

Univerzitet u Sarajevu



University of Sarajevo

University of Sarajevo

Centre for Interdisciplinary Studies

**TEACHING CURRICULUM OF THE
EUROPEAN REGIONAL MASTER'S PROGRAMME IN DEMOCRACY
AND HUMAN RIGHTS IN SOUTH EAST EUROPE (ERMA)**

*UNIVERSITY OF SARAJEVO – UNIVERSITY OF BOLOGNA (DOUBLE
DEGREE)*

Academic Year 2016-2017

DEMOCRACY AND HUMAN RIGHTS IN SOUTH EAST EUROPE (ERMA)
(Master Programme)

Why to conduct the Master's Programme in Democracy and Human Rights in South East Europe?

Human rights, including the right of the people to be informed about and know their rights are internationally developed and recognized standards. Most countries have pledged to abide by these standards and, in so doing, promise to protect and promote the rights of all citizens and inhabitants. Human rights education is strictly in accordance with the law and standards of good citizenship. Educating people about their rights before the law will ensure that they will be responsible citizens who will think for themselves, meeting their own needs through democratic means. As stated in the Draft UN Declaration on Human Rights Education such education and training is essential for the promotion of universal respect for and observance of all human rights and fundamental freedoms for all, in accordance with the principles of universality, indivisibility and interdependence of human rights.

Human rights education reinforces the rights to peace and development, that is, the rights of human beings and nations to be free from aggression or other unlawful use of armed force and from mass impoverishment. The recent past proves that the lack of protection and violations of human rights, together with a difficult transition towards a democratic system, can destabilize the entire region with repercussion for the whole European continent. A lively intellectual centre is essential to the balanced development of a country or region. As we all know, today's economies in Europe run essentially on brainpower. It is the responsibility of good education to produce researchers, experts, and innovators without whom there is simply no prospect of growth. As PDHRE has noted in its report, human rights now constitute a common heritage of humankind; accordingly, human rights education is a means of accessing that heritage through the universal commitment to the dignity and worth of each person. As Art.2 of the Draft Declaration states, human rights education and training encompasses education: (a) about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; (b) through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; (c) for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

For years, the EU has been supporting Bosnia and Herzegovina in the field of education. A lot has been achieved in stabilizing the Western Balkans and bringing the region closer to the European Union. Cooperation in education, culture and youth policies has played no small part in this. The European Master in Democracy and Human Rights is an important initiative. It is organized jointly by the University of Sarajevo and the University of Bologna and it is financed by the European Initiative for Democracy and Human Rights. Around 30 young people graduate each year from all over South East Europe and beyond. The participation of Bosnia and Herzegovina in this programme clearly demonstrates some of the benefits of European integration. Therefore, continuing schooling future experts in the field of Human Rights and Democracy in South East Europe would be inestimably important.

- **For Whom is This Study Intended?**

This Master Programme is an educational activity intended for students that would combine practical experience in human rights issues with further academic study. After recognizing that human rights go across academic disciplines, such as political science, law, sociology, philosophy and social sciences in general, the Programme has adopted an interdisciplinary approach.

The Master Programme promotes the development of a young generations of officials for state management, inter-governmental and non-governmental organizations, for universities and think-tanks in Albania, Bosnia & Herzegovina, FYR of Macedonia, Kosovo, Montenegro and Serbia, and as well as in the countries belonging to the EU, the Caucasus, Russia, the rest of Europe, and worldwide. The structure of the lectures, the access to internships and the Faculty are defined in order to emphasize among the participants a shared consciousness that the democratic development and human rights promotion, protection and implementation in the region depend on a plurality of factors. Most of the relevant issues in the SEE, stability, democracy, and development are mutually correlated and influence each other. Thus, a common regional effort in achieving them will have more chance for success in a context of inclusive policies and in the framework of a rapid European Union integration process.

- **Working method**

The Master Programme "Democracy and Human Rights in South East Europe" is a one-year interdisciplinary master programme consisting of two semesters which are divided into three terms:

I semester:

-First term (30 ECTS) - 6 courses, three elective seminars and a midterm exam; University of Sarajevo

II semester:

-Second term (12 ECTS) - 7 weeks long internship in a country different from students citizenship country

-Third term (18 ECTS) - attending short seminars in Italy and the thesis writing, University of Bologna; thesis defence, University of Sarajevo

- **The Curriculum of this Master Programme consists of:**

5 Educational clusters/modules which include lectures, seminars, visits and tutorials

3 Short elective seminars,

1 Course on Academic Research and Writing Methods and Skills,

1 internship, 7 weeks long and

1 master thesis: development, writing and the public defence

For the full course of study, the programme awards a total of 60 ECTS and it can be taken only as a full time studying programme.

- **Student credits:**

1. First term: 5 clusters, a Methodology course, an Elective course and a Midterm exam=**30 ECTS**

2. Second term: 7 weeks internship = **12 ECTS**

3. Third term: short seminars, development and defence of the Master thesis =**18 ECTS**

1. In the **first term/semester**, from November to June, students are taught in Sarajevo by lecturers and tutors from the participating universities members of the "International Network Europe and the Balkans" and experts from IGOs and NGOs. The language of instruction is English and attendance is compulsory. The academic programme is structured in five clusters and a Methodology course which takes place during the whole first term. In addition, there is a mid-term exam, which takes place in the last week of the first term.

It is not by chance that the programme has been established in Sarajevo. The city offers students a unique multi-cultural environment. Bosnia and Herzegovina itself provides a glaring example of many of the problems faced by the different countries in the region and the region of South East Europe itself.

Alongside with the lectures and seminars, students have also visits to state institutions, International and Intergovernmental Organizations present and NGOs active in the field of human rights and democracy in Bosnia and Herzegovina. Throughout the lecturing period in Sarajevo, the students can follow seminars and workshops organized by the academic tutors of the Programme, as well as by guest lecturers. In addition, there are two field trips. After recognizing the power of film to educate, influence and stimulate the broad public, the Master Programme decided to also organize screenings of human rights films / documentaries. The main objective of this activity is to promote a forum for debate on human rights, democracy and rule of law, equality, and human development through socially conscious films. It also aims to disclose human rights abuses, inequality, violence against women and children, social marginalization and exclusion, and to inspire solidarity, mutual understanding and the importance of personal devotion to human rights through creating effective contact with the victims of the human rights abuses.

2. In the **second term** which takes place during the second semester, which lasts from mid-June until the end of July, students take up a seven-week long internship at selected IGOs, NGOs, think-tanks and research institutes across South East Europe, from a comprehensive list of partners from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, FYR Macedonia, Kosovo, Montenegro, Romania, Serbia and Slovenia. All of the partner organisations sign a bilateral agreement with the programme and students are allocated placements according to their research and career interest by the beginning of June at the latest.

The internship period is based on three equally important pillars:

Professionalization

The working experience granted by the internship period, helps the students develop professional expertise, advance their research and analytical skills, providing the chance to apply their knowledge in the field of human rights and democracy. During the internship the students are expected to carry out their tasks responsibly and to actively contribute to the work of the organization.

Each partner organisation appoints a supervisor which monitors the student's work and gives assessment of his/her performance upon the finalisation of the placement period. Students submit a short report and an evaluation of their internship organisation too.

Thesis research

ERMA Term II is conceived to be strictly correlated with the MA thesis topic, and both the choice of the country and the organization should be taken in accordance with the topic of each student's research interests and needs, since the term serves as a basis for gathering of the relevant data while conducting the field research necessary for the MA thesis writing purposes.

Regional Mobility

Under the Programme's Statute, the internship placement is in a country different to the one of the students' citizenship. This decision aims at promoting diversity and an intercultural mindset, which is firmly believed to be a necessary prerequisite for experts intending to work in the field of human rights. Moreover, this provision promotes regional mobility of human capital and the opportunity for the students to establish professional networks.

3. During the second part of the second **term/semester** of the program, in autumn, students write up their Master's Theses in Italy, accommodated at the University of Bologna Residential Centre in Santa

Sofia/Faenza/Bertinoro. The class stays together in order to emphasize the community building element of the programme. There are short seminar courses aimed at addressing particular issues of interest. Alongside with that, there are several field trips. One field trip is to the historical city of Venice, where they visit the European Master's Degree in Human Rights and Democratization – sister programme focusing on EU countries, either to the Diploma Awarding ceremony held at the Palazzo Ducale, or staying with them at the Monastery of San Nicola, where they follow together seminars and lectures followed by discussions. Second trip is to the city of Bologna, which includes the official reception by the UNIBO authorities, visit to the Office for the International Relations of the UNIBO and several departments and museums at the University and the city. Afterwards, students are expected to return to the University of Sarajevo in order to defend their theses and participate in the graduation ceremony in late October.

