

**Univerzitet u Sarajevu**



**University of Sarajevo**

**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 2018-2019**

## **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 programme 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 methods**

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 the final examination; University of Sarajevo

**II semester:**

-Second term (10 ECTS) - 6 weeks long internship in a country different from students’ citizenship country

-Third term (20 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 Thematic 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, 6 weeks long and

1 master thesis: research, 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 thematic clusters, 1 Methodology course, 1 Elective course = **30 ECTS**

2. Second term: 6 weeks internship = **10 ECTS**
3. Third term: short seminars, development and defence of the Master thesis = **20 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. The final examination takes place at the end of the first term, before the beginning of the mandatory internship. .

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**, taking place during the second semester, which lasts from mid-June until the end of July, students take up a six -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. Students can also suggest internship organisations of their interest. Students apply for placements according to their research and career interest and must provide the programme with the Internship confirmation letter from their chosen organisation 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. After finalizing their thesis, 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 (research papers / written exams), the final examination, as well as the quality and the defence of the Master Thesis. Attendance and overall performance is also taken into consideration for the final evaluation of the student's performance. The teaching methodology for realising this curriculum includes lectures, tutorials, seminars, workshops, presentations, field visits, with interactive teaching methods in its core. Group work is implemented through discussions, seminars, workshops and other activities. Cluster Leaders and the lecturers of the programme coordinate students' work and activities with the assistance of 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 thesis defence 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. At least 80% 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 36 students every academic year.

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

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

-TARGETED GROUP III: 6 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. 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	TEACHING HOURS (ECTS)
<b>FIRST SEMESTER</b>				
<b>I</b>	<b>1. Philosophy of Human Rights and Democracy</b>	<ol style="list-style-type: none"> <li>1. BIRTHPLACES OF HUMAN RIGHTS AND THE MODERN AGE DEMOCRACY</li> <li>2. PHILOSOPHY OF HUMAN RIGHTS</li> <li>3. CONTEMPORARY THEORIES OF DEMOCRACY</li> <li>4. POLITICAL THEORY</li> <li>5. HUMAN RIGHTS DOCUMENTS: SOURCES AND RESOURCES</li> <li>6. THEORIES AND PRACTICES OF CITIZENSHIP: STATES, NATIONS, CITIZENS</li> </ol>	Prof. dr. Asim Mujkić, University of Sarajevo	<b>52 hours of lectures + seminars and visits</b>  <b>5 ECTS</b>
<b>I</b>	<b>2. Democracy</b>	<ol style="list-style-type: none"> <li>1. SOCIAL TRANSFORMATIONS IN THE POST-COMMUNIST SOCIETIES IN CENTRAL AND SOUTH EAST EUROPE</li> <li>2. STATE-SOCIETY RELATIONS IN DEMOCRACY-BUILDING. COMPARATIVE INSTITUTIONAL ANALYSIS</li> <li>3. EUROPEAN UNION AND HUMAN RIGHTS</li> <li>4. MOBILITY AND MIGRATION WITHIN AND TOWARDS THE EU</li> <li>5. PATTERNS OF DEMOCRATIZATION AND DE-DEMOCRATIZATION IN WESTERN BALKANS</li> <li>6. MEDIA AND POLITICAL SYSTEMS</li> </ol>	Prof. dr. Francesco Privitera, University of Bologna	<b>52 hours of lectures+ seminars and visits</b>  <b>5 ECTS</b>
<b>I</b>	<b>3. Ethnicity, Nationalism and Religion</b>	<ol style="list-style-type: none"> <li>1. THEORIES OF MIGRATIONS AND ETHNICITY</li> <li>2. NATIONALISM, THE STATE, SELF-DETERMINATION AND THE DISSOLUTION OF YUGOSLAVIA</li> </ol>	Prof. dr. Milan Podunavac, University of Belgrade, Serbia	<b>52 hours of lectures+seminars and visits</b>  <b>5 ECTS</b>

