

Department of International Relations
 Faculty of Social and Political Science
 Universitas Gadjah Mada
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INTRODUCTION TO HUMAN RIGHTS

GENERAL DETAILS	
Subject Code (from Faculty)	SPB 466IUP / SPB 1205
Subject Title	Introduction to Human Rights Study / <i>Pengantar Studi Hak Asasi Manusia (HAM)</i>
Credit Points	3 (three)
Language of Instruction	English / Indonesian
Teaching Periods	February – May 2018
Location (Room)	BA. 201
Schedule (Day, Hour)	Tuesday, 10.00 – 12.00 WIB
Program (IUP, Regular, Immersion)	IUP, Regular

LECTURER CONTACTS		
Lecturer 1		Lecturer 2
Dr. Dafri Agussalim, M.A.	Name	
dafri@ugm.ac.id	Email	
BC Building, 5th Flour, R. 504	Room Number	
07.30 – 16.30	Office Hour	

TUTOR CONTACTS		
Tutor 1		Tutor 2
	Name	
	Email	
	Phone Number	

SUBJECT DESCRIPTION
<p>Human rights have been regarded as one of the most important issue in the recent decades. This issue has attracted attention international community, either by academics and commentators or by practitioners. In the academic level, universities in many countries like in the United States, Sweden, Norway, France, Netherland, Germany, UK and Australia have focused their teaching and research into human rights discourse. More recently, thousands of graduates and scholars have also put their research interests to the discourse of human rights.</p> <p>In the practical level, the inclusion of human rights to the national policy in most of countries in the world is inevitable. This reflects from the emergence of many institutions by government and non-government focusing on the protection of human rights in the national and international level. Hundreds of laws have been enacted to defend the values of human rights. In addition, most of countries in the world have also ratified the Universal Declaration of Human Rights as a commitment and moral obligation to promote human rights and fundamental freedom. However, some the contentious debates related to the implementation of human rights in several countries are also arising. Nonetheless, it is important to note that in the practical level, many countries have demonstrated their commitment to the universal nature of human rights.</p> <p><i>Introduction to Human Rights</i> (SPB466IUP) is a course designed to help students to</p>

understand the basic concept of human rights and to provide an opportunity to explore it deeper in the future. Furthermore, this course will also provide the ground work for an analysis and provoke critical reflection on the political and philosophical questions related to human rights, in the local level and in the world at large. This, in turn, will increase the level of awareness of the students to grasp the contemporary issues on human rights. In result, this increasing level of awareness will precipitate the students to implement their knowledge, skills and experiences related to human rights into their daily life: respecting and protecting human rights.

The basic concept of human rights includes the definition of human rights, its historical, social, cultural, economical and political contexts, its pre-existing international laws and national legislations, and some case studies on human rights implementation in several countries, with particular emphasis in Indonesia.

SUBJECT INTENDED LEARNING OUTCOMES

Upon successful completion of this subject, students should be able to:

1	Understand the basic concept of human rights and to provide an opportunity to explore it deeper in the future. (ELO 2,
2	Explain Human Rights and their related aspects and context. (ELO 1)
2	Analyze and provoke critical reflection on the political and philosophical questions related to human rights, in the local level and in the world at large. (ELO 3)
3	Increase the level of awareness of the students to grasp the contemporary issues on human rights. (ELO 4)
4	Increase the level of awareness to implement their knowledge, skills and experiences related to human rights into their daily life: respecting and protecting human rights. ((ELO 6)

CLASS REGULATION

Student should obey the class regulations, as listed below:

1	In order to achieve ultimate success in your studies it is important that you participate in, and engage fully with, all your scheduled lectures.
2	Punctuality is crucial, if you turn up late more than 15 minutes you may find you will not be allowed to enter as late attendance causes disruption for others.
3	Do Not use mobile phone during the lecture
4	Any kind of cheating or plagiarism in this course absolutely can NOT be tolerated .
5	The students are expected to complete some essential reading <i>before</i> attending the lecture each week.

