human rights law is relied upon in practice. Drawing on contemporary case studies, and topics relevant for Greece, such as asylum and migration, minorities, vulnerable groups and discrimination, invites students to think critically about the value and the limits of human rights law as a vocabulary for addressing different societal challenges. The course focus on migration, poverty, and digital technology.*Upon completion of the course, students will be familiar with issues and the challenges of law and policy in specific the fields of international human rights and minority protection, as well as on management of asylum and migration flows in Greece, in Europe and in the world. In particular, students will be able to: * Understand and analyze progress but also the backlash in human rights and minority protection.
* Understand and apply the framework on minority protection
* Comprehend the challenges of international organizations in the human rights, rule of law democracy sphere, including in reporting, monitoring and fact finding (focus on Council of Europe and on the Organization of American States, the African Union and OSCE).
* Tackle innovation and design challenges on real-life crisis management in current migration and refugee flows and their management in Greece, in Europe and in the world (focusing also on digital solutions and dilemmas).
* Manage issues and challenges in law and diplomacy using advanced creative and problem-solving methods.

*• Critically evaluate the value and limits of human rights law as a framework for addressing different**societal challenges**• Understand the tensions and challenges confronted by the operation of human rights law in different**societal domains**Skills:**• Apply legal research and writing skills to a topical issue or case in the field of international and regional**human rights law**• Critically examine, orally present and nurture discussions on tensions and challenges related to the**application of international regional human rights law in practice**• Creatively and collectively develop a short course on a thematic area related to international and** *regional human rights law*
 |
| **General Competences**  |
| *Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?* |
| *Search for, analysis and synthesis of data and information, with the use of the necessary technology* *Adapting to new situations* *Decision-making* *Working independently* *Team work**Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*  | *Project planning and management* *Respect for difference and multiculturalism* *Respect for the natural environment* *Showing social, professional and ethical responsibility and sensitivity to gender issues* *Criticism and self-criticism* *Production of free, creative and inductive thinking**……**Others…**…….* |
| Upon completion of the unit, students will be able to:* Present complex legal arguments through the analysis of primary and secondary resources.
* Conduct independent research, synthesize information, and produce a competent essay.
* Develop their critical thinking.
* Enhance their oral and presentation skills.
* Evaluate the links between international law, security and politics.

They will also learn how to conduct.* Autonomous work but also work in Teams
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1. **SYLLABUS**

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| PART A. Management of Refugee and Migration Flows1. In Greece, Europe, the World.
2. Asylum and Migration EU Law and Policy: the new Pact. What it is. What it is not. Where we stand. What can we expect.
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| 1. The Reform of the Dublin Regulation and the interplay between the CJUE and the ECtHR
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| PART B. UNESCO CHAIR on Human Rights Democracy and Peace Lectures. 1. EU and Council of Europe I. as a global actor in human rights democracy and peace. Other Initiatives.

EU and Human Rights, Treaty of Lisbon (institutions, FRA), EU Charter of Fundamental rights, EU accession to the ECHR (state of play, prospects), EU v. ECHR? (case of refugee rights and European Arrest Warrant) |
| 1. EU and CoE II. CoE Reykjavik Summit 2023 / Relations between EU and CoE. EU in the World (Revisiting the Fundamental Rights Charter (Art.21 TEU, EU competences), the Strategic Framework on Human Rights and Democracy 2012, Action Plan on Human Rights and Democracy 2020-2024)
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| 1. Challenges.

Administrative detention in Europe Return Directive, Handbook of the Commission 2015, Directives 2003/9, 2005/85, 2013/33, UNHCR 12 guidelines for detention, CJUE and ECtHR case law) |
| g. Seminar on Minority protection (participation of students) / Protection of minorities in the Council of Europe –case law –Framework Convention –Reporting –Monitoring / Sharia and Human Rights –+essays by participants |
| PART B. Human Rights backlash in Europe, the Americas and Africa / monitoring and fact finding treay and non treaty bodies. – 1. Council of Europe monitoring bodies, 2) OAS approach 3) EU/FRA surveys 4) African Union challenges and opportunities |
| 5. Terrorism and human rights limitations /Mass surveillance /State of emergency +essays by participants |
|  6. European Commission against Racism and Intolerance –Monitoring Vulnerable Groups and the CoE (Lanzarote, Istanbul, ROMA, LGTBQi etc) +Essays presented by Master Students – |
| PART C. Seminar on International Criminal Law – International Fact Finding Missions – 4hrs Experiences by a Defence Lawyer – Christopher Gosnell – Maria Marouda7. Presentation of Research by European Master on Human Rights and Democracy Masterini, Essays by International Credit Mobility Erasmus + Exchange Students |

