University of Sarajevo

**PROF. ZDRAVKO GREBO
CENTER FOR INTERDISCIPLINARY STUDIES**

CURRICULUM

EUROPEAN REGIONAL MASTER'S PROGRAM
DEMOCRACY AND HUMAN RIGHTS IN SOUTHEAST EUROPE

UNIVERSITY OF SARAJEVO- UNIVERSITY OF BOLOGNA

(double degree)

Co-directors:

**Prof. Asim Mujkić, University of Sarajevo
Prof. Marco Borraccetti, University of Bologna**

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CONTENTS

1. GENERAL INFORMATION

1.1. Name of the program, type, level, goals and the implementing institution

Name: European Regional Master's Program Democracy and Human Rights in Southeast Europe

Type and level: cyclical education, master's studies, second cycle (Level VII)

Study program objectives:

− Educating future professionals, researchers, and academics with advanced knowledge, skills, and competencies in the field of human rights and democracy, with a particular focus on regional expertise in the context of Southeast Europe,
− equipping students for practical work in international organizations, the non-governmental sector, academic institutions, and public administration through an interdisciplinary approach and professional practice,
− developing their ability for critical analysis of social phenomena and active contribution to democratic processes and the protection of human rights among students,
− deepening the understanding of human rights and their implementation in the specific socio-political contexts of Southeast Europe,
− enhancing analytical and research skills necessary for the critical analysis of legal and political systems, public policies, and processes of democratization,
− strengthening academic writing and research competencies, including mastery of relevant methodologies in social sciences and the humanities through an interdisciplinary approach,
− fostering dialogical, communication, and collaborative skills, along with the promotion of critical thinking, and to
− promoting regional cooperation and intercultural dialogue through the education of international students, academic mobility, joint research initiatives, and international academic events.

The coordinating institution is the University of Sarajevo, in cooperation with the University of Bologna. The organization of the program is entrusted to the Professor Zdravko Grebo Center for Interdisciplinary Studies, while the teaching is carried out by professors and associates from partner universities, as well as experts from partner institutions.

1.2. Scientific/art fields of study

The program is interdisciplinary and belongs to general fields of social sciences and humanities. It combines philosophy, political sciences, sociology, social work and policy, and law.

1.3. Organisation and duration, minimum ECTS credits required for graduation

Master's Program in Democracy and Human Rights in Southeast Europe is a one-year interdisciplinary program. It is conducted and organized in accordance with the European Credit Transfer System (ECTS). Classes are held at the Center for Interdisciplinary Studies of the University of Sarajevo; internships are carried out in partner organizations, national institutions, and civil society organizations across Southeast Europe; and mobility in Italy is organized by the University of Bologna at the Residential University Center in Bertinoro.

It is implemented over two semesters:

First Semester: 30 ECTS
  - Philosophy and Theory of Human Rights and Democracy (5 ECTS)
  - Nationalism, Identity, and Conflict (6 ECTS)
  - Democratization and EU Integration (7 ECTS)
  - UN and European Human Rights System (8 ECTS)
  - Research Methodologies (4 ECTS)

Second Semester: 30 ECTS
  - Peace and Human Rights (5 ECTS)
  - One Elective Course (3 ECTS: Children's Rights, Migration and Human Rights, Environmental Rights and Global Challenges)
  - Internship (7 ECTS)
  - Writing and Defense of Final Thesis (15 ECTS)

The program carries 60 ECTS credits, which is the minimum required to complete the studies and can only be pursued as a regular self-funded student.

1.4. Language of instruction

The program is fully taught in English.

1.5. Admission and Selection

Admission to the ERMA program is carried out in accordance with the Rules of Study for the first and second cycle of studies, integrated, professional, and specialist studies of the University of Sarajevo. The call for enrollment of students in the first year of the second cycle of studies is publicly announced on the website of the University of Sarajevo and in daily newspapers, with the prior approval of the competent Ministry, no later than two months before the start of the academic year. The call is published in English on the websites of the CIS, UNSA, and the Global Campus of Human Rights, and is actively promoted through social media.

Selection and enrollment are based on transparent and clearly defined criteria. Admission requires completion of a bachelor's degree in the field of humanities or social sciences with a minimum of 240 ECTS credits. Ranking is based solely on academic performance during previous studies. There is no language proficiency test.