- **Knowledge Evaluation**

The final grade is cumulative and based on the evaluation of the students' performance in all five clusters (written research papers and written exams) culminating with an oral mid-term exam in June, as well as their defence of the Master Thesis. Attendance and overall performance is also taken into consideration for the final evaluation of the student's performance. The methodology for conducting the curriculum includes lectures, tutorials, seminars, workshops, presentations, working visits and, in addition, interactive teaching methods. The group work is implemented through seminars, workshops and other activities. Students' work and activities (besides lecturers and Cluster Leaders) are coordinated and followed up by specially selected academic tutors.

Students are expected to write their Master thesis in coordination with their supervisors. The thesis defences are public. Thesis and the defence are evaluated by the Thesis Evaluation Commission consisting of three members: Supervisor, the Second Reader and the Chair of the Commission, all of which are professors from the ERMA teaching body. The final examination, which is an oral defence of the thesis, takes place in Sarajevo, B&H at the end of October followed by the diploma awarding ceremony. The successful students receive two European Regional Master's Degree Diplomas in Democracy and Human Rights in South East Europe, one issued by the University of Bologna and one by the University of Sarajevo. Attendance and successful completion of all components of the Programme is compulsory for the issuance of the diploma.

Bologna standards are applied in the implementation of the program: mobility (of students, lecturers, researchers), ECTS, partnership among universities (participation of foreign lecturers in the realization of modules, work on the development of teaching curriculum) and, in addition, a European dimension of higher education.

- **Admission Requirements**

ERMA admits up to 33 students every academic year.

- 25 places are reserved for citizens of target countries: Albania, Bosnia and Herzegovina, FYR of Macedonia, Kosovo, Montenegro and Serbia.

-5 places are reserved for citizens of the European Union countries, countries of the Caucasus (Armenia, Azerbaijan and Georgia) and the Russian Federation.

-3 places are reserved for self-funded students from other countries.

ERMA is open to candidates who hold a university degree (min 240 ECTS) in disciplines relevant to human rights; in particular law, social, political sciences and humanities from an accredited university. The university degree of the applicants must be earned during studies lasting either 4 or 5 years within the former undergraduate studies provisions, or 5 years (3+2) within I and II cycle studies provisions in accordance with the Bologna process, with a minimum of 240 ECTS earned.

English language proficiency is a must. Applicants with English as a native language or applicants who had

previous university education in English shall attest to their competency through transcripts or certificates issued by the respective universities only. Others have to provide evidence of their proficiency. The Master Programme recognizes the following international English Language proficiency certificates:

1. TOEFL - minimum score of 560 paper-based, 220 computer based, IBT not less than 83
2. British Council's IELTS - minimum band 6.5 and no less than 6.0 in any of its subsections.
3. CAE and CPE Cambridge exams

The selection of candidates is performed by the Executive Board of the Master Programme on the basis of submitted applications and required documents in English (Application Form; University diploma; academic records / transcript; citizenship certificate; birth certificate; passport photocopy; Curriculum Vitae (CV); two recommendation letters; English language certificate).

IMPLEMENTATION PLAN OF THE PROGRAMME

Term	Cluster	Lectures	Cluster Leader	Total hours (ECTS)
I	1. Philosophy of Human Rights	<p>PHILOSOPHY OF HUMAN RIGHTS</p> <p>HUMAN RIGHTS DOCUMENTS: SOURCES & RESOURCES</p> <p>CITIZENSHIP/ CITIZENSHIP RIGHTS/CITIZENSHIP IN SOUTHEAST EUROPE</p> <p>CONCEPTIONS OF POLITICS AND RIGHTS</p> <p>HUMAN RIGHTS IN THE ERA OF GLOBALIZATION</p> <p>CRISIS OF DEMOCRACY IN THE ERA OF GLOBALIZATION</p>	Prof. dr Asim Mujkic, University of Sarajevo, Bosnia and Herzegovina	ECTS 4
I	2. Democracy	<p>EUROPEAN INTEGRATION/ ENLARGEMENT AND DEMOCRACY</p> <p>THE EU CHARTER OF FUNDAMENTAL RIGHTS</p> <p>EU'S ENLARGEMENT STRATEGY AND PROGRESS REPORTS</p> <p>THE EUROPEAN UNION: BUREAUCRACY AND LEGITIMACY</p> <p>CREATING A DEMOCRATIC STATE: MAJOR FEATURES AND FACTORS OF DEMOCRACY-BUILDING</p> <p>SUSTAINING AND DEVELOPING DEMOCRATIC INSTITUTIONS: RULES, REASONS AND RESOURCES</p> <p>POLITICAL PARTICIPATION IN HYBRID REGIMES</p> <p>CIVIL SOCIETY AS A "DRIVER" OF THE DEMOCRATIC DEVELOPMENT: COMPARATIVE ANALYSIS OF SOCIAL ACTIVITY AND ITS IMPACT</p>	Prof. dr Francesco Privitera, University of Bologna, Italy	ECTS 4

		<p>EUROPEAN DEMOCRATIC VALUES IN THE CONTEXT OF GLOBAL GOVERNANCE AND GLOBAL CIVIL SOCIETY</p> <p>A THEORETICAL FRAMEWORK ON COMMUNISM AND POST-COMMUNISM. UNDERSTANDING THE ORIGINS OF THE COMMUNIST COLLAPSE</p> <p>THE EARLY PHASES OF POST-COMMUNISM IN ECE.</p> <p>BETWEEN DEMOCRACY AND AUTHORITARIANISM DEMOCRATIC STABILIZATION, POLITICAL INTEGRATION AND CONDITIONALITY</p> <p>THE EU ENLARGING EASTWARDS: ENLARGEMENT AND BEYOND</p> <p>RETHINKING EUROPE IN THE STRUGGLE OF THE INTERNATIONAL ECONOMIC CRISIS</p> <p>MOBILITY AND MIGRATION WITHIN AND TOWARDS THE EU</p>		
I	3. Nationalism, Ethnicity and Religion	<p>THEORIES AND POLITICS OF ETHNICITY</p> <p>THEORIES AND POLITICS OF MIGRATION NOTIONS OF NATIONALISM SOVEREIGNTY AND SELF-DETERMINATION</p> <p>DISSOLUTION OF YUGOSLAVIA</p> <p>GENDER AND NATIONALISM</p> <p>PROTECTION OF MINORITIES DIVERSITY MANAGEMENT STATE, SECURITY AND POLITICS OF FEAR</p> <p>DEMOCRACY AND ETHNO-NATIONAL CONFLICT</p>	Prof. dr. Milan Podunavac, University of Belgrade, Serbia	ECTS 4

		<p>INTEGRATION, ASSIMILATION AND MULTICULTURALISM, TERRITORIAL AUTONOMY AND FEDERALISM CONSOCIATION</p> <p>RELIGIOUS RIGHTS AND FREEDOMS: CHALLENGE OF RELIGIOUS PLURALISM</p> <p>RELIGION, IDENTITY AND ETHNICITY</p>		
I	4. Economic, Social and Cultural Rights (ESCR)	<p>ESCR IN INTERNATIONAL LAW</p> <p>ESCR THEORETICAL CONSIDERATIONS</p> <p>COMMITTEE ON ESC RIGHTS: WORK-GROUP EXERCISE</p> <p>POLITICAL THEORY</p> <p>GENDER RIGHTS AND ECONOMIC GLOBALIZATION</p> <p>HUMAN RIGHTS AND DEVELOPMENT ASSISTANCE</p> <p>ESCR AND ACTORS OTHER THAN STATES</p> <p>CULTURAL RIGHTS, MINORITY RIGHTS</p>	Prof.dr. Nikolaos Tzifakis, University of Peloponnese, Greece	ECTS 4
I	5. Mechanisms of Human Rights Protection and Implementation	<p>UN SYSTEM OF HUMAN RIGHTS PROTECTION</p> <p>EUROPEAN SYSTEM OF HUMAN RIGHTS PROTECTION</p> <p>WOMEN'S RIGHTS PROTECTION</p> <p>HUMANITARIAN LAW: PEACE AND CONFLICT ISSUES</p> <p>TRANSITIONAL JUSTICE</p> <p>PHENOMENON OF TORTURE</p> <p>PHENOMENON OF ENFORCED DISAPPEARANCE</p> <p>HUMAN RIGHTS FIELD OPERATIONS CONDUCTED BY INTERNATIONAL ORGANISATIONS</p>	Prof.dr. Wolfgang Benedek, Karl Franzens University, Graz, Austria	ECTS 4

I	6. Methodology of academic research and writing	RESEARCH IN THE SOCIAL SCIENCES ACADEMIC WRITING STRATEGIES OF INFORMATION RESEARCH AND RETRIEVAL ACADEMIC WRITING REVIEW COMPARATIVE RESEARCH DATA-GATHERING TECHNIQUES INTERVIEW AS A RESEARCH TECHNIQUE MA THESIS WRITING	Prof. dr. Federico Giulio Sicurella, Tor Vergata Univerzity, Rome, Italy	3 ECTS
I	Short seminars including field trips	GENOCIDE AND GENOCIDAL ATROCITIES IN THEORY AND INTERNATIONAL LAW INTRODUCTION TO REFUGEE LAW AND PROTECTION RIGHTS LIFE STORIES AND DIALOGUES -Lecturing in Sarajevo (various visits to INGOs and NGOs) - Field trips to Mostar and Srebrenica		
I	MIDTERM EXAM			7 ECTS
II	Internship - 7 weeks internship at selected IGOs, NGOs, think tanks and research institutes across South East Europe. The students cannot do the Internships in their country of origin.			12 ECTS
III	Seminars aimed at addressing particular issues of interest (adapted to the group's interests) - Neighborhood policies of the EU - Election observation - Prosecution of war crimes etc. - Gender issues Development of the Master Thesis and the public defence			18 ECTS
TOTAL				60 ECTS