1. **TEACHING and LEARNING METHODS - EVALUATION**

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| **DELIVERY***Face-to-face, Distance learning, etc.* | In-class seminars, asynchronous activities via e-class, independent research  |
| **USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY** *Use of ICT in teaching, laboratory education, communication with students* |  |
| **TEACHING METHODS***The manner and methods of teaching are described in detail.**Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.**The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS* |

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| ***Activity*** | ***Semester workload*** |
| Lectures  | 20 |
| Seminar Preparation  | 19 |
| Workshop Preparation  | 60 |
| Essay Preparation  | 70 |
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| Course total  | ***200*** |

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| **STUDENT PERFORMANCE EVALUATION***Description of the evaluation procedure**Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other**Specifically-defined evaluation criteria are given, and if and where they are accessible to students.* | Assessment is based on in-class participation, 25%Seminars 25%Written essay of 5000 words (50%) |

1. **ATTACHED BIBLIOGRAPHY**

**BIBLIOGRAPHY**

**On**

*Greek:*

Μ. Ντ. Μαρούδα (επιμ.), *Αλληλεγγύη στην ΕΕ: Εξελίξεις στο πεδίο της προσφυγικής προστασίας και προκλήσεις στην ΕΕ και στην Ελλάδα,* Νομική Βιβλιοθήκη, 2019

Μ. Ντ. Μαρούδα, Β. Σαράντη, *Προσφυγικό Δίκαιο*, Νομική Βιβλιοθήκη, 2016

Α. Μ. Σπυροπούλου, *Ασυνόδευτοι Ανήλικοι ως Πρόσφυγες και Μετανάστες,* Νομική Βιβλιοθήκη, 2016

*Moreover*

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C. Costello, *The Human Rights of Migrants and Refugees in European Law,* Oxford University Press, 2015

J. Hathaway, *The Rights of Refugees under International Law*, Cambridge University Press, 2021

A. –G. Hurwitz, *The collective responsibility of states to protect refugees*, Oxford University Press, 2009

*• Moeckli, D et al (eds), International Human Rights Law (4th ed, OUP 2022)*

*• Binder, C, et al. (eds), Elgar Encyclopedia of Human Rights (Edward Elgar 2022)*

*• Marks, S, and Clapham, A, International Human Rights Lexicon (OUP 2005)*

*• Bisset, A (ed), Blackstone’s International Human Rights Documents (12th ed, OUP 2020)*

*• Andreassen, BA, et al. (eds), Research Handbook on the Politics of Human Rights Law (Edward Elgar 2023)*

*• de Sousa Santos, B, and Martins BS (eds), The Pluriverse of Human Rights (Routledge 2021)*

*• Egan, S, and Chadwick, A (eds), Poverty and Human Rights (Edward Elgar 2021)*

*• Gibney, M, et al (eds), Routledge Handbook on Extraterritorial Human Rights Obligations (2021)*

*• de Búrca, G., Reframing Human Rights in a Turbulent Era (OUP 2021)*

*• An-Naim, AA, Decolonising Human Rights (CUP 2021)*

*• Mayer, B and Zahar, A (eds), Debating Climate Law (CUP 2021)*

*• Shahabuddin, M, Minorities and the Making of Postcolonial States in International Law (CUP 2021)*

*• Watt, E, State Sponsored Cyber Surveillance (Edward Elgar 2021)*

*• Castello, C, et al (eds), The Oxford Handbook of International Refugee Law (OUP 2021)*

*• Mégret, F, and Alston, P, The United Nations and Human Rights: A Critical Appraisal (OUP 2020)*

*• Moses, AD, Duranti, M, and Burke, R (eds), Decolonization, Self-Determination, and the Rise of Global Human Rights*

*Politics (CUP 2020)*

*• Gonzalez-Salzberg, D, and Hodson, L (eds), Research Methods for International Human Rights Law: Beyond the*

*Traditional Paradigm (Routledge 2020)*

*• Lavrysen, L, and Mavronicola, N (eds), Coercive Human Rights (Hart Publishing 2020)*

*• Deva, S, and Birchall, D (eds), Research Handbook on Human Rights and Business (Elgar 2020)*

*• Fraser, J, Social Institutions and International Human Rights Law Implementation (CUP 2020)*

