Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts
Course Title: HUMAN RIGHTS: CONVENTIONS TO PRACTICE
Course ID: CRJUS2400
Credit Points: 15.00
Prerequisite(s): (Completion of four courses at introductory level)
Co-requisite(s): Nil
Exclusion(s): Nil
ASCED Code: 099903
Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

<table>
<thead>
<tr>
<th>Level</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tr>
<td>Introductory</td>
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<tr>
<td>Intermediate</td>
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<tr>
<td>Advanced</td>
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Learning Outcomes:

Knowledge:

K1. Describe and identify key developments in human rights ideas and instruments
K2. Explore and appraise international, national and state based human rights agencies and their roles
K3. Compare the application of human rights in an international context
K4. Recognise the barriers and limitations of working within a human rights framework at national, state, agency and individual levels

Skills:

S1. Critically analyse policies, legislation and practices through a human rights lens
S2. Explain and analyse human rights in Australian and international contexts
S3. Research human rights frameworks, instruments, policies and practices
S4. Identify and describe the human rights instruments, legislation and policies that are most relevant to the student's field of work.

Application of knowledge and skills:

A1. Summarise and present coherent, logical and engaging information concerning human rights frameworks and agencies
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A2. Reflect critically on the roles and functions of human rights agencies and instruments
A3. Evaluate the role of human rights instruments and frameworks in specific contexts
A4. Apply critical thinking to opposing views about circumstances in which limiting human rights is justified

Course Content:
Topics may include:

- Overview of human rights theories
- The evolution of human rights, a historical perspective – from charity to rights
- Charters, conventions and covenants
- How human rights are developed and the responsibilities of signatories
- The International Bill of Human Rights
- Absolute rights and those which may be ‘reasonably’ limited for the greater good
- Comparative human rights
- Human rights in the Australian context
- Develop legislation within a human rights framework (national and state)
- Focus on human rights of groups who are deemed vulnerable due to age, gender, disability, race and sexuality
- National and international historical and contemporary examples of groups or advocates who have campaigned for recognition of their human rights
- Advocacy, social justice, equity and access and social inclusion

Values and Graduate Attributes:

Values:

V1. Appreciate the need for basic human rights and the impact on people when such rights are absent
V2. Respect the views and perspectives of others
V3. Value the importance of using evidence to support statements and written work

Graduate Attributes:
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Graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Brief Description</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Knowledge, skills and competence</td>
<td>Students have developed skills and knowledge to work with confidence within human rights framework.</td>
<td>Medium</td>
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<tr>
<td>Critical, creative and enquiring learners</td>
<td>Students have the skills to critically evaluate legislation, policies and practice within a human rights framework.</td>
<td>High</td>
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<td>Capable, flexible and work ready</td>
<td>Students understand how to use a human rights framework in their field of practice.</td>
<td>High</td>
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<tr>
<td>Responsible, ethical and engaged citizens</td>
<td>Students demonstrate an informed understanding of the importance of human rights and the impact of their absence.</td>
<td>High</td>
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Learning Task and Assessment:

<table>
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<tr>
<th>Learning Outcomes Assessed</th>
<th>Assessment Task</th>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>A1, A2, K1, K2, S2, S1, S4</td>
<td>Weekly online activities including (not limited to): vocabulary, identifying and providing information about relevant web sites, UN conventions, understanding of concepts</td>
<td>Weekly online activities</td>
<td>30-40%</td>
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<tr>
<td>A1, A2, A3, A4, K2, K4, S1, S3, S4</td>
<td>Provide opposing perspectives about, if or in which circumstances, the limitations of personal human rights may or may not be justified for the greater good.</td>
<td>Presentation (10 minutes)</td>
<td>20-30%</td>
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<tr>
<td>A1, A2, A3, A4, K3, K4, S1, S2, S3</td>
<td>Apply research, critical analysis and written skills in responding to critical human rights debates.</td>
<td>Essay</td>
<td>40-50%</td>
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Adopted Reference Style:

APA