		<ol style="list-style-type: none"> <li>3. GENDER AND NATIONALISM</li> <li>4. DEMOCRACY AND THE REGULATION OF ETHNONATIONAL CONFLICT</li> <li>5. STATE, SECURITY AND POLITICS OF FEAR</li> <li>6. RELIGION AND STATE</li> </ol>		
<b>I</b>	<b>4. Economic, Social and Cultural Rights</b>	<ol style="list-style-type: none"> <li>1. ECONOMIC, SOCIAL AND CULTURAL RIGHTS</li> <li>2. THEORETICAL CONSIDERATIONS, LEGAL FRAMEWORK AND IMPLEMENTATION MECHANISMS OF ECONOMIC, SOCIAL AND CULTURAL RIGHTS</li> <li>3. ECONOMIC GLOBALISATION, STRUCTURAL REFORMS AND LABOUR/GENDER/HUMAN RIGHTS</li> <li>4. INTERNATIONAL DEVELOPMENT ASSISTANCE, PRIVATE ACTORS AND ECONOMIC AND SOCIAL RIGHTS</li> <li>5. ENVIRONMENTAL RIGHTS AND CHALLENGES IN SEE</li> <li>6. POLITICAL AND LEGAL MECHANISMS FOR THE PROTECTION OF MINORITY RIGHTS</li> </ol>	Prof.dr. Nikolaos Tzifakis, University of Peloponnese, Greece	<b>52 hours of lectures+seminars and visits</b>  <b>5 ECTS</b>
<b>I</b>	<b>5. Mechanisms of Human Rights Protection and Implementation</b>	<ol style="list-style-type: none"> <li>1. THE UN SYSTEM OF HUMAN RIGHTS PROTECTION</li> <li>2. THE EUROPEAN SYSTEM OF HUMAN RIGHTS PROTECTION</li> <li>3. INTERNATIONAL HUMANITARIAN LAW: PEACE AND CONFLICT ISSUES</li> <li>4. UNDERSTANDING ENFORCED DISAPPEARANCE AND TORTURE</li> <li>5. WOMEN'S RIGHTS PROTECTION</li> <li>6. TRANSITIONAL JUSTICE</li> </ol>	Prof.dr. Wolfgang Benedek, Karl Franzens University, Graz, Austria	<b>52 hours of lectures+seminars and visits</b>  <b>5 ECTS</b>
<b>I</b>	<b>6. Methodology of Scientific Research and</b>	<ol style="list-style-type: none"> <li>1. DOING SOCIAL RESEARCH</li> <li>2. ACADEMIC WRITING</li> <li>3. INFORMATION ETHICS AND</li> </ol>	Prof. dr. Federico Giulio Sicurella, University of	<b>50 hours of lectures</b>



	<b>Academic Writing</b>	MANAGEMENT IN DIGITAL ENVIRONMENTS 4. COMPARATIVE RESEARCH 5. DATA-GATHERING TECHNIQUES 6. ETHNOGRAPHIC RESEARCH METHODS	Milan	<b>4 ECTS</b>
<b>I</b>	<b>7. Elective seminars</b>	1. GENOCIDE AND GENOCIDAL ATROCITIES IN THEORY AND INTERNATIONAL LAW 2. INTRODUCTION TO REFUGEE LAW AND PROTECTION RIGHTS 3. LIFE STORIES AND DIALOGUES	Prof. Asim Mujkić, University of Sarajevo	<b>12 hours of lectures</b> <b>1 ECTS</b>
<b>SECOND SEMESTER</b>				
<b>II</b>	<b>8. Internship</b>	6 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.		<b>6 weeks:</b> <b>240 hours</b> <b>10 ECTS</b>
<b>III</b>	<b>9. Master Thesis Writing and Defence</b>	MASTER THESIS WRITING + 7 weeks stay at the University of Bologna  MA THESIS DEFENSE at the University of Sarajevo		<b>20 ECTS</b>
	<b>TOTAL NUMBER OF CREDITS</b>			<b>60 ECTS</b>

## ERMA TEACHING CURRICULUM a.y. 2018/19

### TERM I, University of Sarajevo

30 ECTS

#### Cluster 1: PHILOSOPHY OF HUMAN RIGHTS AND DEMOCRACY, ECTS 5

**Cluster Leader: Prof. Asim Mujkić, University of Sarajevo**

##### Lecturers:

Prof. Gvozden Flego (University of Zagreb); Prof. Asim Mujkić (University of Sarajevo); Prof. Nenad Marković (Ss.Cyril and Methodius University - Skopje); Prof. Zdenek Kavan (University of Sussex); Dr. Igor Štikš (Sigindunum University, Belgrade); Prof. Marco Balboni (University of Bologna)

**Teaching hours: 52 + seminars and visits**

**Consultations: Cluster leader + academic tutors 120 hours**

##### Cluster description

This educational cluster covers the theoretical and philosophical foundations of human rights and democracy, from their birthplaces to the present day. It 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. Courses give introduction into the modern concepts of democracy and human rights providing the students with elementary understanding of the modern age democracy and human rights. The modern age understanding of man; natural rights; parliamentary, liberal democracy; necessity and freedom; complexity of modern democracy and human rights as well as contemporary theories of democracy and theories and practices of citizenship, as, paradoxically, the basis for human rights are critically examined.

##### Mandatory literature

- Baker, John: What is participatory democracy? In: Community Workers Co-Operative. Strategies to Encourage Participation: a series of practical case studies from local, regional and national development in Ireland. Community Workers Co-Operative, 1997. Available at: <http://hdl.handle.net/10197/2085>.