ASSESSMENT AND FEEDBACK DETAILS

No	Assessment Methods	Weight (Percentage)	Due Date	Assessment Notes (include requirements, questions to be addressed, if any), submission rule, marking criteria
1	Midterm Exam	30%	According to the Schedule made by Faculty	Writing exam will be conducted in class according the schedule made by faculty.
2	Group Activities	25%	After Midterm Exam	Group activities will be two forms: field work followed by presentation and discussion.

3	Final Exam (3 of 6 questions)	30%	At the end of Semester	Writing Exam at class
4	Participation and Class Attendance	15%	During the course	Class attendance minimum 75% and participation in class activities

PRESCRIBED BOOK/LEARNING RESOURCES (IF ANY)

Alston, Philip and Mary Robinson (eds.), *Human Rights and Development*, Oxford University Press, Oxford, 2005

Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Cornell University Press, Ithaca and London, 2003

Eine Welt, *Human Rights and Development*, Bonn, Rainer Tetzlaff, 1993

Alfredsson, Gudmundur and Asbjorn Eide (eds.), *the Universal Declaration of Human Rights: Common Standards of Achievement*, Martinus Nijhoff Publisher, 1999.

Baehr, Peter, *et al.*, (eds.), (terj.), *Hukum Internasional Pokok-pokok Hak Asasi Manusia*, Yayasan Obor Indonesia, Jakarta, 1997.

Berting, Jan, *et al.*, (eds.), *Human Rights in Pluralist World: Individuals and Collectivities*, Meckler Wesport, 1990.

Bloom, Irene, *et al.*, (eds.), *Religious Diversity and Human Rights*, Columbia University Press, New York, 1996.

Cassese, Antonio, *Hak Asasi Manusia di Dunia yang Berubah* (terj.), Jakarta, Yayasan Obor Indonesia, 2005

Dunne, Tim and Nicholas J. Wheeler (eds.), *Human Rights in Global Politics*, Cambridge University Press, Cambridge, 1999.

James, Nickel, *Making Sense of Human Rights*, University of California Press, Los Angeles, 1987.

Langlois, Anthony J., *the Politics of Human Rights and Justice: Southeast Asia and Universalist Theory*, Cambridge University Press, Cambridge, 2001.

Martin, J. Paul, (ed.), *Twenty-five Human Rights Documents*, Center for the Study of Human Rights, Columbia University, 1994.

Morales, Patricia, (ed.), *Toward Global Human Rights*, International Center for Human Rights and Public Affairs, Tilburg, 1990.

Sieghard, Paul, *The International Law of Human Rights*, Clarendon Press, Oxford, 1995.

Steiner, Henry and Philip Alston, *International Human Right in Context: Law, Politics, Moral*, Clarendon Press, Oxford, 1996.

Official Documents

The following is the list of official documents by governments and international organizations:

International Covenant on Civil and Political Rights (ICCPR)

International Covenant on Economic, Social and Cultural Rights (ICESCR)

International Convention on the Elimination all Forms Discrimination Against Women (CEDAW)

International Convention on the Rights of Child (CROC)

International Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)

International Convention on the Elimination of All Forms of Racial Discrimination (CERD)

Undang-Undang Dasar 1945 after amendment

Law No. 39/1999 on Human Rights

Law No. 26/2000 on Human Rights Court

SESSION PLAN				
Session	Date	Topic	Lecturer	Methods
1		Course Introduction: Syllabus, Class rules, etc.	DAS	Lecture and Dialogue
2		Understanding HR, and introduction: What is HR, how and when did it exist?	DAS	Lecture and Discussion
3		International Covenant on Civil and Political Rights (ICCPR)	DAS	Lecture and Discussion
4		International Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)	DAS	Lecture and Discussion
5		International Convention on the Elimination of All Forms of Racial Discrimination (CERD)	DAS	Lecture and Discussion
6		International Covenant on Economic, Social and Cultural Rights (ICESCR)	DAS	Lecture and Discussion
7		Woman Rights and Child Rights (CEDAW) and (CRoC)	DAS	Lecture and Discussion
		MID SEMESTER	DAS	Writing exam
8		HR and Political and security	DAS	Group Presentation
9		HR and economic and development	DAS	Group Presentation
10		HR and Socio-cultural interest	DAS	Group Presentation
11		HR in Indonesia: concept, law and practices	DAS	Group Presentation
12		Group Presentation and Discussion 1	DAS	Group Presentation
13		Group Presentation and Discussion 2	DAS	Group Presentation
14		Group Presentation and Discussion 3	DAS	Group Presentation
		END OF SEMESTER		