As an international program, ERMA considers the origin of applicants and forms three ranking lists: students from Southeastern European countries, students from EU countries and Azerbaijan, and students from other countries. This criterion aligns with legal regulations and societal needs analysis, as well as project-based donor resources available for the implementation of this study program.

Since the language of instruction is English, fluency in English is a prerequisite for admission. The following international language certificates are accepted:

1. TOEFL – minimum 560 for the written test, 220 for the computer-based test, and at least 83 for internet-based testing (IBT).
2. IELTS BRITISH COUNCIL: minimum 6.5 and not less than 6.0 in individual sections.
3. Cambridge C1 (CAE) and C2 (CPE)
4. Duolingo Test Certificate - minimum score of 115

Applicants whose native language is English or who studied in English during university confirm their competence through transcripts and certificates issued by their universities. .

The selection is carried out by the Academic Council of the program and approved by the CIS Council based on application forms and documents that applicants must submit in English:

- Completed online application form
- University diploma (BA and MA)
- Transcript of records (BA and MA)
- Proof of English proficiency
- Citizenship certificate
- Birth certificate
- Scanned the first passport page

1.6. Qualifications awarded

Upon completion of all responsibilities outlined in the study plan and program, students are awarded two diplomas: one from the University of Bologna and one from the University of Sarajevo.

Academic title and professional qualification after completing the second cycle: Master of Human Rights and Democracy.

1.7. Progression through the study program

Admission requires a minimum of 240 ECTS credits earned through prior study at universities in Bosnia and Herzegovina or abroad. Upon fulfilling all requirements and obtaining 60 ECTS credits, graduates earn a total of 300 ECTS, ensuring eligibility for the third cycle of studies.

1.8. Grading scale and assessment criteria

The allocation of ECTS credits and grading is carried out for each course based on class attendance and active participation during lectures, seminar papers and essays; oral and

written exams; and the quality of preparation and defense of the master's thesis. Students are also required to complete evaluations for each component of the program. Students are obliged to prepare for lectures by reading the required literature beforehand. They must attend at least 80% of all classes and actively participate in lectures. Attendance in all components of the program is mandatory. Grading for all courses, as well as the final thesis, is conducted in accordance with the following scale:

Descriptive Grade	International Scale	Score Range	University of Sarajevo	University of Bologna
Exceptional performance with no or only minor errors	A	95-100	**10**	30 honors - 30
Above average, with some mistakes	B	85-94	**9**	29-28
Average, with noticeable mistakes	C	75-84	**8**	27-25
Generally good but with significant flaws	D	65-74	**7**	24-21
Meets minimum criteria	E	55-64	**6**	20-18
Does not meet minimum criteria	F	< 54	**5**	<18

1.9. Quality Assurance

The quality assurance process is conducted in accordance with the established quality management system of the University of Sarajevo. The normative foundation of the quality assurance and management system consists of general acts of the University, particularly:

a) Statute of the University of Sarajevo

b) Regulation on the Quality Assurance and Management System of the University of Sarajevo

c) Rules of Student Enrollment for first, second cycle, integrated, professional, and specialist studies

d) Regulation on Student Evaluation of Academic Staff Performance and Study Program Implementation

e) Regulation on the Procedure for Adoption and Modification of Study Programs at the University of Sarajevo

f) Policy on the quality of study programs

The Center for Interdisciplinary Studies 'Prof. Dr. Zdravko Grebo' strives for continuous improvement in the quality of academic programs, particularly due to the high relevance of the offered higher education qualifications on the labor market. Preserving and enhancing the quality of teaching and assessing the effectiveness of the academic program is a strategic priority of the CIS as a sub-organizational unit of the University of Sarajevo. To this

end, CIS aims to strengthen and expand its resources, develop strategic plans based on indicators from the European Higher Education Area, applicable legal regulations, recommendations from the Agency for Science and Higher Education, as well as the recommendations and general acts of the University of Sarajevo.

The quality assurance system is formalized and based on: self-evaluation and external evaluation. The quality and success of the program are monitored at the level of the entire study program and fall under the jurisdiction of the Center Council. Within the CIS, a Quality Assurance Committee is active. Teaching performance is continuously evaluated according to procedures applied in the second cycle of studies, which includes:

— student evaluation of the content and implementation of the program; evaluation of teaching staff by students; evaluation of lectures, thematic relevance, availability of resources for learning and teaching, support, and the overall program;
— analysis of exam pass rates; analysis of study completion success;
— periodic evaluation of the implementation plan and curriculum by participating teaching staff.