- Bauman, Zygmunt. “Freedom From, In and Through the State: T. H. Marshall’s Trinity of Rights Revisited “ in *Theoria*, December 2005.
- Chambers, Simone (2003). “Deliberative Democratic Theory”, *Annual Review of Political Science*. Vol.6. 307-326.
- Costas Douzinas: “The end of human rights?” in *Human Rights and Empire. The political philosophy of cosmopolitanism*, Routledge-Cavendish, 2007; pp.: 3-33;
- Dahl, Robert A., *On Democracy*, Chapter. 7.
- Donati, Pierpaolo (2013). “Social Capital and Associative Democracy: a Relational Perspective”, *Journal for the Theory of Social Behavior*, Vol.44, No1: 24-45.
- Gillens, Martin and Page, Benjamin I. (2014). “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens”, *Perspectives on politics*, Vol.12, No.3: 564-581.
- Habermas, J., “The European Nation-State: On the Past and Future of Sovereignty and Citizenship,” *Public Culture* 10:2 (1998): 397-416, 404
- Isin, E. (2009), ‘Citizenship in Flux: The Figure of Activist Citizen’, *Subjectivity*, 29: 367-88.
- Joppke, Christian. “Transformation of Citizenship: Status, Right, Identity”. *Citizenship Studies*, Vol. 11, No.1, February, 2007:37-48.
- Kant, Immanuel, *Groundwork for the Metaphysics of Morals* (1st page)
- Locke, John. *Second Treatise on Government*:: II ch./ V. ch. /VII. ch. # 77-90, # 94 /VIII. ch. # 95-100 and ch. IX
- MacDonald, Margaret. „Natural Rights“ in *Theories of Rights*, Waldron, Jeremy (ed.), Oxford University Press, 1992;
- Michael Ignatieff: “Human Rights as Politics”, *The Tanner Lectures on Human Values*, Delivered at Princeton University, April 4–7, 2000; pp.: 287-319;
- Nozick, R. *Moral Constraints and Distributive Justice*
- Rawls, J. *Justice as Fairness: Political not Metaphysical*
- Richard Rorty: „Justice as a larger loyalty“ in *Rorty, Philosophy as Cultural Politics; Philosophical Papers Vol. 4*; Cambridge University Press, 2007; pp.: 42-55;
- Rousseau, Jean-Jacques. *The Social Contract*:: I Book, II Book: ch. 1-4, IV Book ch. 1-2.
- Sen, A. *Poverty and Famines: An Essay on Entitlement and Deprivation*, Oxford, 1998
- Shue, H. *Basic Rights*, Introduction and chapter 1, pp.5-34
- 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*, 6th ed., OUP, 2014
- Štiks, I. (2013), ‘A laboratory of citizenship: shifting conceptions of citizenship in Yugoslavia and post-Yugoslav states’, in J. Shaw and I. Štiks (eds), *Citizenship after Yugoslavia*, Abingdon: Routledge

#### **Students responsibilities:**

Students are required to read mandatory literature, attend at least 80% of the lectures, visits and seminars and actively participate in them. **Students are graded on the basis of an academic paper / written exam, active participation and the attendance (50 %) and the final exam (50 %).** At the end of the cluster, students are

required to evaluate the overall cluster and each of the lectures held.

## **Cluster 2: DEMOCRACY; ECTS 5**

**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), Prof. Zrinjka Peruško, (University of Zagreb), Prof. Florian Bieber (University of Graz)

**Teaching hours: 52 + seminars and visits**

**Consultations: 120 hours - Cluster leader + academic tutors**

### **Cluster description**

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

### **Mandatory literature**

- Christians, C. G., Glasser, T. L., McQuail, D., Nordenstreng, K., White, K. A. 2009. Normative Theories of the Media. Journalism in Democratic Societies. Urbana and Chicago: University of Illinois Press. pp. 1-135.
- Defeating Dictators: Electoral Change and Stability in Competitive Authoritarian Regimes Author(s): VALERIE J. BUNCE and SHARON L. WOLCHIK Source: World Politics, Vol. 62, No. 1 (January 2010), pp. 43-86 Published by: Cambridge University Press
- Florian Bieber: Belated Transitions In South Eastern Europe, in Routledge Handbook of Easter European Studies, August 2017
- Florian Bieber: Post-Yugoslav Patterns of Democratization, (39-57) in Building Democracy in the Yugoslav Successor States edited by S. Ramet, C. M. Hassenstab and O. Listhaug
- 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

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- J. Planitzer, N. Katona, Criminal Liability of Corporations for Trafficking in Human Beings for Labour Exploitation, Global Policy Volume 8 . Issue 4, University of Durham, November 2017
- Joakim Ekman. Political Participation and Regime Stability: A Framework for Analyzing Hybrid Regimes. International Political Science Review (2009), Vol. 30, No. 1, 7-31
- Johan P. Olsen. Change and continuity: an institutional approach to Institutions of democratic government. European Political Science (2009), 1:1, 3-32
- L. Shelley, Human Smuggling and Trafficking into Europe. A Comparative Perspective; Migration Policy Institute 2014
- 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 and Ch.2 " "Stateness," Nationalism, and Democratization" 16-37
- M. Borraccetti: Human Trafficking, Equality, and Access to Victims' Rights; in L.S. Rossi, F. Casolari (eds.), The Principle of Equality in EU Law, Springer International Publishing, 2017
- Marco Borraccetti: Trafficking in Human Beings and Human Security: a Comprehensive Approach (unpublished source).
- Michele Anne Clark: Trafficking in Persons: An issue of human security (2003);
- Milada Anna Vachudova: EU Leverage and National Interests in the Balkans: The Puzzles of Enlargement Ten Years On, in Journal of Common Market Studies, 2014, Vol. 52, No 1, pp 122-138, John Wiley and Sons Ltd.
- 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", East European 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
- Schneider, G. and D. Verdier "Democratic institutions for a new Europe", European Union Politics, Vol. 4, No. 1. 2003
- Stephen White, Judy Batt, Paul G. Lewis, and Jim Seroka. Developments in Central and East European Politics 4th Edition Paperback - Aug 30, 2007
- Vedran Džihčić, Dieter Segert: Lessons from "Post-Yugoslav" Democratization Functional Problems of Stateness and the Limits of Democracy East European Politics and Societies Volume 26 Number 2 May 2012 239-253 © 2012 Sage Publications
- Wolfgang Merkel: Embedded and Defective Democracies, in Democratization, Vol.11, No 5, December 2004, pp.33-58, Taylor and Francis Ltd.;

