**syllabus**

**1. Information regarding the programme**

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| 1.1 Higher education institution | BABES-BOLYAI UNIVERSITY |
| 1.2 Faculty | POLITICAL SCIENCE, PUBLIC ADMINISTRATION AND COMMUNICATION STUDIES |
| 1.3 Department | POLITICAL SCIENCE |
| 1.4 Field of study | POLITICAL SCIENCE |
| 1.5 Study cycle | Bachelor of Arts |
| 1.6 Study programme / Qualification | POLITICAL SCIENCE |

**2. Information regarding the discipline**

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| 2.1 Name of the discipline (en)  (ro) | | | Citizenship and Human Rights  Cetatenie si drepturile omunlui | | | | |
| 2.2 Course coordinator | | | Lect. Univ. Dr. IRINA ANA KANTOR | | | | |
| 2.3 Seminar coordinator | | | Lect. Univ. Dr. IRINA ANA KANTOR | | | | |
| 2.4. Year of study | III | 2.5 Semester | I | 2.6. Type of evaluation | E | 2.7 Type of discipline | Compulsory |
| 2.8 Code of the discipline | | ULE1432 |  | | | | |

**3. Total estimated time** (hours/semester of didactic activities)

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| 3.1 Hours per week | 3 | Of which: 3.2 course | | 2 | 3.3 seminar/laboratory | 2 |
| 3.4 Total hours in the curriculum | 7x14 | Of which: 3.5 course | | 28 | 3.6 seminar/laboratory | 28 |
| Time allotment: Face to face study 4x14, Individual study 3x14 | | | | | | hours |
| Learning using manual, course support, bibliography, course notes | | | | | | 14 |
| Additional documentation (in libraries, on electronic platforms, field documentation) | | | | | | 14 |
| Preparation for seminars/labs, homework, papers, portfolios and essays | | | | | | 14 |
| Tutorship | | | | | |  |
| Evaluations | | | | | | 2 |
| Other activities: .................. | | | | | |  |
| 3.7 Total individual study hours | | 3x14 |
| 3.8 Total hours per semester | | 7x14 |
| 3.9 Number of ECTS credits | | 4 |

**4. Prerequisites** (if necessary)

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| 4.1. curriculum | * No prerequisites |
| 4.2. competencies | • C1. The implementation of fundamental social and political theories in understanding, analyzing and evaluating the socio-political organization  • C3. Using methods for analyzing the socio-political systems. Elaborating analyses on the state and evolution of the political systems. Identifying elements of political analysis methodology.   * • C4. Projecting political strategies in local, regional, national and global contexts. Conceiving and writing synthetic reports on the evolution of local, regional, national and global politics |

**5. Conditions** (if necessary)

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| 5.1. for the course | The notion of *plagiarism* is defined according to the norms of the political science Department at UBB.  (<http://fspac.ubbcluj.ro/resurse/formulare-regulamente/reguli-etice-si-deontologice/>). Plagiarism and fraud attempt during examination are sanctioned with grade 1 for this course and exposure of the case to the administrative effects valid in the Political Science Department |
| 5.2. for the seminar /lab activities | The attendance for the seminar is compulsory for 75% of the meetings   * The final examination grade includes the seminar activities that are accounting for 30% of the final grade. Weather the performance of the student during the seminar is not amounting to the annouced percentage re-enrolment to this course in the next academic year is required. |

**6. Specific competencies acquired**

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| **Professional competencies** | C1 The implementation of fundamental social and political theories in understanding, analyzing and evaluating the socio-political organization   * Analysis of a concrete situation through applying theories and fundamental methods in the political science field. * Using adequately the main concepts from political science field * Using the fundamental concepts from political science in describing and explaining the genesis and evolvement of political events   C4 Projecting political strategies in local, regional, national and global contexts   * Applying the assimilated knowledge in context of political uncertainty * Conceiving and writing synthetic reports on the evolution of local, regional, national and global politics |
| **Transversal competencies** | * The implementation of teamwork through the development of organizing capability, adaption to unknown situations, capacity of getting information and data suitable in complex situations for the analysis of a specific problem and a formula for possible solutions (by taking responsibility for an important decision)   The initiation and maintenance of functional relationships in a multi-cultural and pluralist environment, based on reciprocal trust, empathy, and communication, in the spirit of respecting people dignity, irrespective of any ethnic, national, religious, racial, gender, or lifestyle. |

**7. Objectives of the discipline** (outcome of the acquired competencies)

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| 7.1 General objective of the discipline | The course presents the intellectual origins and manifestations of the human rights movement in relation to the development of modern citizenship and the subsequent effects in contemporary international law and politics. Major topics addressed by the course are: universalism and cultural relativism in the defense of human rights; gross and systematic violations of human rights; economic and social rights; citizenship; collective rights; instruments and organizations in protecting human rights; globalization; human rights. under war and terrorism. |
| 7.2 Specific objective of the discipline | * knowledge of the main historical issues in the development of citizenship and human rights on world scale * insight in the historical background of the movement for human rights and the fundamental causes of the negligence of respect to human rights; insight in the development of citizenship and its relation to the state * experience with the discussion on the relationship between citizenship and human rights |