TEACHING CURRICULUM

TERM I ECTS 30
<u>Cluster 1: PHILOSOPHY OF HUMAN RIGHTS</u> 4 ECTS
<p>Cluster Leader: Prof. Asim Mujkic, University of Sarajevo</p> <p>Lecturers:</p> <ul style="list-style-type: none"> - Rudolf Rizman, University of Ljubljana - Asim Mujkic, University of Sarajevo - Andrej Kurnik, University of Ljubljana - Vesna Crnic-Grotic, University of Rijeka - Igor Stiks, University of Edinburgh - Ante Kuzmanić, University of Primorska
<p>Teaching hours: 65 Consultations: 15 hours</p>
<p>Content of the Cluster</p> <p>This educational Cluster deals with the specifics of the philosophical approach to human rights, as opposed to the legal, social or political one. Different disciplines of philosophy and different schools in relation to human rights are presented, alongside with the historical construction of the concept. The course also provides insight into the contemporary debate over the foundations of human rights. Furthermore, it offers the basis and interpretation of the philosophical terminology used in the interpretation of human rights, as subject/object, politics-law-morality, individual/ collective, right/obligation-duty. The contractual theories and human rights concept relation is addressed, as well as the contemporary philosophy of human rights. Key issues like globalization and human rights are tackled as well.</p>
<p>Literature (students are provided with a Reader for each cluster consisting of the minimum required readings for each lecture, as well as proposed further reading titles)</p> <ul style="list-style-type: none"> - MacDonald, Margaret. „Natural Rights“ in <i>Theories of Rights</i>, Waldron, Jeremy (ed.), Oxford University Press, 1992; - Richard Rorty: „Justice as a larger loyalty“ in Rorty, <i>Philosophy as Cultural Politics</i>; <i>Philosophical Papers Vol. 4</i>; Cambridge University Press, 2007; pp.: 42-55; - Costas Douzinas: “The end of human rights?” in <i>Human Rights and Empire. The political</i>

- Michael Ignatieff: "Human Rights as Politics", *The Tanner Lectures on Human Values*, Delivered at Princeton University, April 4-7, 2000; pp.: 287-319;
- Slavoj Žižek: "Against Human Rights", *new left review* 34 july-aug 2005; pp.: 115-131;
- Smith, Rona K.M. Chapters: "Introduction", "Historical background", "The United Nations", "The International Bill of Human Rights", "The United Nations Organisational structure", "Europe" in *Textbook on International Human Rights*, 5th ed., OUP, 2012
- Joppke, Christian. "Transformation of Citizenship: Status, Right, Identity". *Citizenship Studies*, Vol. 11, No.1, February, 2007:37-48.
- Shaw, Jo and Igor Štiks. "Introduction: Citizenship in the new states of South Eastern Europe" in *Citizenship Studies* Vol. 16, Nos. 3-4, June 2012, 309-321
- Bellamy, Richard. "Evaluating Union Citizenship: belonging, rights and participation within the EU" *Citizenship studies*, Vo.12, No.6, December 2008, 597-611
- Bauman, Zygmunt. "Freedom From, In and Through the State: T.H.Marshall's Trinity of Rights Revisited " in *Theoria*, December 2005.
- Balibar, Etienne. "Propositions on citizenship" in *Ethics* 98 / july 1988. 723-730.
- Wittgenstein, Ludwig. *Philosophical Investigations*, various translations. (First 20 paragraphs)
- Aristoteles: Politics: Book one, various translations. <http://classics.mit.edu/Aristotle/politics.html>
- Arendt, Hannah. *On Violence*, Harcourt Brace Jovanovich: New York, 1971, Chapter II pp.35-56
- Arendt, Hannah. Chapter 9 (II), Perplexities of the rights of man, in *Origins of Totalitarianism*, 1973. pp. 267-302
- Ulrich, Beck. "The world horizon opens up: on the sociology of globalisation" in *What is Globalization?* Cambridge: Polity Press, 2000 pp. 17-63.
- Held, David. ed., "Democracy and Globalization", in Archibugi Daniele et al., *Re-Imagining Political Community*, Cambridge: Polity Press. 1998 pp. 11-27
- Beetham, David. eds. "Human Rights as a Model for Cosmopolitan Democracy", in Archibugi Daniele et al. *Re-Imagining Political Community*, Polity Press. 1998 pp. 58-71
- Rhoda E. Howard-Hassmann (2005), "The Second Great Transformation: Human Rights Leapfrogging in the Era of Globalization". *Human Rights Quarterly*, Vol. 27, No. 1 pp. 2-40
- Balibar, Etienne. "Citizenship without Community?" In Balibar, Etienne. *We, the People of Europe? Reflections on Transnational Citizenship*. Princeton University Press, 2004. Pp. 51 - 77
- Hardt, Michael and Antonio Negri. "Globalization and Democracy", in Aronowitz, Stanley and Hether Gautny (eds.) *Implicating Empire*. New York: The Center for the Study of Culture,

Technology and Work, 2003. Pp. 109

- Kurnik, Andrej and Maple Razsa. The Occupy Movement in Žižek's hometown: Direct democracy and a politics of becoming, , vol. 39, no. 2, pp. 238–258
- JURIS, S. JEFFREY. Reflections on #Occupy Everywhere: Social media, public space, and emerging logics of aggregation, *American Ethnologist*, Vol. 39, No. 2, pp. 259–279

Student responsibilities: (lectures, grading, exams, evaluations...)

Students are required to attend lectures and seminars and to actively participate in them. The students write a 10-15 pages long paper on the issues dealt with within the Cluster which is then graded by the Cluster Leader. During the first class, precise instructions will be given regarding the requirements for the papers and the methodology to be used in the research. At the end of each lecture, the students give comments on the content, usefulness and the overall style of the lecture, using a questionnaire with defined content and form. Alongside with lectures, academic tutors hold individual consultations, as well as group consultations, if needed, in relation with the drafting of the papers and the research.

Cluster 2. DEMOCRACY

4 ECTS

Cluster Leader: **Prof. Francesco Privitera, University of Bologna**

Lecturers:

- Francesco Privitera, University of Bologna
- Nina Belayeva, Higher School of Economics, Moscow
- Marco Borraccetti, University of Bologna
- Victor Bojkov, University of Bologna

Teaching hours: 65

Consultations: 15 hours

Contents of the Cluster

Democracy and Human Rights will be treated by considering the framework of European transition processes after the Cold War, within the politics of post-communist transition and the impact of both the communist collapse and the process of EU Enlargement. Starting from the EU relations with Central/East European countries during the Cold War, lectures will analyze the EU reactions to the fall of communism. Then, the evolving relations from cooperation to association will be examined, along with the Agenda 2000, the accession negotiations and the impact of conditionality onto the process of East- Central European countries' adaptation to the accession requirements.

The course will also concentrate on countries not involved in the first and second wave of the Enlargement, but deeply affected by instability, particularly the Balkans. In this context, the widening and deepening of EU will be discussed, while addressing the needs and difficulties of post-communist

transition. The problems of minorities, state sovereignty, and nationalism will be considered within this framework of reference, with comparative approaches between the EU and the post-communist societies.

Literature

- Schneider, G. and D. Verdier "Democratic institutions for a new Europe", European Union Politics, Vol. 4, No. 1. 2003
- Moravcsik, A. "In defence of the 'democratic deficit': reassessing legitimacy in the European Union", Journal of Common Market Studies, Vol. 40, No. 4. 2002
- Moravcsik, A. and M. Vachudova "National interest, state power, and EU enlargement", EastEuropean Politics and Societies, Vol. 17, No. 1. 2003
- Pridham, G "EU enlargement and consolidating democracy in post-communist states: formality and reality", Journal of Common Market Studies, Vol. 40, No. 3. 2002
- Giandomenico Majone. From the Positive to the Regulatory State: Causes and Consequences of Changes in the Mode of Governance / Journal of Public Policy / Volume 17 / Issue 02 / May 1997, pp 139 167
- Johan P. Olsen. Change and continuity: an institutional approach to institutions of democratic government. European Political Science (2009), 1:1, 3-32
- Joakim Ekman. Political Participation and Regime Stability: A Framework for Analyzing Hybrid Regimes. International Political Science Review (2009), Vol. 30, No. 1, 7-31
- Belyaeva N. Y., Proskuryakova L. N. Civil Society Diamond. CIVICUS Civil Society Index - Shortened Assessment Tool. Report for the Russian Federation. M. : 2008
- Tehranian Majid. Globalization and Governance: an Overview/ Democratizing Global Governance, Edited by Esref Aksu and Joseph A. Camilleri. Palgrave Macmillan, 2002.
- Stephen White, Judy Batt, Paul G. Lewis, and Jim Seroka. Developments in Central and East European Politics 4th Edition Paperback - Aug 30, 2007
- Linz, Juan J. and Alfred Stepan. Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe. London: Johns Hopkins University Press, 1996.
- Ch.1 "Democracy and its Arenas." 3-15.
- Ch.2 " "Stateness," Nationalism, and Democratization" 16-37
- Florian Trauner, The EU Readmission Policy in the neighbourhood: a comparative view on the Southern Mediterranean and Eastern Europe, in The EU, Migration and the Politics of Administrative Detention, M. Ceccorulli, N. Labanca, (21-41), Routledge, New York, 2014.