### **Students responsibilities:**

Students are required to read mandatory literature, attend at least 80% of the lectures, visits and seminars and actively participate in them. Students are graded on the basis of an academic paper / written exam, active participation and the attendance (50 %) and the final exam (50 %). At the end of the cluster, students are required to evaluate the overall cluster and each of the lectures held.

### **Cluster 3: ETHNICITY, NATIONALISM AND RELIGION; ECTS 5**

**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); Nebojša Vladislavljević (University of Belgrade); Dino Abazović (University of Sarajevo); Gordana Duhaček –Daša (University of Belgrade)

**Teaching hours: 52 + seminars and visits**

**Consultations: 120 hours Cluster leader + academic tutors**

#### **Cluster description**

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.

#### **Mandatory literature**

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- Duhaček, Daša “Gender perspectives on political identities in Yugoslavia”, in R. Iveković & J.

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- 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
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  - Gellner, Ernest. *Nationalism and Modernization*. in: *Nationalism* Oxford: Oxford University Press, 1994. p. 55-63.
  - Hobsbawm, Eric. *The nation as Invented Tradition*. in: *Nationalism*. Oxford: Oxford University Press, 1994. p. 76-82.
  - Hutchinson, J and A. Smith, "Introduction" in *Ethnicity*, eds. Hutchinson, J. and A. Smith, Oxford, Oxford University press, 1996. p. 3-14
  - ICJ, *Accordance with International Law of the Unilateral Declaration of Independence in Respect of Kosovo*, 1-3 and 37- 44 (paragraphs 101-122)
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  - J.G. Herder von: *Letters from the Advancement of Humanity (1793-1797) - Excerpts on patriotism*. p. 59-62.
  - Kateb, George. *Courage as a Virtue* Social Research, Vol. 71, No. 1, SPRING 2004, pp. 39-72
  - Keane, John. "Fear and Democracy" in *Violence and Politics* (ed.) Vorchester K, S.A. Bermunjohn and M. Unger ) Routledge, New York, 2002, chapter 12.
  - 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.
  - Krasteva A. *Mobile Balkans: temporality, types, trends*. *Bulletin of the Institute of Ethnography*, Belgrade, 2015, 63 (3), 515 - 535.
  - Krasteva, Anna *If Borders Did Not Exist, Euroscepticism Would Have Invented Them, or on Post-Communist Re/De/Re/Bordering in Bulgaria*.- *GeoPolitics*, 21.11.17.
  - Krauthammer, Charles. *Will it be Coffe, Tea or He?* TIME, June 15th 1998.
  - 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.
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  - Mazzini, G. "The Aim of Young Italy and The Idea of Giovane Europa." IN: *Selected Writings* London: L. Drummond Ltd., 1945. p. 220-234.
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  - 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.
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- Parker, A., Russo, M., Sommer, D., & Yaeger, P. (eds.) Nationalisms & Sexualities. New York & London: Routledge, 1992. (pp. 1-18)
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- Vrcan, Srđan. "Faith and State: the exemplary case of former Yugoslavia". Transeuropeennes. Religions in Politics. 51 – 63
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- Weber, Max. The Nation. IN: Nationalism. Oxford: Oxford University Press, 1994. p. 21-25.
- Williams, H. Rhys. Religion as Political resource: Culture or Ideology? Journal for the Scientific Study of religion. Vol. 35. No4 (1996) pp. 368-378.
- Wilson, Woodrow, Fourteen Points, 1918. The Avalon Project: Documents in Law, History and Diplomacy
- Yamane, David. "Secularization on Trial: In defense of a Neo-secularization Paradigm". Journal of Scientific Study of Religion (March, 1997). 109 – 122
- Yuval-Davis, Nira. Gender and Nation, London: Sage Publications, 1998. (pp. 1-25)

### **Students responsibilities:**

Students are required to read mandatory literature, attend at least 80% of the lectures, visits and seminars and actively participate in them. Students are graded on the basis of an academic paper / written exam, active participation and the attendance (50 %) and the final exam (50 %). At the end of the cluster, students are required to evaluate the overall cluster and each of the lectures held.