**8. Content**

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| 8.1 Course | Teaching methods | Remarks |
| *Course One: Introduction*  About the course; requirements; course description; evaluation – presentations, essay, examination. Lecture on the connection of human rights and citizenship; international framework, developments, periodization | Interactive lecturing | The students that take this course need to work systematically based on the readings and the individual reviews of the requested texts |
| *Course Two Universalism* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Three Cultural relativism* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Four* *Cultural relativism* | Interactive lecturing | The students that take this course need to work systematically based on the readings and the individual reviews of the requested texts The students that take this course need to work systematically based on the readings and the individual reviews of the requested texts |
| *Course Five Gross and systematic violations of human rights* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Six Gross and systematic violations of human rights* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Seven Formation of the Modern State and Citizenship* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Eight Formation of the Modern State and Citizenship 2. Citizenship policy. The role of women in the human rights issue* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Nine. Instruments and Organizations* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Ten. Globalisation and refugees* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Eleven. Past violations – Dealing with a past of terror* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Eleven. Past violations – Dealing with a past of terror* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Twelve. Terrorism and Human Rights* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| *Course Twelve. Terrorism and Human Rights*  *State terrirism* | Interactive lecturing | The participants will be trained in written reports, oral presentations, making oral comments on reports of fellow-students, participating in discussions, working together with one other, and in subgroups of three/four participants |
| Bibliography  *Course Two Universalism:*  Bibliography:  -Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999, ch. 1: Introduction, pp.1-8, ch.2. Universalism versus Cultural Relativism. Pp.9-20.  -Albert P. van Goudoever, The Problerm of International Protection of Human Rights since 1945. From international Legal declarations to commitment in Global Politics.. In Human Rights in Europe since 1945/Les droits de l’homme en Europe depuis 1945, eds. Antoine Fleury, Carole Fink et Lubor Jilek: Peter Lang: Bern 2003. Pp. 13-34  -Universal Declaration of Human Rights  *Course Three Cultural relativism*  -Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999. Ch. 4, 5.  -Brown, Chris Universal Human Rights: a critique. In Human Rights in Global Politics, ch. 3.  *Course Four* *Cultural relativism*  Ken Booth, Three Tyranies, in Human Rights in Global Politics, ch. 1  Jack Donnaly, The Social Consequences of International Human rights, in Human Rights in Global Politics, ch. 2.  *Course Five Gross and systematic violations of human rights*  -Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999. Ch. 3..  -Ian Kershaw and Moshe Levin, Stalinism and Nazism: Dictatorships in comparison.  -Richard Falk, The Challenge of Genocide, in Human Rights in Global Politics, ch. 8.  *Course Six* *Gross and systematic violations of human rights*  -Baher Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999. Ch. 3..  -Ian Kershaw and Moshe Levin, Stalinism and Nazism: Dictatorships in comparison.  -Richard Falk, The Challenge of Genocide, in Human Rights in Global Politics, ch. 8.  *Course Seven Formation of the Modern State and Citizenship*  -T.H. Marshall,Citizenship and social Class. In The Citizenship Debates. A Reader. Ed. By Gershon Shafir, University of Minnesota Press, Minneapolis 1998  -Michael Hanagan, Changing citizenship, changing sate, in Michael Hanagan and Charles Tilly, Extending Citizenship, Reconfiguring States, Rowman &littlefield Publ. : Lanham 1999  *Course Eight Formation of the Modern State and Citizenship 2. Citizenship policy. The role of women in the human rights issue*  -Antje Weiner, from special to specuialized rights in Michael Hanagan and Charles Tilly, Extending Citizenship, Reconfiguring States, Rowman &littlefield Publ. : Lanham 1999, ch. 9.  -Suzanne Shanahan, scripted debates in Michael Hanagan and Charles Tilly, Extending Citizenship, Reconfiguring States, Rowman &littlefield Publ. : Lanham 1999, ch. 4.  *Course Nine. Instruments and Organizations*  Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999, ch. 6.7., 10  Human Rights in Global Politics, Kaldor and Shaw  *Course Ten. Globalisation and refugees*  -Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999, ch. 8  -Human Rights in Global Politics, Gil Loescher, Refugees.  *Course Eleven. Past violations – Dealing with a past of terror*  -Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999, ch. 9  -David Forsythe, Justice after Justice, in Human Rights in Europe since 1945/Les droits de l’homme en Europe depuis 1945, eds. Antoine Fleury, Carole Fink et Lubor Jilek: Peter Lang: Bern 2003  -Michael Biddiss, Nurenberg Trials, in Human Rights in Europe since 1945/Les droits de l’homme en Europe depuis 1945, eds. Antoine Fleury, Carole Fink et Lubor Jilek: Peter Lang: Bern 2003  *Course Twelve. Terrorism and Human Rights*  -Contemporary State Terrorism. Theory and Prcatice. Ed. By Richard Jackson, Eamon Murphy and Scott Poyting. Routledge. London and New York 2010 | | |
| 8.2 Seminar / laboratory | Teaching methods | Remarks |
| 1. Introduction and overview. Seminar requirements. Topics and goals. Grading | Collaborative teaching through group work  Critical case study analysis | The students are asked to read the compulsory readings from the syllabus.  The students are encouraged to work in groups and express their opinion on the issues discussed |
| 1. Philosophers and the human rights | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. The problem of the international protection of human rights- legal declarations and global politics. Organizations | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Paradigms of human rights theory: Universalism and relativism | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Paradigms of human rights theory: Universalism and relativism | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Gross and systematic violations of human rights. Case studies The trials: Nurenberg and Chile. Pinochet | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Gross and systematic violations of human rights. Case studies Bosnia, Rwanda | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Citizenship and the modern state. | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Migration and citizenship in EU | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Globalization and refugees. | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Dealing with a past of terror. Simulation of post-conflict mediation. | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. The role of the organizations | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. International organizations and state terrorism | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| 1. Conclusions and evaluation | Collaborative teaching through group work  Critical case study analysis | The working procedure of the seminar is based upon the principle of self-activity of the participants, either individually or in small groups of 2-4 persons. The complete group will participate in discussions. Video-analysis is included and consists of watching documentary programs on human rights violations and reports, terrorism, war, colonialism, show trials |
| Bibliography  John Locke, Second Treatise, ch. 2, 7, 9, 11.  J. J. Rousseau .Social Contract ch. 4.,-6, 7,8.  Michael Ignatieff,, Human Rights as politics and Idolatry. Ed. Amy Gutman. Princeton University Press Princeton and Oxford 2001  Richard Rorty, Human Rights, Rationality and Sentimentality. In The Human Rights Reader, ed. Micheline R. Ishay routledge London 1997  -Richard Falk, The Challenge of Genocide, in Human Rights in Global Politics, ch. 8.  -Roger Brubaker, Citizenship and nationhood in France and Germany, Harvard UP: Cambridge, Mass. 1996, ch.2.  -Human Rights in Global Politics, ch. 4, 5. 10  -A.Cook, The rights of Minorities in post 1945 Europe, in Human Rights in Europe since 1945/Les droits de l’homme en Europe depuis 1945, eds. Antoine Fleury, Carole Fink et Lubor Jilek: Peter Lang: Bern 2003  -Baehr Peter R., Human Rights.Universality in Practice. Mac Millan: London 1999, ch. 9 | | |