Public information about the academic program is provided through the website and notice board of the Center for Interdisciplinary Studies (information package, class schedule, exam announcements, and public defenses of final theses). All information and learning resources are made available to students through the Moodle learning platform.

2. PROGRAM DESCRIPTION

2.1. Learning outcomes

After graduation, the student:

KNOWLEDGE

- Demonstrates systematic knowledge and understanding of theoretical principles and contemporary issues in the human rights and democracy field from an interdisciplinary perspective.
- Possesses knowledge of the specificities of post-conflict societies and transitional processes in Southeast Europe.
- Knows advanced research methods necessary for analyzing various complex social processes in
   the field of democracy and human rights.
- shows familiarity with European and UN legal frameworks and systems for the protection of human rights.

SKILLS

- Has advanced knowledge of democratic systems, human rights, and their development, particularly in the context of Southeast Europe.
- Demonstrates advanced analytical and research skills necessary for the critical analysis of political and legal systems, policies, and social phenomena related to democratization and the protection of human rights.
- Has the ability to develop theoretically sound and methodologically sustainable research projects and produce research reports.
- Demonstrates advanced academic writing and research skills, and the ability to apply appropriate research methodologies in the democracy and human rights field.
- Easily applies acquired knowledge and understanding to solve problems within the interdisciplinary context of human rights and democracy.
- Applies conceptual and abstract thinking as well as creativity to find alternative solutions to social issues in democracy and human rights field.

COMPETENCIES

Professional:

- Has the ability to work in multicultural teams and on international projects involving human rights protection, democratization, and civil society development.
- Integrates acquired knowledge when addressing complex social issues in the field of democracy and human rights.
- Demonstrates the ability to think critically about social and ethical responsibilities related to the application of knowledge and judgments in this field.

- Effectively communicates knowledge, reflections, and conclusions on topics covered by the study program, using appropriate language, clearly and unambiguously, to both specialized and non-specialized audiences.

Personal:

- Is capable of advancing knowledge to a higher level, deepening understanding of the field of study, and continuously developing personal skills through independent learning and growth.
- Demonstrates the ability for continuous learning and further studies pursuit in an independent and self-directed manner.
- Is capable of constructive and effective collaboration within international and interdisciplinary teams.
- Actively leads and initiates actions and contributes to social change and development in democracy and human rights field.

2.2. Curriculum

I SEMESTER	COURSE TITLE	ECTS	HOURS (L+S)
DHRFH101	PHILOSOPHY AND THEORY OF HUMAN RIGHTS AND DEMOCRACY	5	40
DHRNI102	NATIONALISM, IDENTITY, AND CONFLICT	6	46
DHRDI103	DEMOCRATISATION AND EU INTEGRATION	7	50
DHRPS104	UN AND EUROPEAN HUMAN RIGHTS SYSTEMS	8	58
DHRRM105	RESEARCH METHODOLOGIES	4	42
TOTAL		**30**	**236**
II SEMESTER	COURSE TITLE	ECTS	HOURS (L+S)
DHRPH206	PEACE AND HUMAN RIGHTS	5	40
-	ELECTIVE COURSE	3	16
DHRIN207	INTERNSHIP	7	160
DHRMT208	MASTER THESIS WRITING AND DEFENCE	15	
TOTAL		**30**	**216**
TOTAL TWO SEMESTERS		**60**	

	ELECTIVE COURSES		
DHREL201	CHILDREN'S RIGHTS	3	16
DHREL202	MIGRATIONS AND HUMAN RIGHTS	3	16
DHREL203	ENVIRONMENTAL RIGHTS AND GLOBAL CHALLENGES	3	16

2.3. Program structure and progression to the next semester

Under the European Credit Transfer System (ECTS), one academic year of study equals 60 ECTS credits. This one-year interdisciplinary master's program has 60 ECTS credits, sufficient for graduation and can only be attended as a regular self-funded student. It consists of 6 compulsory courses, 1 elective course, internship, and thesis writing/defense.
Izvodi se tokom dva semestra:

It is implemented over two semesters:

First Semester: 30 ECTS

  - Philosophy and Theory of Human Rights and Democracy (5 ECTS)
  - Nationalism, Identity, and Conflict (6 ECTS)
  - Democratization and EU Integration (7 ECTS)
  - UN and European Human Rights System (8 ECTS)
  - Research Methodologies (4 ECTS)

Second Semester: 30 ECTS

  - Peace and Human Rights (5 ECTS)
  - One Elective Course (3 ECTS: Children's Rights, Migration and Human Rights, Environmental Rights and Global Challenges)
  - Internship (7 ECTS)
  - Writing and Defense of Final Thesis (15 ECTS)

Students may proceed to defend their thesis upon successfully completing all previous obligations, including the mandatory internship. Students write theses under the supervision of a mentor. Thesis writing in Italy takes place over 30 days in June and July. Students are required to submit a working version of their thesis to the program for plagiarism check and to the supervisor for final revision by the end of the academic stay in Italy. Students who do not submit a draft version by the end of the academic stay in Italy will present their thesis in the following academic year. The final corrected version of the thesis should be submitted by the beginning of September. Thesis defense is held in Sarajevo at the end of September, followed by the graduation ceremony and, once administrative procedures are completed, the awarding of diplomas.

2.4. Internship documentation

As an integral part of the curriculum, the program includes a mandatory professional internship lasting four weeks full-time (7 ECTS). Students complete the internship at partner organizations and institutions under professional supervision and receive ECTS credits upon passing the relevant checks, i.e., submitting a logbook and report on the internship, along with a detailed evaluation report from the expert supervisor in the organization where the internship was completed. Students cannot complete internships in their home country (citizenship) as the internship is part of the program's regional mobility.

Interaction with professional practice is ensured throughout the program through guest lectures, study visits to international organizations, and civil society organizations.

During their studies, students also take a research methodologies course (4 ECTS), which, in addition to theoretical lectures, includes a series of practical seminars aimed at developing their academic writing and research skills, as well as designing and writing the thesis, which includes a research component.

2.5. Graduation requirements

The study program is completed by passing all exams and by writing and defending a final master's thesis.

Course instructors, in consultation with visiting lecturers and academic associates, are required to propose one or more thesis topics with appropriate explanations no later than the end of the first semester. A student may also propose their own topic in consultation with a mentor of their choosing. The topic (area) of the final master's thesis must be selected from within the field of the study program. The student chooses the thesis topic after the completion of the first semester, and no later than the beginning of the second semester, and must formally register the topic according to the procedure by the end of April at the latest.

The application, preparation, defense, and publication of the final master's thesis are governed by the rules of study at the University of Sarajevo.

The final master's thesis, after receiving a positive evaluation from the members of the assessment and defense committee, is defended publicly. Public defenses are held in Sarajevo, Bosnia and Herzegovina, before a three-member committee. The final thesis is graded.

Graduates are awarded two diplomas: one from the University of Sarajevo and one from the University of Bologna.

Course code: DHRFH101	Course name: PHILOSOPHY AND THEORY OF HUMAN RIGHTS AND DEMOCRACY		
Cycle: II	**Study year: I**	**Semester: I**	**ECTS: 5**
Study mode: Obligatory	Total hours: 40 Lectures: 40		
Teaching participants	**Professors and associates with relevant expertise in the scientific area (s) to which the subject belongs (UNSA and study program partner universities)**		
Enrolment preconditions:	**None**		
Course goal(s):	The main goal of the course is to introduce philosophical and theoretical sources of democracy and human rights as well as contemporary discussions and dilemmas through an interdisciplinary approach.		
Thematic units: *(the weekly work schedule is established taking into account the organizational units' peculiarities)*	- PHILOSOPHY OF HUMAN RIGHTS AND DEMOCRACY - JUSTICE, EQUALITY AND SOLIDARITY: THEORIES AND DEBATES - IDENTITY POLITICS AND HUMAN RIGHTS - CONTEMPORARY THEORIES OF DEMOCRACY - THEORIES AND PRACTICES OF CITIZENSHIP		