### **Cluster 4: ECONOMIC, SOCIAL AND CULTURAL RIGHTS; ECTS 5**

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

Dr. Kalliopi Chainoglou (University of Macedonia, Greece);

Dr. Victor Bojkov (University of Bologna, Italy);

Prof. Nikolaos Tzifakis (University of Peloponnese, Greece);



Prof. Rachel Kurian (International Institute of Social Studies, Netherlands);  
Dr. Mladen Domazet (Institute for Political Ecology, Croatia),  
Prof. Afrim Hoti (University of Pristina "Hasan Prishtina," Kosovo).

**Teaching hours: 52 + seminars and visits**

**Consultations: 120 hours-Cluster leader + academic tutors**

**Cluster description:**

The aim of this cluster is to provide students with knowledge of international legal standards in the field of economic, social and cultural rights (ESCR), 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 will address 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 economic, social and cultural rights - as well as the nature and scope of international legal obligations of states in respect of these rights - will be analysed in the light of authoritative interpretative statements, including 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.

**Mandatory literature**

- A Neier, "Social and Economic Rights: A Critique," 13(2) Human Rights Brief 1-3 (2006).
- Boyce, James K., 'Aid Conditionality as a Tool for Peacebuilding: Opportunities and Constraints', *Development and Change*, Vol. 33, No. 5 (2002), pp. 1025-1048.
- Doherty, A, Roa, T, Torfs, M (eds.) (2004) *Our Environment, Our Rights: standing up for the people and the planet*, pp 4 – 6, Friends of the Earth International, Amsterdam.
- Domazet, M and Ančić, B. (2017) *How Far for the Money? Affluence and Democratic Degrowth Potential in Europe*. In A. Telesiene and M. Gross (eds.) *Green European: Environmental Behaviour and Attitudes in Europe in a Historical and Cross-Cultural Comparative Perspective*. London: Routledge , pp. 167-177
- Domazet, M, Dolenc, D, Ančić, B (2012) *We Need to Change. Mapping Croatia's potential for sustainable development*, pp 13-25, Heinrich Boell Stiftung, Zagreb.
- Dresner, S. (2008) *Principles of Sustainability*, pp 1-5, pp 129-144, Earthscan, London, Second Edition.
- EEA (2008) *Environmental trends and perspectives in the Western Balkans: future production and consumption patterns*, pp. 8-15 (<http://www.eea.europa.eu/publications/western-balkans>)
- 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.

- Finnemore, M. and K. Sikkink. "International norm dynamics and political change." *International Organization* 52.4 (1998): 887–917.
- Fraser, Nancy (2005). *Mapping the Feminist Imagination: From Redistribution to Recognition to Representation*. *Constellations* 12 (3):295-307.
- George, Susan. 2007, *Down the great financial drain: how debt and the Washington consensus destroy development and create poverty*, *Society for international development*, 50/2 pp 4-11.
- 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;
- 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, No. 4 (2011), pp. 421-434.
- Kurian, Rachel and Ewa Charkiewicz, with Kenan Bejtic, Marjan Icoski, Aleksandra Savevska, and Tomáš Jungwirth, 2015, *Violent Transitions: Economic Restructuring, the Financial Crisis and Human Insecurity in the Western Balkans*. *Global Campus of Human Rights Research Programme*, 2014-2015, Venice, EIUC, Human Rights Village. Pp. 1-31
- M.Baderin and R.McCorquodale, 'The International Covenant on Economic, Social and Cultural Rights: Forty Years of Development' in M.Baderin and R.McCorquodale (eds), *Economic, Social and Cultural Rights in Practice* (2007) pages 3-24.
- Patomaki, H (2008) 'Global Justice: A democratic perspective' in Gills, B. (Ed), *Globalization and the Global Politics of Justice*, London and New York, Routledge, 10-21.
- Rossi, Rosa 'The EU, Non-state Actors, and Peace-Support Policies in the Western Balkans', *European Foreign Affairs Review*, Vol. 20, No. 4 (2015), pp. 495–516.
- Ruggie, John Gerard, 'Reconstituting the global public domain – issues, actors, and practices', *European journal of international relations*, Vol. 10, No. 4 (2004), pp. 499-531.
- UNEP (2015) *Factsheet on Human Rights and the Environment* (<http://www.unep.org/delc/Portals/119/documents/factsheet-human-rights-environment.pdf>)

#### **International legal documents:**

- Universal Declaration of Human Rights (1948)
- International Covenant on Economic, Social Cultural Rights (1966)
- International Covenant on Civil and Political Rights (ICCPR)
- Convention on the Elimination of All Forms of Racial Discrimination
- Convention on the Elimination of All Forms of Discrimination Against Women
- Convention on the Rights of the Child
- International Convention on the Protection of the Migrant Workers
- Convention on the Rights of Persons with Disabilities
- ICESCR, General Comment No. 20: Non-discrimination in economic, social and cultural rights
- ICESCR, General comment No. 16: The equal right of men and women to the enjoyment of all economic, social and cultural rights (art. 3 of the International Covenant on Economic, Social and Cultural Rights)
- ICESCR, General Comment No. 4: The Right to Adequate Housing (Art. 11 (1) of the Covenant)
- ICESCR, General Comment No. 7: The right to adequate housing (Art.11.1): forced evictions
- ICESCR, General Comment No.14: The right to highest attainable standard of health (Art.12)

- European Social Charter (revised), 1996
- ICESCR, General Comment No.23: Right to just and favourable conditions of work

### **Students responsibilities**

Students are required to read mandatory literature, attend at least 80% of the lectures, visits and seminars and actively participate in them. **Students are graded on the basis of an academic paper / written exam, active participation and the attendance (50 %) and the final exam (50 %).** At the end of the cluster, students are required to evaluate the overall cluster and each of the lectures held.