WEEKLY SCHEDULE	
Week 1, Day, Date – Topic: Course Introduction	
Short Introduction	Course Introduction: Syllabus etc.
Class Activities	Explanation about syllabus, class ground rule, and other information about the class by lecturer
Required Reading	Syllabus
Recommended Reading	-
Preparation	-
Assignment	-
Week 2, Day, Date – Topic: Understanding Human Rights, an Introduction	
Short Introduction	Understanding Human Rights, an introduction. What is human rights?, definition of human rights, understanding human rights from the historical, philosophical, social, cultural, economical, law, and political contexts.
Class Activities	Lecture followed by question and answer.
Required Reading	Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Recommended Reading	Martin, J. Paul, (ed.), <i>Twenty-five Human Rights Documents</i> , Center for the Study of Human Rights, Columbia University, 1994. James, Nickel, <i>Making Sense of Human Rights</i> , University of California Press, Los Angeles, 1987. Morales, Patricia, (ed.), <i>Toward Global Human Rights</i> , International Center for Human Rights and Public Affairs, Tilburg, 1990.

Preparation	Computers and other equipment, power points and other relevant lecture materials.
Assignment	Before attending the class, Students should read all the reading material that has been provided for this topic.
Week 3, Day, Date – Topic: International Covenant on Civil and Political Rights (ICCPR)	
Short Introduction	This session will elaborate and discuss the history, content, objective and some of example of implementation of International Covenant on Civil and Political Rights (ICCPR)
Class Activities	Lecture followed by question and answer.
Required Reading	International Covenant on Civil and Political Rights (ICCPR)
Recommended Reading	Sieghard, Paul, <i>The International Law of Human Rights</i> , Clarendon Press, Oxford, 1995. Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Preparation	Computers and other equipment, power points and other relevant lecture materials.
Assignment	Before attending the class, Students should read all the reading material that has been provided for this topic.
Week 4, Day, Date – Topic: International Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)	
Short Introduction	This session will elaborate and discuss the history, content, objective and some of example of implementation International Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
Class Activities	Lecture followed by question and answer.
Required Reading	International Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
Recommended Reading	Sieghard, Paul, <i>The International Law of Human Rights</i> , Clarendon Press, Oxford, 1995. Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Preparation	Computers and other equipment, power points and other relevant lecture materials.
Assignment	Before attending the class, Students should read all the reading material that has been provided for this topic.
Week 5, Day, Date – Topic: International Convention on the Elimination of All Forms of Racial Discrimination (CERD)	
Short Introduction	This session will elaborate and discuss the history, content, objective and some of example of implementation International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
Class Activities	Lecture followed by question and answer.
Required Reading	International Convention on the Elimination of All Forms of Racial Discrimination (CERD)
Recommended Reading	Sieghard, Paul, <i>The International Law of Human Rights</i> , Clarendon Press, Oxford, 1995. Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Preparation	Computers and other equipment, power points and other relevant lecture materials.
Assignment	Before attending the class, Students should read all the reading material that