Learning outcomes: (Knowledge, skills and competencies)	**Knowledge:** Students will • be acquainted with the intellectual history of foundational concepts of human rights, democracy and political theory; • understand key paradoxes and problems that shaped self-understanding of modern political community and dominate contemporary discussions about moral and political foundations of global political commonwealth; the developments in democratic political theory after the development of the classical theories of democracy • understand human rights and democracy in the context of citizenship, nationalism and modern polity, different types of equality; and recognize the role of solidarity, for instance, in social movements and policies the Intersection of Identity Politics and Human Rights • know major social justice theories, and modern theories of democracy and citizenship and their interrelation with human rights. **Skills and competencies** Students will be able to: • analyse contemporary problems regarding human rights and democracy globally and regionally; • show expertise in intellectual history of the development of the ideas of human rights and democracy • apply theoretical frameworks to current global issues • engage critically in interdisciplinary debates on human rights and democracy • apply open critical perspectivism;
Teaching methods:	Teaching methods include frontal lectures with interactivity, from discussions to group work and other activities.
Sustainable development goals (SDG)	4 - Quality education; 5 - Gender equality; 10 - Reduced inequalities; 16-Peace, justice and strong institutions
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of: − written assignment 50% of the grade − exam that weights 50% of grade.

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[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.**

	Students will be awarded 5 ECTS credits based on:
	− regular attendance (80%) of lectures and workshops;
	− active participation in class activities;
	− points earned through the evaluation of the written assignment
	− points earned through the evaluation of the written exam.
	Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, accessibility of materials, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**Mandatory:**
	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.
	Bauman, Zygmunt. "Freedom From, In and Through the State: T.H.Marshall's Trinity of Rights Revisited " in Theoria, December 2005.
	Benhabib, Seyla. 2002. The Rights of Others. Cambridge. Pp.213-221.
	Chambers, Simone (2003). "Deliberative Democratic Theory", Annual Review of Political Science. Vol.6. 307-326.
	Chantal Mouffe, The Return of the Political (2000) pp. 1-19
	Costas Douzinas: "The end of human rights?" in Human Rights and Empire. The political philosophy of cosmopolitanism, Routledge-Cavendish, 2007; pp.: 3-33;
	Donati, Pierpaolo (2013). "Social Capital and Associative Democracy: a Relational Perspective", Journal for the Theory of Social Behavior, Vol.44, No1: 24-45.
	Émile Durkheim, The Division of Labor in Society (1997) pp. 68-78
	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.

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[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.**

Habermas, J., "The European Nation-State: On the Past and Future of Sovereignty and Citizenship," Public Culture 10:2 (1998): 397-416, 404

Hannah Arendt: "The Decline of the Nation-State and the End of the Rights of Man", Hannah Arendt, The Origins of Totalitarianism, San Diego, New York, London: A Harvest Book, Harcourt Brace & Co., 1976; pp.: 267-304;

Isin, E. (2009), 'Citizenship in Flux: The Figure of Activist Citizen', Subjectivity, 29: 367-88.

John Rawls, A Theory of Justice (1971) pp.47-55

Joppke, Christian. "Transformation of Citizenship: Status, Right, Identity". Citizenship Studies, Vol. 11, No.1, February, 2007:37-48.

Judith Butler: "Precarious Life and the Ethics of Cohabitation", Judith Butler, Notes Toward a Performative Theory of Assembly, Cambridge, London: Harvard University Press, 2015; pp.: 99 - 122.

Martha Nussbaum, Creating Capabilities: The Human Development Approach (2011) pp. 17-28

Michael Ignatieff: "Human Rights as Politics", The Tanner Lectures on Human Values, Delivered at Princeton University, April 4–7, 2000; pp.: 287-319;

Nancy Fraser, Scales of Justice: Reimagining Political Space in a Globalizing World (2010) pp 12-24

Pateman, Carol. 1988. The Sexual Contract. Polity Press. Pp-172-208

Renteln D. Allison. 2013. International Human Rights: Universalism Versus Relativism (Classics of the Social Sciences), New Orleans: Quid Pro Books. Pp-47-70

Richard Rorty: „Justice as a larger loyality" in Rorty, Philosophy as Cultural Politics; Philosophical Papers Vol. 4; Cambridge University Press, 2007; pp.: 42-55;

Robert Nozick, Anarchy, State, and Utopia (1974) pp. <u>149-161</u>

Seyla Benhabib, On the Unity and Diversity of Human Rights, Proceedings and Addresses of the American Philosophical Association, Vol. 81, No.2 (Nov., 2007), pp. 7-32

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

Additional

Butler, Laclau, Žižek, Contingency, Hegemony, Universality: Contemporary Dialogues on the Left (2011)

Calhoun, Craig, (ed,). (1992). Habermas and the Public Sphere. Cambridge and London: MIT Press. Putnam, Robert D. (2001). Bowling Alone – the Collapse and Revival of the American Community.