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

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

Prof. Wolfgang Benedek (University of Graz, Austria)  
 Prof. Manfred Nowak (University of Vienna, Austria),  
 Prof. Hans Joachim Heintze (University of Bochum, Germany)  
 Prof. Gerd Oberleitner (University of Graz, Austria),  
 Prof. Ljiljana Mijović (University of Banja Luka, BiH)  
 dr. Iavor Rangelov (London School of Economics, UK),  
 dr. Jasminka Džumhur (Human Rights Ombudsperson, Bosnia and Hercegovina)

**Teaching hours: 52 + seminars and visits**

**Consultations: 120 hours-Cluster leader + academic tutors**

### **Description of the course**

The focus of the course is on implementation and enforcement of human rights. This is developed on the universal level of the United Nations as well as 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. Accordingly, there are courses on implementation of universal human rights, with a particular focus on disappearance in conflict situation and on torture, on enforcement of human rights in the European system, on role of civil society and rule of law in implementation of human rights in Bosnia and Herzegovina, 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 advising 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 how to translate the knowledge

gained in several clusters into practice, in this part as the 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.

### **Mandatory literature**

- Brigitte Ohms and Elisabeth Handl-Petz, The Jurisprudence of the European Court of Human Rights in 2015: A Year of Transition, in: Benedek/Benoit-Rohmer/Kettemann/Klaushofer/Nowak(eds.), European Yearbook on Human Rights 2016, Antwerp, Berlin, Vienna, Graz 2016, 265-284.
- Council of Europe, Council of Europe Convention on preventing and combating violence against women and domestic violence, 11 May 2011, available at: <http://www.refworld.org/docid/4ddb74f72.html>
- Dejan Djokić. 2002. "The Second World War II: Discourses of Reconciliation in Serbia and Croatia in the Late 1980s and Early 1990s." 4 Journal of Southern Europe and the Balkans 4: 127-140,
- Emily Crawford. International Armed Conflict, Max Planck Encyclopedia of Public International Law
- Hans-Peter Gasser, Daniel Thürer. Humanitarian Law, International. Max Planck Encyclopedia of Public International Law
- 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, pp. 357-367.
- 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. 2014. "Democracy or Stability? European Approaches to Justice in Peace and Transitional Processes." Global Policy 5 (2): 191-200
- 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.
- Ilias Bandekas and Lutz Oette, International Human Rights - Law and Practice, Cambridge, Cambridge University Press 2016 (2nd ed.), Chapter 4 "The United Nations Charter system", pp. 154-191, and Chapter 5 "The UN human rights treaty system", pp. 192-234.
- International Commission on Missing Persons Annual Report on Western Balkans, 2015
- International Commission on Missing Persons Factsheet: BiH, Missing Persons From The Armed Conflicts Of The 1990s: A Stocktaking, 2015
- International Commission on Missing Persons, Factsheet, 2016
- Jack Snyder and Leslie Vinjamuri. 2003/4. "Principle and Pragmatism in Strategies of International Justice." International Security 28: 5-44, pp. 5-17.
- Jerzy Pomianowski, European Endowment for Democracy: Supporting Democracy in Times of Crises, in: Benedek/ Kettemann/Klaushofer/Lukas/Nowak(eds.), European Yearbook on Human Rights 2016, Vienna/Graz 2017, 161-170.
- John P. Froehly and Leif Knittel, ODIHR's Work on the Protection of Human Rights Defenders in the OSCE Region, in: Benedek/Kettemann/Klaushofer/-Lukas/Nowak(eds.), European Yearbook on Human Rights 2017, Vienna/Graz 2016, 397-405.
- Manfred Nowak, Fact-Finding on Torture and Ill-Treatment and Conditions of Detention, Journal of Human Rights Practice, Volume 1, Issue 1, 2009
- 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
- Nowak, Manfred, Final report Special process on missing persons 1997