Students' responsibilities

Students are required to attend lectures and seminars and to actively participate in them. The students write a 10-15 pages paper on the issues dealt with within the Cluster which is then graded by the Cluster Leader. At the end of each lecture, the students give comments on the content, usefulness and the overall style of the lecture using a questionnaire with defined content and form. Alongside with lectures, academic tutors hold individual, as well as group consultations, if needed, in relation with the drafting of the papers and the research.

Cluster 3: NATIONALISM, ETHNICITY AND RELIGION

4 ECTS

Cluster Leader: **Prof. dr. Milan Podunavac, University of Belgrade**

Lecturers:

- Milan Podunavac, University of Belgrade
- Anna Krasteva, New Bulgarian University
- Stefano Bianchini, University of Bologna
- Mitja Zagar, Institute for Ethnic Studies, Ljubljana
- Nebojsa Vladislavljevic, University of Belgrade
- Dino Abazovic, University of Sarajevo
- Gordana Duhaček -Daša, University of Belgrade

Teaching hours: 65

Consultations: 15 hours

Contents of the cluster

The aim of this course is to promote an open-minded attitude to diversity, and reducing stereotypes and prejudices towards the "Others".

Nationalism as a theoretical concept with practical implications is explored both in its pre-modern and modern manifestations. Issues of ethnicity and migration in Europe and worldwide are also considered, as well as stereotypes and ethnic conflicts within divided societies, and the major tools for their prevention or limitation. The concepts of state, fear, and security, and their mutual relation and interdependence will be examined through the main theoretical approaches. Furthermore, the intersectionality of identity formation, so as to include not only gender and nation, but also other aspects of identity (such as race and class) is in the focus of the cluster as well.

The secession and conflicts in Yugoslavia will be studied, as well as the post conflict institution-building process. Further on, the role of religions and their relation with nationalism, ethnicity, identity and culture will be discussed, with a specific attention to the Balkan cases.

Literature

- Hutchinson, J. and A. Smith, "Introduction" in *Ethnicity*, eds. Hutchinson, J. and A. Smith, Oxford, Oxford University press, 1996. p. 3-14
- Weber, Max. "The Origins of Ethnic groups." in *Ethnicity*, eds. Hutchinson, J and A. Smith, Oxford, Oxford University press, 1996. p. 35-40

- Geertz, Clifford. "Primordial ties." in *Ethnicity*, eds. Hutchinson, J and A. Smith, Oxford, Oxford University press, 1996. p. 40-45
- Eller J. and R. Coughlan, "The poverty of primordialism." in *Ethnicity*, eds. Hutchinson, J and A. Smith, Oxford, Oxford University press, 1996. p. 45-51
- Barth, F. "Ethnic groups and boundaries" in *Ethnicity*, eds. Hutchinson, J and A. Smith, Oxford, Oxford University press, 1996. p. 75-82
- Hechter, M. "Ethnicity and rational choice history." in *Ethnicity*, eds. Hutchinson, J and A. Smith, Oxford, Oxford University press, 1996. p. 90-98
- Kymlicka, W. "Western political theory and ethnic relations in Eastern Europe" in *Can liberal pluralism be exported?* eds. Kymlycka, W. and M. Opalski, New York, Oxford University press, 2001. p. 13-105
- Brettell, Caroline B. and James F. Hollifield. "Introduction" In *Migration Theory: Talking across Disciplines*, 2nd ed. New York, Routledge, 2008. P.1.-29.
- Douglas S. Massey et. al. "Theories of International Migration: A Review and appraisal" *Population and Development Review* 19, no.3. September 1993. 431-466
- Renan, Ernest. "Qu'Est-Ce Qu'Une Nation?." IN: *Nationalism*. Eds. Hutchinson, J. and A. Smith. Oxford: Oxford University Press, 1994. p. 17-18.
- Stalin, Joseph. *The Nation*. IN: *Nationalism*. Oxford: Oxford University Press, 1994. p. 18- 21.
- Weber, Max. *The Nation*. IN: *Nationalism*. Oxford: Oxford University Press, 1994. p. 21-25.
- Connor, Walker. *A nation is a nation, is a state, is an ethnic group, is a...* IN: *Nationalism*. Oxford: Oxford University Press, 1994. p. 36-46.
- Kedourie, Elie. *Nationalism and Self-determination*, in : *Nationalism*. Eds. Hutchinson, J. and A. Smith. Oxford: Oxford University Press, 1994. p. 49-55.
- Gellner, Ernest. *Nationalism and Modernization*. in: *Nationalism* Oxford: Oxford University Press, 1994. p. 55-63.
- Gellner, Ernest. *Nationalism and High Cultures*. in: *Nationalism*. Oxford: Oxford University Press, 1994. p. 63-70.
- Hobsbawm, Eric. *The nation as Invented Tradition*. in: *Nationalism*. Oxford: Oxford University Press, 1994. p. 76-82.
- Anderson, Benedict. "Imagined Communities." in: *Nationalism*. Oxford: Oxford University Press, 1994. p. 89-96.
- Fichte, J.G. "Eight Address, IN: *Addresses to the German Nation*." Trans. Jones, R.F. and G.H. Turnbull. London: The Open Court Company Publishers, 1922. p. 130-151.

- J.G. Herder von: *an excerpt from „This too a Philosophy of History for the Formation of Humanity“* (1774). In Herder, *Philosophical writings*, ed. Foster M, Cambridge University Press, 2002.
- Mazzini, G. *“The Aim of Young Italy and The Idea of Giovane Europa.”* IN: *Selected Writings* London: L. Drummond Ltd., 1945. p. 130-131 and p. 135-137.
- Ivekovic, Rada and Mostov, Julie. *“The Men and the Community in Introduction”* in *From Gender to Nation*, Longo, Ravenna, 2002. p. 14-16.
- Wilson, Woodrow, *Fourteen Points*, 1918. The Avalon Project: Documents in Law, History and Diplomacy
- Declaration of the Rights of the Peoples of Russia, 1917
- Bianchini, Stefano. *Challenges for a Changing World*, IN: *Partitions: Reshaping states and minds.* By Bianchini, S., Chaturvedi, S., Ivekovic, R., & Samaddar, R. Oxon: Frank Cass, 2005. p. 56.-77.
- Krasner, Stephen D. Part of Chapter One: *Sovereignty and its Discontents.* IN: *Sovereignty: Organized Hypocrisy.* By Krasner. Princeton: Princeton University Press, 1999. p. 3-25.
- OpinionS 1-15 of the Arbitration Commission for Yugoslavia (Badinter commission) 1991-1993
- *“Reference Secession of Quebec.” LexUM.* Université de Montréal. 01 Feb. 2006. <<http://www.lexum.umontreal.ca/>>
- ICJ, *Accordance with International Law of the Unilateral Declaration of Independence in Respect of Kosovo*, 1-3 and 37- 44 (paragraphs 101-122)
- Duhaček, Daša *“Gender perspectives on political identities in Yugoslavia”*, in R. Iveković & J. Mostov (eds.), *From Gender to Nation.* Ravenna: Longo Editore, 2002. (pp. 113-129)
- Iveković, Rada *“Women, Politics and Peace”* in *Women and Politics of Peace*, Zagreb: Centre for Women’s Studies, 1997. (pp. 95- 106)
- Yuval-Davis, Nira. *Gender and Nation*, London: Sage Publications, 1998. (pp. 1-25)
- Mosse, George L. *Nationalism and Sexuality*, Madison, Wisconsin: The University of Wisconsin Press, 1985. (pp. 1-22)
- Parker, A., Russo, M., Sommer, D., & Yaeger, P. (eds.) *Nationalisms & Sexualities.* New York & London: Routledge, 1992. (pp. 1-18)
- Capotorti, Francesco. *“Study on the Rights of Persons belonging to Ethnic, Religious and Linguistic Minorities.”* New York, UN, 1991. pp. 95- 103
- Žagar, Mitja. *“Some newer trends in the protection and (special) rights of ethnic minorities: European context”* in *Slovenia and European Standards for the Protection of National Minorities* (ed.) Miroslav Polzer, Liana Kalèina , Mitja Žagar]. Ljubljana: Informacijsko dokumentacijski center Sveta Evrope pri NUK: Inštitut za narodnostna vprašanja: Avstrijski inštitut za vzhodno