*• Saul, B (ed), Research Handbook on International Law and Terrorism (Routledge, 2nd ed 2020)*

*• Jørgensen, RF (ed), Human Rights in the Age of Platforms (MIT Press 2019)*

*• Wewerinke-Singh, M, State Responsibility, Climate Change and Human Rights under International Law (Hart 2019)*

*• Kapur, R, Gender, Alterity and Human Rights (Edward Elgar 2018)*

*• Land, MK, & Aronson, JC (eds), New Technologies for Human Rights Law & Practice (CUP 2018)*

*• Moyn, S, Not Enough: Human Rights in an Unequal World (Harvard University Press 2018)*

*• Otto, D (ed), Queering International Law: Possibilities, Alliances, Complications, Risks (Routledge 2018)*

*• Andreassen, B, et al. (eds), Research Methods in Human Rights: A Handbook (Edward Elgar 2017)*

*• Engle, K, et al (eds), Anti-Impunity and the Human Rights Agenda (CUP 2016)*

*• Bhuta, N (ed), The Frontiers of Human Rights (OUP 2016)*

*• Douzinas, C, Human Rights and Empire: The Political Philosophy of Cosmopolitanism (Routledge 2007)*

*Blogs*

*• EJIL:Talk! – https://www.ejiltalk.org/*

*• Opinio Juris – http://opiniojuris.org/*

*• Just Security – https://www.justsecurity.org/*

*• Lawfare – https://www.lawfareblog.com/*

*• TWAILR – https://twailr.com/*

*• International Law & The Global South – https://internationallawandtheglobalsouth.com/*

*• Afronomics Law – https://www.afronomicslaw.org/*

*• I-CONnect - http://www.iconnectblog.com/*

*• Critical Legal Thinking – https://criticallegalthinking.com/*

*• IntLawGrrls – https://ilg2.org/*

*• CIL Dialogues – https://cil.nus.edu.sg/blog/*

*• Legal Form – https://legalform.blog/*

*• Oxford Human Rights Hub – https://ohrh.law.ox.ac.uk/*

*• OpenGlobalRights – https://www.openglobalrights.org/*

*• Strasbourg Observers – https://strasbourgobservers.com/*

*• The Conversation – https://theconversation.com/uk/topics/human-rights-1314*

*• Justice in Conflict – https://justiceinconflict.org/*

*• JURIST – https://www.jurist.org/*

*• International Law Reporter – http://ilreports.blogspot.com/*

*• Inforrm – https://inforrm.org/*

*• Law & Political Economy – https://lpeproject.org/blog/*

*• Völkerrechtsblog – https://voelkerrechtsblog.org/*

*• Verfassungsblog – https://verfassungsblog.de/*

*Podcasts*

*• RightsUp – https://podcasts.ox.ac.uk/series/rightsup-global-perspectives-human-rights-law*

*• RightsCast – https://anchor.fm/rightscast*

*• On Human Rights: The Raoul Wallenberg institute Podcast – https://rwi.lu.se/podcasts/*

*• Better Human Podcast – https://podcasts.apple.com/gb/podcast/better-human-podcast/id1481010283*

*• The REDRESS Podcast – https://redress.org/news/introducing-the-redress-podcast-bringing-you-the-latestin-*

*our-efforts-to-secure-justice-for-survivors-of-torture/*

*• Leigh Day: The Podcast – https://www.leighday.co.uk/latest-updates/podcasts/*

*• Entitled – Why Rights Matter and What’s the Matter with Rights –*

*https://podcasts.apple.com/us/podcast/entitled/id1577996421*

*• The Auxiliary Chamber – https://the-auxiliary-chamber.simplecast.com/*

*• Jus Cogens: The International Law Podcast – https://www.youtube.com/c/JusCogensPodcast*

*• The Institute for International Law and the Humanities Podcast –*

*https://law.unimelb.edu.au/centres/iilah/iilah-podcast*

*• The Promise Institute Podcast – https://promiseinstitutepodcast.buzzsprout.com/*

*• Asymmetrical Haircuts – https://www.asymmetricalhaircuts.com/*

*• EJIL: The Podcast – https://www.ejiltalk.org/ejil-the-podcast-page/*

*• Lawfare Arbiters of Truth – https://www.lawfareblog.com/topic/arbiters-truth*

*• Global Partners Digital In Beta – https://soundcloud.com/globalpartnersdigital*

D. Regarding EU Pact

<https://eumigrationlawblog.eu/category/new-pact-on-migration-and-asylum/>