- 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.
- Report of the Special Rapporteur on violence against women, its causes and consequences - an overview of the legally binding provisions, implementing mechanisms and relevant jurisprudence regarding violence against women in three regional human rights systems – United Nations General Assembly, Human Rights Council , A/HRC/29/27, 2015.
- Thilo Marauhn, Zacharie F. Ntoubandi. Non-International Armed Conflict, Max Planck Encyclopedia of Public International Law
- 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.
- UN Factsheet: Work and Structure of the Human Rights Council.
- UN General Assembly, Convention on the Elimination of All Forms of Discrimination Against Women, 18 December 1979, United Nations, Treaty Series, vol. 1249, p. 13, available at: <http://www.refworld.org/docid/3ae6b3970.html> Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979.
- UN General Assembly, Optional Protocol to the Convention on the Elimination of All Forms of Discrimination Against Women, 6 October 1999, United Nations, Treaty Series, vol. 2131, p. 83, available at: <http://www.refworld.org/docid/3ae6b3a7c.html> Adopted by General Assembly resolution A/54/4 on 6 October 1999 and opened for signature on 10 December 1999, Human Rights Day.
- Wolfgang Benedek. EU Action on Human and Fundamental Rights in 2015, in: Benedek/Benoit-Rohmer/Kettemann/Klaushofer/Nowak (eds.), European Yearbook on Human Rights 2016, Antwerp, Berlin, Vienna, Graz 2016, 59-79.
- Yoram Dinstein. Warfare, Methods and Means. Max Planck Encyclopedia of Public International Law

### **Students responsibilities**

Students are required to read mandatory literature, attend at least 80% of the lectures, visits and seminars and actively participate in them. **Students are graded on the basis of an academic paper / written exam, active participation and the attendance (50 %) and the final exam (50 %).** At the end of the cluster, students are required to evaluate the overall cluster and each of the lectures held.

**Cluster 6: METHODOLOGY OF SCIENTIFIC RESEARCH AND ACADEMIC WRITING ECTS****4****COURSE LEADER: Federico Giulio Sicurella, University of Milan, (Italy).****LECTURERS:**

Dženana Husremović, University of Sarajevo  
Federico Giulio Sicurella, University of Milan  
Feđa Kulenović, University of Sarajevo  
Mario Hibert, University of Sarajevo  
Valeria Verdolini, University of Milan  
Adriano Remiddi, University of Bologna  
Alina Trkulja, University of Sarajevo  
Amila Madžak, University of Sarajevo

**Number of lecturing hours 50 + seminars and workshops****Consultations 120 hours****Course description**

The cluster is designed to provide students with 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 cluster aims to enable students to grasp the fundamental principles of social research, understand the conventions and challenges of academic writing, and to identify strengths and weaknesses of different research methods and data-gathering techniques. In this sense, the cluster is not only intended to strengthen the ability of students to elaborate relevant and viable research projects, but also to enhance their academic and professional profiles.

**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.

**Required literature**

- Agar, Michael. "Beginning Fieldwork," in *The Professional Stranger: An Informal Introduction to Ethnography*, 83-117. London: Academic Press, 1980.

- Agar, Michael. "Ethnography," in *The Professional Stranger: An Informal Introduction to Ethnography*, 63-81. London: Academic Press, 1980.
- Berg, Bruce L. "A Dramaturgical Look at Interviewing," in *Qualitative Research Methods in the Social Sciences* (4th ed.), 66-110. London: Allyn and Bacon, 2001.
- Berg, Bruce L. "An Introduction to Content Analysis," in *Qualitative Research Methods in the Social Sciences* (4th ed.), 238-267. London: Allyn and Bacon, 2001.
- Berg, Bruce L. "Focus Group Interviewing," in *Qualitative Research Methods in the Social Sciences* (4th ed.), 111-132. London: Allyn and Bacon, 2001.
- 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*, edited by Christian Promitzer, Siegfried Gruber, and Harald Heppner, 127-140. Vienna: Lit Verlag, 2014.
- Della Porta, Donatella, and Michael Keating. "How Many Approaches in the Social Sciences? An Epistemological Introduction," in *Approaches and Methodologies in the Social Sciences. A Pluralist Perspective*, edited by Donatella Della Porta, and Michael Keating, 19-39. Cambridge: Cambridge University Press, 2008.
- Fontana, Andrea, and James H. Frey. "The Interview: From Neutral Stance to Political Involvement," in *The Sage Handbook of Qualitative Research*, edited by Norman K. Denzin, and Yvonna S. Lincoln, 695-726. London: Sage, 2005.
- Lijphart, Arend. "Comparative Politics and the Comparative Method." *The American Political Science Review* 65 (1971): 682-693.
- Mars, Marcell, and Tomislav Medak, eds. *Public Library*. Zagreb: Multimedijalni Institut, 2015.
- May, Tim. "Interviewing: Methods and Process," in *Social Research: Issues, Methods and Process*, 131-160. Buckingham, Philadelphia: Open University Press, 2001.
- Sartori, Giovanni. "Comparing and Miscomparing." *Journal of Theoretical Politics* 3 (1991): 243-257.
- Shaughnessy, John J., Eugene B. Zechmeister, and Jeanne S. Zechmeister, "Survey Research," in *Research Methods in Psychology* (9th ed.), 137-182. New York: McGraw-Hill, 2012.

**ELECTIVE SEMINARS - 1 ECTS**

**Leader: Prof. Asim Mujkić, University of Sarajevo**

**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, gendecide, 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.

### **Mandatory 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.). "Gendecide 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. For the successful finalisation of the course, students must attend at least 80% of the lectures, actively participate in the group work and discussions.