in jugovzhodno Evropo, 2002. pp. 77-104

- Žagar, Mitja. "Diversity Management - Evolution of Concepts" in International, Constitutional, Legal and Political Regulation and Management of Ethnic Pluralism and Relations, Including Prevention, Management and/or Resolution of Crises and Conflicts as Components of Diversity Management- Thematic issue, Raszprave in Gradivo št.52, 2007. pp. 6-37 www.inv.si
- Žagar, Mitja. »Diversity management and integration: From ideas to concepts.« European yearbook of minority issues, Vol. 6, 2006/7 (edited by: BLOED, Arie, HOFMANN, Rainer, MARKO, Joseph, MAYALL, James, WELLER, Marc, ÅKERMARK, Spiliopoulou & PACKER, John (eds.); Leiden; Boston: Brill, 2008), pp. 307-327.
- Keane, John. "Fear and Democracy" in *Violence and Politics* (ed.) Vorchester K, S.A. Bermunyohn and M. Unger) Routledge, New York, 2002, chapter 12.
- Corey, Robin. "Liberalism at Bay, Conservativism at Play: Fear in Contemporary Imagination, Social Research, Vol.71. No4, Winter 2004. p. 927-961.
- Podunavac, Milan. "Freedom from fear." in *Godišnjak FPN*, 2010.
- Podunavac, Milan. "Revolution, legitimacy and Order: The case of Serbia" Beograd, Čigoja, 2006. p. 261-286.
- Horowitz, D. (1993) 'The Challenge of Ethnic Conflict: Democracy in Divided Societies', Journal of Democracy 4, 4 (October): 18-38.
- McGarry, J. and O'Leary, B. (1993) 'Introduction: The Macro-Political Regulation of Ethnic Conflict' in McGarry and O'Leary (eds.) The Politics of Ethnic Conflict Regulation (London: Routledge), pp. 1-40.
- Lijphart, A. (2008) 'Constitutional Design for Divided Societies' in Lijphart, Thinking About Democracy: Power Sharing and Majority Rule in Theory and Practice (London: Routledge), pp. 75-88.
- Linz, J. and A. Stepan (1996) "'Stateness", Nationalism and Democratization' in Linz and Stepan, Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-communist Europe (Baltimore: Johns Hopkins University Press), pp. 16-37.
- Bruce, Steve. Ch 4. Structuring religion in "*Religion in the modern world. From cathedrals to*
- Cavanaugh, William. "Does Religion Cause Violence?" Harvard Divinity Bulletin, Spring/Summer 2007 Vol.35.Nos. 2/3)
- Williams, H. Rhys. Religion as Political resource: Culture or Ideology? *Journal for the Scientific Study of religion*. Vol. 35.No4 (1996.) pp. 368-378.
- Krauthammer, Charles. *Will it be Coffe, Tea or He?* TIME, June 15th 1998. <http://www.time.com/time/magazine/article/0,9171,988561,00.html>
- Miles, William F. S. "Political para-theology: rethinking religion, politics and democracy". *Third world Quarterly* (September 1996). 525 - 535

- Berger, Peter. "The desecularization of the world: A Global Overview", in Berger, Peter L. et al. (eds). "Resurgent Religion and World Politics". Washington: Wm. B. Eerdmans Publishing Company, 1999.
- Vrcan, Srđan. "Faith and State: the exemplary case of former Yugoslavia". Transeuropeennes. Religions in Politics. 51 - 63
- Yamane, David. "Secularization on Trial: In defense of a Neosecularization Paradigm". Journal of Scientific Study of Religion (March, 1997). 109 - 122

Cluster 4: ECONOMIC, SOCIAL AND CULTURAL RIGHTS
ECTS 4

Cluster Leader: **Prof.dr. Nikolaos Tzifakis, University of Peloponnese**

Lecturers:

- Victor Bojkov, University of Bologna
- Zdenek Kavan, Sussex University
- Ivana Jelic, University of Montenegro
- Rachel Kurian, International Institute of Social Studies, Netherlands
- Prof. Nikolaos Tzifakis, University of Peloponnese

Teaching hours: 65

Consultations: 15 hours

Contents of the cluster:

The aim of this cluster is to provide students with a solid knowledge of international legal standards in the field of economic, social and cultural rights, and to relate these standards to broader theoretical debates in philosophy, political theory and economics. The principle that all human rights - civil, political, economic, social and cultural - are indivisible, interdependent and interrelated is now central to the international normative framework for the protection and promotion of human rights.

The course addresses the reasons for increased international support for the idea of economic, social and cultural rights; consider foundational debates relating to the accommodation of these human rights within liberal political theory; and introduce students to the key international legal instrument in this field - the International Covenant on Economic, Social and Cultural Rights.

The substantive content of human rights such as an adequate standard of living (including adequate food and shelter), education and free elementary education, to the highest attainable standard of health - as well as the nature and scope of international legal obligations of state parties to this international treaty - will be analysed in light of authoritative interpretative statements, including the Maastricht Guidelines, the Limburg Principles and the jurisprudence of the UN Committee on Economic, Social and Cultural Rights. Key thematic issues (including poverty, trade and development, and the role of civil society and NGOs) will also be considered.

Literature

- Berlin, I. *Four Essays on Liberty*. Oxford: Oxford University Press. 118 – 170
- Sen, A. *Poverty and Famines: An Essay on Entitlement and Deprivation*. Oxford: Clarendon, 1998. 1 – 8.
- Beneria, L. (2003) *Gender, Development and Globalization: Economics as If All People Mattered*, pp. 31-47, New York and London, Routledge.
- Elson Diane, 1994, 'Micro, Meso, Macro: Gender and Economic Analysis in the Context of Policy Reform', in Isabella Bakker (ed.), *The Strategic Silence: Gender and Economic Policy*, London Zed Books, pp.33-45.
- Gunter, Bernhard G. and Rolph van der Hoeven (2004) 'The Social Dimension of Globalization: A Review of the Literature', in 143 *International Labour Review* no. 1-2, pp. 9-16;
- Kurian, R (2003), *Women Workers in a Global Economy: Trends and Issues*, ISS Working Paper, No. 384, pp. 3-12
- Sparr, Pamela, 1994, 'Feminist Critiques of Structural Adjustment' in Sparr, Pamela (ed.) *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*, London and New Jersey, Zed Books , pp. 13-39.
- Cole, K, J. Cameron and C. Edwards (1983) *Why Economists Disagree: The Political Economy of Economics*, pp.1-20, London and New York.
- Boyce, James K., 'Aid Conditionality as a Tool for Peacebuilding: Opportunities and Constraints', *Development and Change*, Vol. 33(5), 2002, pp. 1025-1048
- Grodeland, Ase Berit, "'They Have Achieved a Lot Because we Have Paid Them to do a Lot": NGOs and the International Community in the West Balkans. Perceptions of Each Other, *Global Society*, Vol. 24 (2), April 2010, pp. 173-201
- Huliaras, Asteris, 'Foreign Aid to the Balkans (1990-2010): The Dynamics of the 'Silent' Human Security Agenda', *Southeast European and Black Sea Studies*, Vol. 11 (4), 2011, pp. 421-434
- Severino, Jean-Michel and Olivier Ray, 'Taking the Measure of Global Aid', *Current History*, January 2010, pp. 35-39
- Kymlicka, W. (1989) "The Value of Cultural Membership". In *Liberalism, Community and*

Culture, 163-181.

- Waldron, J. (1995) "Minority Cultures and the Cosmopolitan Alternative". In Kymlicka, W. (Ed), The Rights of Minority Cultures, pages 93-119.
- Young, I. M. (1990) "Social Movements and the Politics of Difference". In Justice and the Politics of Difference, 156-173.
- O'Keefe, R. 'The "right to take part in cultural life" under Article 15 of the ICESCR' (1998) 47(4) ICLQ 904-923.
- Varady T. (1997) "Minorities, Majorities, Law and Ethnicity: Reflections of the Yugoslav Case", HRQ, vol. 19.
- Pentassuglia G. (2002) "Minorities in international law", European Centre for Minority Issues and Council of Europe Publishing, 50-51.

Students' responsibilities

Students are required to attend lectures and seminars and to actively participate in them. The students write a 10-15 pages long paper on the issues dealt with within the Cluster, which is then graded by the Cluster Leader. At the end of each lecture, the students give comments on the content, usefulness and the overall style of the lecture using a questionnaire with defined content and form. Alongside with lectures, academic tutors hold individual, as well as group consultations, if needed, in relation with the drafting of the papers and the research.