	has been provided for this topic.
Week 6, Day, Date – Topic: International Covenant on Economic, Social and Cultural Rights (ICESCR)	
Short Introduction	This session will elaborate and discuss the history, content, objective and some of example of implementation International Covenant on Economic, Social and Cultural Rights (ICESCR)
Class Activities	Lecture followed by question and answer.
Required Reading	International Covenant on Economic, Social and Cultural Rights (ICESCR)
Recommended Reading	Sieghard, Paul, <i>The International Law of Human Rights</i> , Clarendon Press, Oxford, 1995. Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Preparation	Computers and other equipment, power points and other relevant lecture materials.
Assignment	Before attending the class, Students should read all the reading material that has been provided for this topic.
Week 7, Day, Date – Topic: Woman Rights and Child Rights	
Short Introduction	This session will elaborate and discuss the history, content, objective and some of example of implementation Woman Rights and Child Rights (CEDAW) and (CRoC)
Class Activities	Lecture followed by question and answer.
Required Reading	International Convention on the Elimination all Forms Discrimination Against Women (CEDAW) International Convention on the Rights of Child (CROC)
Recommended Reading	Diehard, Paul, <i>The International Law of Human Rights</i> , Clarendon Press, Oxford, 1995. Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Preparation	Computers and other equipment, power points and other relevant lecture materials.
Assignment	Before attending the class, Students should read all the reading material that has been provided for this topic.
Week 8, Day, Date – Topic: Human Rights in Political and Security interests	
Short Introduction	This session will elaborate and discuss the position and role of Human Rights principles and norms in Political life and security matters.
Class Activities	Group presentation and discussion
Required Reading	Dunne, Tim and Nicholas J. Wheeler (eds.), <i>Human Rights in Global Politics</i> , Cambridge University Press, Cambridge, 1999 Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i> , Cornell University Press, Ithaca and London, 2003
Recommended Reading	Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Preparation	Computers and other equipment, power points and other relevant presentation materials.
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.
Week 9, Day, Date – Topic: Human Rights, Economic and Development	

Short Introduction	This session will elaborate and discuss the position and role of Human Rights principles and norms Human Rights in economic and development
Class Activities	Group presentation and discussion
Required Reading	Eine Welt, <i>Human Rights and Development</i> , Bonn, Rainer Tetzlaff, 1993 Alston, Philip and Mary Robinson (eds.), <i>Human Rights and Development</i> , Oxford University Press, Oxford, 2005
Recommended Reading	Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i> , Cornell University Press, Ithaca and London, 2003
Preparation	Computers and other equipment, power points and other relevant presentation materials.
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.
Week 10, Day, Date – Topic: Human Rights and Socio-Cultural Interests	
Short Introduction	This session will elaborate and discuss Human Rights norms and principle as well as their implementation in Socio-cultural activities
Class Activities	Group presentation and discussion
Required Reading	Steiner, Henry and Philip Alston, <i>International Human Right in Context: Law, Politics, Moral</i> , Clarendon Press, Oxford, 1996.
Recommended Reading	Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i> , Cornell University Press, Ithaca and London, 2003
Preparation	Computers and other equipment, power points and other relevant presentation materials.
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.
Week 11, Day, Date – Topic: Human Rights in Indonesia: Concept, Norm and Practices	
Short Introduction	This session HR in Indonesia: concept, law and practices
Class Activities	Group presentation and discussion
Required Reading	Undang-Undang Dasar 1945 after amendment Law No. 39/1999 on Human Rights Law No. 26/2000 on Human Rights Court
Recommended Reading	Cassese, Antonio, <i>Hak Asasi Manusia di Dunia yang Berubah</i> (terj.), Jakarta, Yayasan Obor Indonesia, 2005 Donnelly, Jack, <i>Universal Human Rights in Theory and Practice</i> , Cornell University Press, Ithaca and London, 2003
Preparation	Computers and other equipment, power points and other relevant presentation materials.
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.
Week 12, Day, Date – Topic: Presentation and Discussion of Field Work Results by group	
Short Introduction	Students (in group) will do a Field Work by visiting some object which have closed relations with human rights issues.
Class Activities	Visiting some object which have closed relations with human rights issues and make a report of the visit.
Required Reading	-
Recommended Reading	-
Preparation	Letter of permit (if necessary), a short ToR for the visit, and other equipments needed for an interview or observation.
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.

Week 13, Day, Date – Topic: Presentation and Discussion of Field Work Results by group	
Short Introduction	This session will be a forum for students (in group) to present and discuss the result of their field visit.
Class Activities	Presentation and discussion
Required Reading	-
Recommended Reading	-
Preparation	Computers and other equipment
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.
Week 14, Day, Date – Topic: Presentation and Discussion of Field Work Results by group	
Short Introduction	This session will be a forum for students (in group) to present and discuss the result of their field visit.
Class Activities	Group Presentation and Discussion
Required Reading	-
Recommended Reading	-
Preparation	Computer and other equipment
Assignment	Student must prepare their presentation materials in the forms of paper and/or power points and other kind of audio visual materials.
Closing Lecture and Evaluation	

GRADE DESCRIPTORS (RUBRICS)

Grades will be assessed on the scale of A, B, C and D.

