



UNIVERZITET U SARAJEVU
CIS Centar za
interdisciplinarne
studije

SP2 Form

UNIVERSITY OF SARAJEVO – CENTER FOR INTERDISCIPLINARY STUDIES

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Course Description

Course code:	Course name: ECONOMIC, SOCIAL, AND CULTURAL RIGHTS		
Cycle: II	Study year: I	Semester: I	ECTS: 5
Study mode: Obligatory		Total hrs. number: 58 Lectures: 58 Laboratory/practical exercises:	
Teaching participants	Prof. Nikolaos Tzifakis (University of Peloponnese, Greece); Dr. Kalliopi Chainoglou (University of Macedonia, Greece); Prof. Rachel Kurian (International Institute of Social Studies, Netherlands); Dr. Mladen Domazet (Institute for Political Ecology, Croatia); Prof. Wouter Vandenhole (University of Antwerp) Prof. Antonija Petričušić (University of Zagreb)		
Enrolment preconditions:	None		
Course goal(s):	<p>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.</p> <p>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.</p>		
Thematic units:	1. INTERNATIONAL DEVELOPMENT ASSISTANCE, PRIVATE ACTORS AND ECONOMIC AND SOCIAL RIGHTS 8h 2. ENVIRONMENTAL RIGHTS AND CHALLENGES IN SEE 8h		

Course Description

<i>(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)</i>	<p>3. ECONOMIC, SOCIAL AND CULTURAL RIGHTS 8h</p> <p>4. MINORITY RIGHTS PROTECTION 8h</p> <p>5. CHILDREN'S RIGHTS 8h</p> <p>6. LABOUR AND GENDER RIGHTS 8h</p> <p>Visit to INGO /NGO dealing with ESC rights 2h</p>
Learning outcomes:	<p>Knowledge:</p> <ul style="list-style-type: none"> -Knowledge of main institutions and procedures of implementation of economic, social and cultural rights on the universal and regional, in particular the European levels. -Acquaintance with the features of Official Development Assistance as well as with the characteristics of different forms of private aid flows. -Knowledge of the place of children's rights within human rights law. -Understanding of the tensions between different human rights perspectives on global environmental challenges. -Acquaintance with the framework for the protection of minority rights in Europe. <p>Competences:</p> <ul style="list-style-type: none"> -Basic skills about the recourse to international institutions and their procedures for the promotion and protection of human rights. -Students should be able to identify violations of economic, social and cultural rights at universal and regional level and engage with problem-solving measures whether at policy or legal level. -Ability to assess the contribution of public and private aid flows to the eradication of poverty. -Ability to analyze child poverty from a children's rights perspective. -Competence to analyze environment-development contradictions from perspective of human rights. -Ability to analyze the implementation of minority rights across the SEE region.
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive learning modes from discussions to group work and activities. Students have the obligation to read mandatory literature, prior to the lectures, and participate in discussions.
Knowledge assessment methods with grading system¹:	Knowledge assessment consists of an academic paper of 3000 to 4000 words (bibliography and footnotes excluded) that carries 50 % of the grade and a written test that also weights 50 % of the final grade.

¹ The system of points and the grading criteria for each subject shall be defined by the organizational unit's Council prior to the commencement of the academic year in which the teaching activity is performed in accordance with the Article 64, paragraph 6 of the Sarajevo Canton Law on Higher Education.

Literature²:

Beneria, L. (2003) Gender, Development and Globalization: Economics as If All People Mattered, pp. 31-47, and pp. 74-90. New York and London, Routledge

Berik, Günseli, Rodgers, Yana van der Meulen and Seguino, Stephanie (2009) 'Feminist Economics of Inequality, Development, and Growth', *Feminist Economics*, 15(3):1-33

Boyce, James K., 'Aid Conditionality as a Tool for Peacebuilding: Opportunities and Constraints', *Development and Change*, Vol. 33, No. 5 (2002), pp. 1025-1048.

Convention on the Elimination of All Forms of Discrimination Against Women

Convention on the Elimination of All Forms of Racial Discrimination

Convention on the Rights of Persons with Disabilities

Convention on the Rights of the Child

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.

European Social Charter (revised), 1996

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. 916;

² Acting on behalf of the higher education institution as a public institution, the Senate or organizational unit Council respectively, shall define the mandatory and recommended textbooks and manuals list as well as the other recommended literature as a basis for preparing and taking the examination by rendering a special Decision which is to be published on their websites before the start of the academic year in accordance with the Article 56, paragraph 3 of the Sarajevo Canton Law on Higher Education.

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.

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. 20: Non-discrimination in economic, social and cultural rights

ICESCR, General comment No. 3: The nature of States parties obligations (Art. 2, par. 1)

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)

ICESCR, General Comment No.23: Right to just and favorable conditions of work

International Convention on the Protection of the Migrant Workers

International Covenant on Civil and Political Rights (ICCPR)

International Covenant on Economic, Social Cultural Rights (1966)

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>)

Universal Declaration of Human Rights (1948)

Winker, G. and N. Degele (2011) 'Intersectionality as Multi-level Analysis: Dealing with Social Inequality (Links to an external site.)Links to an external site.', European Journal of Women's Studies 18(1): 51–66. (EUR e-journals)