Cluster 5: MECHANISMS OF HUMAN RIGHTS PROTECTION AND IMPLEMENTATION **ECTS 4**

Cluster Leader: **Prof. Wolfgang Benedek, University of Graz**

Lecturers:

- Wolfgang Benedek, University of Graz and ETC Graz
- Hans Joachim Heintze, University of Bochum
- Manfred Nowak, Ludwig Boltzmann Institute for Human Rights, Vienna
- Gerd Oberleitner, University of Graz
- Zoran Pajic, King's College, London
- Iavor Rangelov, LSE London

Teaching hours: 65

Consultations: 15 hours

Content of the Cluster

The focus is on implementation and enforcement of human rights. This is developed on the universal level of the United Nations, as well as on the regional level of the Council of Europe, OSCE and the European Union. The European system of human rights and the human rights policies of the European Union are given particular attention.

Furthermore, the national implementation of international human rights in SEE is studied with a particular emphasis on human rights in post-conflict situations, taking the examples of Bosnia and Herzegovina, as well as Kosovo. In addition, the implementation of human rights of women in the region of SEE is introduced, as well as the role of humanitarian law. Accordingly, there are courses on the implementation of universal human rights, on post-conflict enforcement of human rights in the European system, on implementation of human rights in Bosnia and Herzegovina and in Kosovo, on implementation of women's rights and on transitional justice and humanitarian law.

The objective of the Cluster is to provide students with a better understanding of the implementation and enforcement of human rights at different levels in practice. As different systems are compared, they can also better understand the interrelationship between the different levels of human rights protection. Furthermore, students should become capable of providing advice on how best to use the variety of human rights instruments in particular cases. They should be able to link what they learned in previous clusters with the aspect of implementation and enforcement.

Students, who are often concerned about translating the knowledge gained in several clusters into practice, in this final part of the teaching programme should gain an understanding of the manifold ways of implementation of human rights, but also the obstacles and restrictions which might have to be faced in this context.

Literature

- CEDAW and the Optional Protocol
- Report of the Special Rapporteur on Violence Against Women, its Causes and Consequences - The Due Diligence Standard as a Tool for Elimination of Violence Against Women" E/CN.4/2006
- EU Guideline on Violence Against Women and Girls and Combating All Forms of Discrimination Against Them, General Affairs Council 2008
- Impunity Watch, Living in the Shadows: War Victims and Gender-Sensitive Truth, Justice, Reparations and Non-Recurrence in Bosnia and Herzegovina, (August 2012), pp. 30-40; 78-83
- Reviewing Conflict prevention in 1325: submission to the Global study on Women, Peace and Security
- Hans-Peter Gasser, Daniel Thürer. *Humanitarian Law, International*, Entry in: Max Planck Encyclopedia of Public International Law, 2011
- Yoram Dinstein. *Warfare, Methods and Means*, Entry in: Max Planck Encyclopedia of Public International Law, 2010

- Emily Crawford. *International Armed Conflict*, Entry in: Max Planck Encyclopedia of Public International Law, 2011
- Thilo Marauhn, Zacharie F. Ntoubandi. *Non-International Armed Conflict* Entry in: Max Planck Encyclopedia of Public International Law, 2009
- Rhona K.M. Smith, *Textbook on International Human Rights* (Oxford: Oxford University Press, 6th ed. 2013), Chapter 3 "United Nations", 26-36; Chapter 4 "The International Bill of Rights"; 37-51, and Chapter 5 "The United Nations Organizational Structure", 52-85
- David Forsythe, *The UN Security Council and Human Rights. State Sovereignty and Human Dignity* (Berlin: Friedrich-Ebert-Stiftung, 2012)
- Iavor Rangelov and Ruti Teitel. 2011. "Global Civil Society and Transitional Justice." In: Martin Albrow and Hakan Seckinelgin, eds. *Global Civil Society 2011: Globality and the Absence of Justice* (Basingstoke: Palgrave Macmillan), pp. 162-177.
- Iavor Rangelov. 2013. "Democracy or Stability? European Approaches to Justice in Peace and Transitional Processes." *Global Policy* 5(2): 191-200
- Jack Snyder and Leslie Vinjamuri. 2003. "Trials and errors: Principle and Pragmatism in Strategies of International Justice." *International Security* 28: 5-44, pp. 5-17.
- Iavor Rangelov. 2014. *Nationalism and the Rule of Law: Lessons from the Balkans and Beyond*. New York: Cambridge University Press. Ch. 3: International Criminal Justice, pp. 69-101.
- Dejan Djokić. 2002. "The Second World War II: Discourses of Reconciliation in Serbia and Croatia in the Late 1980s and Early 1990s." *Journal of Southern Europe and the Balkans* 4: 127-140
- Iavor Rangelov and Marika Theros. 2009. "Maintaining the Process in Bosnia and Herzegovina: Coherence and Complementarity of EU Institutions and Civil Society in the Field of Transitional Justice." In: Kai Ambos et al., eds. *Building a Future on Peace and Justice: Studies on Transitional Justice, Conflict Resolution and Development*. Berlin: Springer. Pages 2-11.
- Natasa Kandic. 2012. "RECOM: A New Approach to Reconciliation and a Corrective for Criminal Justice." *Forum for Transitional Justice*, Issue 4, December 2012, pp. 78-80,
- Matrix of the European Human Rights System
- Wolfgang Benedek. EU Action on Human and Fundamental Rights in 2012, in: Benedek/Benoit-Rohmer/Karl//Nowak (eds.), *European Yearbook on Human Rights 2013*, Antwerp, Berlin, Vienna, Graz 2013.
- Jarmo Oikarinen, Reform of the EU Human Rights Policy and the Challenge of Implementation, in: Benedek/Benoit-Rohmer/Karl//Nowak (eds.), *European Yearbook on Human Rights 2014* Antwerp, Berlin, Vienna, Graz 2014.
- Brigitte Ohms and Eliabeth Handl-Petz, The Jurisprudence of the European Court of Human Rights in 2013: A Year of Breakthroughs, in: Benedek/Benoit-Rohmer/Karl//Nowak (eds.), *European Yearbook on Human Rights 2014*, Antwerp, Berlin, Vienna, Graz 2014.

- Christian Strohal, Closing the Implementation Gap: The OSCE and Added Value from Stronger Synergies Between Human Rights Organizations, in: Benedek/Benoit-Rohmer/Karl//Nowak (eds.), *European Yearbook on Human Rights 2014*, Antwerp, Berlin, Vienna, Graz 2014.
- Manfred Nowak, Fact-Finding on Torture and Ill-Treatment and Conditions of Detention, *Journal of Human Rights Practice*, Volume 1, Issue 1, 2009.
- Report of the Special Rapporteur on torture and other cruel, inhuman or degrading treatment or punishment, Manfred Nowak, Human Rights Council, UN Doc A/HRC/13/39, 9 February 2010. page 5 to 21.
- UN Factsheet: Work and Structure of the Human Rights Council
- Nowak, Final report Special process on missing persons 1997, UN, E/CN.4/1977/55
- Nowak M., *Torture and Enforced Disappearance*, in: Catarina Krause und Martin Scheinin (eds.), *International Protection of Human Rights: A Textbook*, 2nd rev. ed., Institute for Human Rights Turku/Abo, Finland 2012, 153-187.
- Michael O'Flaherty, *Human Rights Field Operations: an introductory analysis*, Chapter I "The Human Rights Field Operation: Law, Theory and Practice", pp. 1-30.
- Paul LaRose-Edwards, *Working in The Field for the UN and Other IGOs: Human Rights Operations*, Chapter III "Manual on Human Rights Monitoring An Introduction for Human Rights Field Officers", pp. 1-17.
- Tom Bingham: "A Fair Trial" in *The Rule of Law*, Allen Lane, London 2010. pp. 90-110
- Agnes Hurwitz (ed): *Civil War and the Rule of Law*, 2008. Chapter by Rama Mani: "Exploring the Rule of Law in Theory and Practice", pp. 21-45.
- Z. Pajic, *Reflections on the lessons and legacies of the ICTY: rethinking reconciliation in the context of transitional justice*. In J. Gow, R. Kerr, Z. Pajic (eds): *Prosecuting War Crimes*, 2014. pp. 230-239

Cluster 6: METHODOLOGY OF ACADEMIC RESEARCH AND WRITING

ECTS 3

COURSE LEADER: Federico Giulio Sicurella, Tor Vergata University in Rome (Italy).

COURSE LECTURERS: Prof. dr. Federico Giulio Sicurella (Tor Vergata University, Rome); Prof. dr. Dženana Husremović (University of Sarajevo); Saša Madacki (University of Sarajevo); Adriano Remiddi (University of Bologna) and Alina Trkulja (University of Sarajevo)

Number of lecturing hours 52+20

Consultations 120 hours

Course description

The methodology course aims to provide students with a comprehensive theoretical knowledge and a wide range of practical skills concerning the methodology of research in the social sciences, particularly in the field of democracy and human rights. By placing theory alongside *practical* and applied experiences, the course aims to enable students to learn the fundamental principles of social research, understand the conventions and challenges of academic writing, as well as to identify the strengths and weaknesses of different research methods and data-gathering techniques. In this sense, the course is not only intended to strengthen students' ability to elaborate viable and relevant research projects, but also to enhance their academic and professional profiles.