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

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| * The present course is developed based on textbooks, articles and studies internationally acknowledged as fundamental readings for this field of study. * The main topics discussed during the lectures and seminars reflect the current needs and interests in this field’s research * The topics are of interest for the employers, especially for those in the field of research, government, or even the NGO sector |

**10. Evaluation**

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| Type of activity | 10.1 Evaluation criteria | 10.2 Evaluation methods | 10.3 Share in the grade (%) |
| 10.4 Course | Knowledge and understanding of the main concepts and instruments | Oral examination – Student Conference | 30% |
| Capability of explaining and interpreting organizational of human rights issues | The course is summed up with the STUDENT CONFERENCE on Democracy as the answer to protection of human rights, with topics selected from the general themes of the course. Papers (5–6 pages; 1,5 lines; Times New Roman 12) and oral presentations with discussion and questions (10 minutes), | 40% |
| 10.5 Seminar/lab activities | Knowledge and understanding of the main concepts and instruments | The active participation to seminars .The participation will be evaluated on the basis of the reviews, participations in the in-class discussions, presentations at the seminars on the readings connected to case studies, study case presentations, analysis and debates | 20% |
| Capability of using methods in critical case study analysis | Weekly based verification of knowledge and analysis skils | 10% |
| 10.6 Minimum performance standards  Based on art. 29, line 2 from the Regulation that defines the statute of a UBB student, the attendance of a minimum of 75% of all seminars is compulsory. The students that fail to respect this requirement will not be accepted to attend the exam, including in the re-evaluation exam period. In this case, the student is obliged to include the discipline in the study contract from the following academic year.  The part of the final grade that reflects a student’s seminar evaluation cannot be changed in the re-evaluation exam period. If the activity of the student during the seminars does not comply with the minimum criteria for passing the discipline, the student is obliged to take the discipline again in the next academic year. | | | |
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Date Signature of course coordinator Signature of seminar coordinator

.25.09.2024............. Lect. Univ.Dr. Kantor Irina Ana. Lect. Univ.Dr. Kantor Irina Ana.

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Date of approval Signature of the head of department

25.09.2024....... Prof. univ. dr. Cosmin Gabriel Marian.