**LIFE STORIES AND DIALOGUES****Lecturer: Dr. Nejšra Nuna Čengić****Contact hours 12**  
**consultations 5****Individual and additional****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, it will be shown, throughout the seminar, how 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, taking into account the context of diverse transitions and conflicts in South East Europe, and particularly conflicts in the region of the former Yugoslavia (during the '90s).

**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). For the successful finalisation

of the course, students must attend at least 80% of the lectures, actively participate in the group work and discussions.

### **Mandatory literature:**

- Agamben, Giorgio. 1999. Remnants of Auschwitz, Zone Books
- Bar-On, Dan. 1996. Ethical Issues in biographical interviews and analysis. *The Narrative Study of Lives* 4: 9-21.
- Bar-On, Dan. 1999a. The "Other" Within Us: Changes in the Israeli Identity from a Psychosocial Perspective. Jerusalem: Ben Gurion University with Mosad Bialik (in Hebrew). (2001) Hamburg: edition Körber-Stiftung (Introduction)
- Bar-On, Dan. 1999b. The Indescribable and the Undiscussible: Reconstructing Human Discourse After Trauma. Budapest, Hungary: Central European University Press (chapters 1, 6, 7)
- Bar-On, Dan, and Fatima Kassem. 2004. Storytelling as a way to work-through intractable conflicts: The TRT German-Jewish experience and its relevance to the Palestinian Israeli context. *Journal of Social Issues*. 60, 2: 289-306
- Edkins, Jenny. 2003. *Trauma and the Memory of Politics*, Cambridge University Press, Cambridge
- Fischer-Rosenthal, W. 1995. The problem with identity: Biography as a solution to some (post)modernist dilemmas. In *Comenius*, 3, Utrecht, 250-266.
- Inowlocki, Lena. 2001. *Grandmothers, Mothers and Daughters. Intergenerational Transmission in Displaced Families in Three Jewish Communities. Habilitation Thesis, Otto von Guericke-Universität Magdeburg*, ch.3
- Jackson, Michael. 2002. *Politics of Storytelling: Violence, transgression and intersubjectivity*. Copenhagen: Museum Tusulanum Press (Introduction)
- Josselson, Ruthleen. 1996. On writing other people's lives. *The Narrative Study of Lives*. London: Sage: 60-71. Bar-On, same journal & volume, pp. 9-21.
- Josselson, Ruthleen. 2004. The hermeneutics of faith and the hermeneutics of suspicion. *Narrative Inquiry*, 14(1): 1-28.
- Levi, Primo. 1995. *Is this a Man and the Truce*. Abacus
- Lyotard, Jean – Francois. 1990. *Heidegger and "the jews"*, University of Minnesota Press. Minneapolis
- Ricoeur, Paul. 2003. *La memoire, l histoire, l oubli*, Seuil, Paris
- 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.

### **INTRODUCTION TO REFUGEE LAW AND PROTECTION RIGHTS**

**Lecturer: prof. dr. Selma Porobić**

**Contact hours 12**

**Individual and additional consultations 5**

**Description of the course**

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.

### **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

### **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. **For the successful finalisation of the course, students must attend at least 80% of the lectures, actively participate in the group work and discussions.**

**TERM II**

**INTERNSHIP; ECTS 10**

**Description of the term**

In the **second term**, which lasts from, students take up a six -week long internship at selected IGOs, NGOs, think-tanks and research institutes across South East Europe, choosing from a comprehensive list of partners from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, FYR Macedonia, Kosovo, Montenegro, Romania, Serbia and Slovenia, or choosing another organisation, according to their specific interest. Students apply for placements according to their research and career interest and must provide the programme with the Internship confirmation letter from their chosen organisation by the beginning of June at the latest. The internship period is aimed at boosting ERMA students' professionalization and applying their knowledge in the field together with conducting their research as well as data gathering related to the MA thesis topic. During the placement the students are expected to carry out tasks with knowledge and expertise in order to make a contribution to the work of the organization and at the same time to benefit from the internship period to conduct field research and data gathering necessary for the MA thesis writing.

**Students' responsibilities**

During their internship, the students must fulfil all the work tasks of their position, according to the guidance by their supervisors in the internship organisation. Apart from this students must conduct the research related to the topic of their thesis. 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 and students fills in the evaluation form provided by the ERMA.

**TERM III****SEMINARS IN ITALY, DEVELOPMENT OF THE MASTER THESIS AND THE PUBLIC DEFENSE, ECTS 20****Description**

The Term III of the ERMA Programme takes place at the CEUB - University of Bologna's Residential Center in Bertinoro (Forli'-Cesena), from the beginning of September until mid-October for a total of 45 nights. During this period students focus on the finalization of their MA theses (students will start gathering materials and conducting research for their theses already during the internship period) benefiting from comprehensive academic tutorship assistance, and attend short methodological and thematic seminars at the beginning of the period, but also study trips and cultural excursions. Moreover, students experience living and co-working together under stress and fixed time constraints, while being abroad and far from their regular context. Intercultural communication, adaptability and cross-cultural

mind-set are the skills that are especially developed during the Term III.

The theses finalized during the stay at the CEUB 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 by the University of Bologna and by the University of Sarajevo (double degree)

This term awards 20 ECTS.