The course consists of eight modules (see below), which have been designed so as to fit into the broader structure of the ERMA programme and to equip the students with the notions and tools required for the coursework of each cluster, as well as for developing quality MA thesis proposals. The course includes lectures, seminars, workshops and individual consultations with students. Active participation is encouraged through both in-class discussion and take-home assignments.

Students responsibilities

The successful completion of the course requires students to attend lectures and workshops regularly, to actively participate in the in-class activities, and to undertake all assignments. At the end of each lecture, students are given an opportunity to evaluate each of the course modules in a specifically designed online questionnaire. Alongside lectures, academic tutors hold both individual consultations and group review sessions on different aspects of research and academic writing. Students are expected to cooperate closely with the tutors.

Literature

- Della Porta & Keating (2008) *How many approaches in the social sciences? An epistemological introduction*. In: Della Porta & Keating (Eds). *Approaches and methodologies in the social sciences. A pluralist perspective* (pp.19-39). Cambridge: Cambridge University Press.
- *BIG6: An Information Problem-Solving Process.* Available at <http://www.big6.com>.
- *Finding Information on the Internet: A Tutorial Introduction to the Internet. Searching, recommended search strategies using both search engines and subject directories, table comparing tools, glossary, detailed searching instructions and links to collections of gateway sites.* Available at www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
- Mann, Thomas: *The Oxford Guide to Library Research*, Oxford University Press, 2015
- Bieber, Florian. *Of Balkan Apples, Oranges, Grandmothers and Frogs. Comparative politics and the study of*

Southeastern Europe. In: Southeast European studies in a globalising world. (ed)Promitzer, Gruber and Heppner, Lit verlag, Vienna 2014.

- *Lijphart, Arendt. Comparative politics and the comparative method, The American Political Science Review, Vol 65. NO.3. 1971 pp.682-693*
- *Sartori, Giovanni. Comparing and Miscomparing, Journal of theoretical politics, July 1991. 3:243-257*
- *Shaughnessy, J.J., Zechmeister, E.B. (1997) Research Methods in Psychology. McGrawHill*
- *Somekh, B., Lewin, C. (2005). Research methods in Social Sciences. SAGE Publications*
- *ERMA REFERENCING AND CITATION STYLE GUIDE 2016*
- *ERMA TECHNICAL REQUIREMENTS GUIDE 2016*
- *University of Chicago, The Chicago Manual of Style (sixteenth ed.). Chicago: Univ. of Chicago Press. 2010.*

SHORT ELECTIVE SEMINARS - 3 ECTS

Independent of the Five Clusters, the three short seminars are unique educational activities that in themselves offer a similar structure to the overall ERMA Programme.

SEMINAR I TITLE: GENOCIDE AND GENOCIDAL ATROCITIES IN THEORY AND INTERNATIONAL LAW

Lecturer: Dr. phil. Dennis Gratz

Contact hours 12

Individual and additional consultations 5

SEMINAR DESCRIPTION:

The course examines the concept and phenomenon of genocide, its origins and mechanisms of prevention and punishment.

Following a brief general introduction to the history of genocide science and more specifically the development of international criminal law, students will be familiarized with the main forms of genocidal atrocities on the basis of historical events and occurrences. The students shall in particular analyze the Armenian genocide, Holocaust, Rwandan genocide and Cambodian Mass Killings. Following that, legal definitions and understanding of the crimes against humanity, war crimes and genocide as established in the UN Convention on Prevention and Punishment of the Crime of Genocide will be discussed, compared and analyzed, both from the legal and theoretical point of view. Specific legal terms such as intent, motive, genocide-in-part etc. shall be introduced and thoroughly discussed.

The second part of the course will be dedicated to the introduction to different aspects of genocide science, including the theoretical approaches from a historical, cultural, social and economic perspective, as well as some recent developments in the field of prevention and punishment of the crime of genocide.

The last part shall cover the specific forms of genocidal crimes, their circumstances of occurrence and their consequences for the victim population. The students shall reflect upon terms such as ethnic cleansing,

gendercide, elitocide, war amongst the people etc. Within this part, the students shall learn about the recent conflict in Bosnia and Herzegovina and the special importance of the ICTY verdict on the proven genocide in Srebrenica for the international prevention and detection mechanisms.

Literature

Allen, Beverly. "Rape Warfare. The Hidden Genocide in Bosnia-Herzegovina and Croatia", Minneapolis: University of Minnesota Press, 1996.

Bassiouni, M. Cherif (ed.). "International Criminal Law" Second Edition, Volume I: New York: Transnational Publishers, Inc., 1999.

Chorbajian, Levon / Shirinian, George (ed.). "Studies in Comparative Genocide", Houndmills: Macmillan Press Ltd., 1999.

Freedman, Warren. "Genocide: A People's Will to Live", Buffalo: William S. Hein & Co, Inc. 1992.

Gellately, Robert / Kiernan, Ben (ed.). "The Specter of Genocide: Mass Murder in Historical Perspective", Cambridge: Cambridge University Press, 2003.

Jones, Adam (ed.). "Gendercide and Genocide", Nashville: Vanderbilt University Press, 2004.

Lemkin, Raphael. „Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress“, Washington D.C.: Carnegie Endowment for International Peace, 1944.

Rosenbaum, S. Alan (ed.). "Is the Holocaust Unique?" Boulder, Colorado: Westview Press, 1996.

Staub, Erwin. "The Roots of Evil: The Origins of Genocide and Other Group Violence", Cambridge: Cambridge University Press, 2000.

Valentino, A. Benjamin. "Final Solutions. Mass Killing and Genocide in the 20th Century", Ithaca and London: Cornell University Press, 2004.

Weitz, D. Eric. „A Century of Genocide. Utopias of Race and Nation“, Princeton: Princeton University Press, 2003.

Students' responsibilities:

The students, organized in groups, shall analyze a specific mass murder that occurred in the past. They shall examine it from a strictly legal point of view, deciding and explaining why that crime constitutes or does not constitute genocide pursuant to the conventional definition. The students should also offer possible prevention mechanisms within the international system of human rights protection.

Course aims:

At the end of the Course, students should be able to:

1. Demonstrate a clear grasp of key concepts and issues related to the legal understanding of the crime of genocide, war crimes and crimes against humanity.
2. Demonstrate understanding of the main contemporary theories of genocide and genocidal atrocities (mass murder, democide, elitocide, etc.)
3. Demonstrate comprehension of rough institutional design and functioning of the ICJ, ICC ICTY and ICTR.
4. Construct theoretically and empirically substantiated arguments on current issues and processes related to historical events of mass murder, their perception and treatment within international law.

COURSE STRUCTURE

Hours 1-3: Definition of genocide, CPPCG-Definition and its history, analysis of prevention and punishment system within the international law;

Hours 4-6: Genocide theories, characteristics, sociology of genocide, stages of mass murder;

Hours 7-12: Genocide and other systematic mass atrocities (gendercide, mass rape, elitocide, ethnic cleansing;

SEMINAR II TITLE: LIFE STORIES AND DIALOGUES

Lecturer: Dr. Nejra Nuna Cengic

Contact hours 12

Individual and additional consultations 5

SEMINAR DESCRIPTION:

This seminar aims to provide students with theoretical and empirical knowledge on the life story-telling model, as a great resource for study and analysis of memory and identity (es) construction, trans-generational impact of silenced (traumatic) experiences, but also the dynamics and functioning of societies in which we live. This model can be used for a variety of purposes, as a research method, a peace building tool, for empowerment and political purposes.

The unique interdisciplinary and multimedial methodology of the seminar includes introduction to selected theoretical approaches from the field of philosophy, anthropology, gender studies, psychoanalysis and history, using documentary movies as media for work and discussion. Through the given methods, the seminar offers a possibility for personal reflection on some of ERMA's subject themes (e.g. socialism/communism, fall of socialism/communism, conflict, transition(s), gender relations etc), from the perspective of "ordinary" people. Finally, throughout the seminar it will be shown how in the context of diverse transitions and conflicts in South East Europe, and particularly conflicts in the region of the former Yugoslavia (during the '90s) instead of paradigmatic competing narratives, individual stories may offer relevant insights and, in this way, present an alternative vision to given events, source of resistance and social change.

Lectures will address some of the following issues:

- How do we remember certain events?
- What is the relation between history and memory?
- What are the politics of memory and how do they function?
- What is 'communicative memory'?
- Why are societies silent on certain issues?
- How much words (language) can reflect our experience?
- How life stories reflect our identities?
- How the life story-telling model can be used for peacebuilding initiatives and empowerment of disadvantaged groups?

Upon completion of this seminar, students will be able to:

- demonstrate a solid knowledge of the storytelling model, its advantages and limitations
- demonstrate a solid knowledge of concepts of memory
- improve their knowledge of qualitative research methods
- apply the life story-telling model to a chosen context and use it for different purposes

The seminar is structured as a set of sessions/workshops. Beside mandatory readings, the seminar includes film screenings as an additional educational tool.