Grade **A** represents excellent quality in all aspects of the student's work. To earn an A, a student must have actively and authentic contribution to class discussion in most of the meetings in class; excellent comprehension, well-researched use of reference and sophisticated use of language in all of the written assignments and examination; demonstrated an excellent delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and satisfied any other requirement in the course.

Grade **B** represents good quality in all aspects of the student's work. Student will be given an B if, a student have actively and good contribution to class discussion in minimum 80% of the meetings in class; good comprehension, good-researched use of reference and effective use of language in all of the written assignments and examination; demonstrated a good delivery and engagement during class presentation or oral examination with good contribution the understanding of the subject of the course; and satisfied any other requirement in the course.

Grade **C** represents fair quality in all aspects of the student's work. Student will be given a C if, a student have fair contribution to class discussion in minimum 75% of the meetings in class; fair comprehension, fair use of reference with ineffective use of language in all of the written assignments and examination; demonstrated a fair delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and satisfied any other requirement in the course.

Grade **D** represents poor quality in all aspects of the student's work. Student will be given a D if, a student give poor contribution to class discussion in most of the meetings in class; poor comprehension, poor use of reference and poorly use of language in all of the written assignments and examination; demonstrated a poor delivery and engagement during class presentation or oral

examination with significant contribution the understanding of the subject of the course; and poorly performed in any other requirement in the course.

Rubrics (for DIHI's IUP classes)

Component	Principles	Grade			
		A (4.00/4.00)	B (3.00/4.00)	C (2.00/4.00)	D (1.00/4.00)
Paper	Substance	excellent comprehension and analysis	good comprehension and analysis	fair comprehension and analysis	poor comprehension and analysis
	Process	well-written, effective and sophisticated use of language	well-written, effective use of language	fairly-written, ineffective use of language	poorly written, ineffective use of language
	Relations	well-researched, excellent understanding of one's position in the literature, exemplary use of references	well-researched, good understanding of one's position in the literature, good use of references	fair understanding of one's position in the literature, fair use of references	poor understanding of one's position in the literature, poor use of references
Presentation	Substance	excellent comprehension, well-elaborated explanation on the subject	good comprehension, good explanation on the subject with no/little elaboration	fair comprehension, inadequate explanation on the subject	poor comprehension, poor explanation on the subject
	Process	excellent delivery, holds full attention of audience, effective time management	good delivery, holds attention of half the audience, satisfactory time management	fair delivery, holds attention of few audience, leaves little time for discussion	poor delivery, no attention from the audience, overtime
	Relations	excellent engagement, significant contribution for audience's understanding on the subject	good engagement, raises audience's interest towards the subject	fair engagement, raises interest but left several confusion to the audience	poor engagement, fails to increase the interest of the audience
Participation	Substance	excellent, authentic contribution to class activities	good contribution to class activities	fair contribution to class activities	poor contribution to class activities
	Process	full attendance and always on time	Good attendance (minimum 80%)	Fair attendance (minimum 75%)	Poor attendance (less than 75%)
	Relations	thoroughly attentive, mindful of others	attentive, mindful of others	fairly attentive, fairly mindful of others	not attentive, not mindful of others

Simulation	Substance	fulfills the mission excellently	fulfills the mission well	fairly fulfills the mission	fulfills the mission poorly
	Process	excellent team player	good team player	fair team player	poor team player, self centered
	Relations	excellent and active engagement	good engagement	fair engagement	poor engagement
Written exam	Substance	excellent comprehension and analysis	good comprehension and analysis	fair comprehension and analysis	poor comprehension and analysis
	Process	well structured and excellent argument	good and logical argument	fair argument	poor argument
	Relations	well-researched, exemplary use of reference	well-researched, good use of reference	fair use of reference	poor use of reference
Quiz		able to provide 81-100% correct answers	able to provide 61-80% correct answers	able to provide 41-60% correct answers	unable to provide more than 40% correct answers