Students' responsibilities:

Students are expected to participate actively in the work of the seminar, which will take the form of a workshop. Core readings will be compiled into a reader and submitted to the students in advance.

Participation implies taking an active role in all parts of the workshop. Along with lectures, it implies discussion

on life stories from available books and films. Within the seminar, students will exercise how to conduct biographical interviews, by conducting a short interview with a person outside the Programme, a fellow student from the seminar group, or by producing a personal reflection on a life story interview available in book/film form (each student will choose one of these options).

Literature (extended list)

- Agamben, Giorgio. 1999. *Remnants of Auschwitz*, Zone Books, pp. 137-171
- Albeck, J.H., Adwan, S. & Bar-On, D. (2002). "Dialogue groups: TRT's guidelines for working through intractable conflicts by personal storytelling in encounter groups". *Peace and Conflict: Journal of Peace Psychology*, 8, 4, 301-322.
- Assmann, Jan. (2008). „Communicative and Cultural Memory“ in Erll, Astrid and Ansgar Nunning (eds) *Cultural Memory Studies. An International and Interdisciplinary Handbook*, Walter de Gruyter Berlin New York, pp. 109-118
- Bar-On, Dan. 1999b. *The Indescribable and the Undiscussible: Reconstructing Human Discourse After Trauma*. Budapest, Hungary: Central European University Press , pp. 126-147
- Benjamin, Walter (1940) On the Concept of History. <http://www.marxists.org/reference/archive/benjamin/1940/history.htm>
- Chaitin, Julia (2002). *How Do I Ask Them About the War? Collecting and Understanding Life Stories of Soldiers and Victims of War*. IACM 15th Annual Conference Paper
- Douglass, Ana, and Vogler, Thomas A. (eds.). 2003. *Witness and Memory. The Discourse of Trauma*. Introduction. Routledge. New York and London, pp. 1-53
- Green L. 1994. 'Fear as a way of life' *Cultural Anthropology* 9:2, 227-256.
- Inowlocki, Lena. 2001. *Grandmothers, Mothers and Daughters. Intergenerational Transmission in Displaced Families in Three Jewish Communities*. Habilitation Thesis, Ottovon-Guericke-Universität Magdeburg, ch.3
- Jackson, Michael. 2002. *Politics of Storytelling: Violence, transgression and intersubjectivity*. Copenhagen: Museum Tusulanum Press (Preface, I part), 11-64
- Palmberger M. (2013). 'Ruptured pasts and captured futures: life narratives in postwar Mostar' *Focaal: Journal of Global and Historical Anthropology* 66, 14-24.
- Rosenthal, Gabriele. 1993. *Reconstruction of life stories. Principles of selection in generating stories for narrative biographical interviews. The narrative study of lives*. Sage, 1 (1): 59-91.
- Ross, Fiona. 2001. 'Speech and silence: women's testimony in the first five weeks of public hearings of the South African Truth and Reconciliation Commission' In: Das V., Kleinman A. , Lock M., Ramphele M. & Reynolds P. (eds) *Remaking a world: violence, social suffering and recovery*. Berkeley: California UP.
- Ross Fiona. 2003. 'On having voice and being heard. Some after-effects of testifying before the South African Truth and Reconciliation Commission' in *Anthropological Theory*. Sage Publications. London, Thousand Oaks, CA and New Delhi), Vol 3(3): 325-341
- Vazquez, Rolando. *Modernity Coloniality and Visibility: The Politics of Time*. *Sociological Research Online*, Volume 14, Issue 4, www.socresonline.org.uk/14/4/7.html

SEMINAR III TITLE: INTRODUCTION TO REFUGEE LAW AND PROTECTION RIGHTS

Contact hours 12

Individual and additional consultations 5

This course offers an overview of the key terms, concepts, methodologies and ethical principles relevant to studies of refugee protection and rights. Using case studies from around the world, the course will introduce students to comparative insights into causes and consequences of forced migration, including forced displacement issues directly related to the dissolution of the former Yugoslavia and the war in Bosnia and Herzegovina. It will also offer a short introduction to international protection regime, refugees' rights and responsibilities as enshrined in Geneva Convention and its Protocol as well as an overview of the practices and solutions to forced displacement developed by the international organisations and governments. The emphasis will be on the population under investigation, i.e. forced migrants, and how they access protection rights and are affected by asylum procedures in different countries of the region. The course will employ an interactive learning environment using documentary films and open discussions enabling participants to both contribute to

and gain an in-depth knowledge of asylum adjudication procedures, reception and integration policies. This course promotes a multidisciplinary approach to studying forced migration phenomena and includes relevant theories and interdisciplinary studies from the field of human rights, law, sociology, socio-cultural anthropology, political science and social psychology.

1. Mandatory readings

- HATHAWAY, J. (ed.) 2013. Human Rights and Refugee Law. Edward Elgar. UK
- BARBARA HARELL-BOND (2002) 'Can Humanitarian Work with Refugees be Humane? Human Rights Quarterly 24(51-85) The Johns Hopkins University Press
- POROBIC, S., & ZUPARIC-ILIJIC, D., (2016) 'Access to Asylum and Reception conditions in Western Balkans - Focus on Bosnia and Herzegovina and Croatia' in 'Fortresses and Fairness - States, the Law and Refugee Protection'. (Maria O'Sullivan & Dalal Stevens (eds.) Hart Publishing, UK

2. Recommended readings

- KATARZYNA GRABSKA, AND LYLA MEHTA (eds) (2008) Forced displacement: why rights matter. Palgrave,US.
- HARRELL-BOND B.(1986), 'Imposing Aid: Emergency Assistance to Refugees', Oxford, Oxford University Press
- HARRELL-BOND B., (1999) 'The experience of refugees as recipients of aid. In A Ager (ed) Refugees: Perspectives on the Experience of Forced Migration (pp. 136-168). London: Pinter.
- Maria O'Sullivan& Dalal Stevens (2016) (eds.) Fortresses and Fairness - States, the Law and Refugee Protection. Hart Publishing, UK

Students' responsibilities

Students are obliged to actively participate in the seminar. Before each session, students will receive a set of readings for the respective session they will need to read in advance. Within the seminar, students will get one written assignment: to do a small-scale research and asylum study cases.

At the beginning of the seminar, students will get more detailed instructions on the forms of assignments, contents and methodology of the work.

TERM II
INTERNSHIP
ECTS 12
<p>Description of the term</p> <p>In the second term, which lasts from mid-June until the end of July, students take up a seven-week long internship at selected IGOs, NGOs, think-tanks and research institutes across South East Europe, from a comprehensive list of partners from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, FYR Macedonia, Kosovo, Montenegro, Romania, Serbia and Slovenia. All the partner organisations sign a bilateral agreement with the programme and students are allocated according to their research and career interest by the beginning of June at the latest.</p>
<p>Students' responsibilities</p> <p>During their internship, the students must primarily conduct research related to the topic of their thesis and respond to any other duties assigned by the person supervising their internship. This can be connected to and not limited to assisting the organization with its daily activities, minor research tasks, help in organizing roundtables, conferences etc. At the end of the internship period, the assigned supervisor fills in the evaluation form provided by the CIS.</p>

TERM III
SEMINARS IN ITALY, DEVELOPMENT OF THE MASTER THESIS AND THE PUBLIC DEFENSE
ECTS 18
<p>Contact hours 20 Individual and additional consultations 20</p> <p>Lecturers</p> <p>Ambassador Jakob Finci: "Jewish minority in the Balkans"</p> <p>Ilona Tomova <i>Bulgarian Academy of Sciences, Sofia</i></p>

Social Exclusion, Poverty and Social Rights: The Situation of ROMA in Post-Communist Bulgaria”

Anna Krasteva, *New Bulgarian University, Sofia*
“Rising populism and the minority question”

Dusan Janjic, *Center for Ethnic Relations, Belgrade* & Amb. Giovanni Caracciolo di Vietri *CEI Secretary General*
“Minority Policy and Fostering Integration: The Case of Serbia”

Olga Tokariuk, *Hromadske TV & ANSA Kiev*
“Ethnic, linguistic and religious minorities in Ukraine: What has changed since Euromaidan?”

- Other lecturers might be invited depending on the needs of the theses topics

In accordance with the group’s interest short seminar courses aimed at addressing particular issues of interest are organized. The topics therefore range from environmental issues to war crimes and mechanisms for human rights protection.

The students will start gathering materials and conducting research for their theses already during the internship period. The theses are finalized during the stay at the University Residential Centre in Bertinoro/Santa Sofia and are defended publicly at the end of October in Sarajevo, BiH in front of a three member Commission composed of a Chair, a Second Reader and the Thesis Supervisor.

The successful students of the European Regional Master’s Programme in Democracy and Human Rights in South East Europe are awarded diplomas (double degree): one by the University of Bologna and one by the University of Sarajevo.