Dahl, Robert. (1996). "The Elitist Theory of Democracy", The American Political Science Review, Vol.60, No.2 (June 1996): 296-305.

David Harvey, Brief History of Neoliberalism (2005)
De Tocqueville, Alexis (2003). Democracy in America. New York: Penguin Press.
Farelly, Colin. (ed). (2004). Contemporary Political Theory. London, Thousand Oaks and New Delhi: Sage Publications

Frantz Fanon, The Wretched of the Earth, (1961)

Freedman, J. (2007) Women, Islam and Rights in Europe: Beyond a Universalist/Culturalist Dichotomy. Review of International Studies 33, 29–44.

Habermas, Jurgen. (1984). The Theory of Communicative Action, Vol. 1: Reason and the Rationalizationof Society. Boston: Beacon Press.

Held, David. (1996). Models of Democracy (2nd edition). Stanford: Stanford University Press.

History of Political Philosophy, Leo Strauss and Joseph Cropsey eds., The University of Chicago Press,1987

John Locke, Two Treatises of Government,

Judith Butler, Precarious life: the powers of mourning and violence (2004)

Lijphart, Arent. (1999). Patterns of Democracy – Government Forms and Performance in 36 countries. New Haven and London: Yale University Press.

Lopez, Matias. (2013). "Elite theory", Sociopedia.isa, DOI: 0.1177/2056846013112. available at
http://www.sagepub.net/isa/resources/pdf/elitetheory.pdf

MacDonald, Margaret. „Natural Rights" in Theories of Rights, Waldron, Jeremy (ed.), Oxford University Press, 1992;

Parisi, Laura. 2017. Feminist Perspective of Human Rights.

Pateman, Carol. (2012) "Participatory Democracy Revisited", APSA presidential address, Vol.10, No.1.(March 2012): 7-19.

Post, Robert (2011). "Participatory Theory as a Theory of Free Speech: a Reply", Virginia Law Review,Vol.97, No.3 (May 2011): 617-632.

Ronald Dworkin, Taking Rights Seriously, Harvard University Press, 1978; pp.: 266-291;

Saskia Sassen, Expulsions: Brutality and the Complexity in the Global Economy (2014)

Shapiro, Ian. (2003). The State of Democratic Theory. Princeton and Oxford: Princeton University Press.

Slavoj Žižek: "Against Human Rights, new left review 34 july-aug 2005; pp.: 115-131;

Steans, Jill. 2007. Debating women's human rights as a universal feminist project: defending women's human rights as a political tool

The Human Rights Reader. Major Political Essays, Speeches, and Documents from Ancient Times to the Present (Second Edition), Micheline R. Ishay ed. Routledge, 2007; (545 pages);

Thomas Paine, Rights of Man I, II; Edmund Burke, Reflections;

UN Beijing Platform for Action (1995). At www.un.org/womenwatch/daw/beijing/platform/

UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

Yanis Varoufakis, And The Weak Suffer What They Must? (2016) York, London, Toronto and Sydney: Simon and Schuster Paperbacks.

Course code: DHRNI102	Course name: NATIONALISM, IDENTITY, AND CONFLICT		
Cycle: II	Study year: I	Semester: I	ECTS: 6
Study mode: Obligatory	Total hours: 46 Lectures: 42 Field trip: 4		
Teaching participants	**Professors and associates with relevant expertise in the scientific area (s) to which the subject belongs (UNSA and study program partner universities)**		
Enrolment preconditions:	**None**		
Course goal(s):	The course explores nationalism, identity and conflict and their interaction. Nationalism is examined from the perspective of theory, its links with religion and culture and within the historical, institutional and political context of relevant cases. The course also examines identity formation and change involving not only nation and ethnicity but also gender, class, race, age and sexuality. These themes are further discussed through contemporary debates on ethnic and national conflict and conflict management. The principal focus is on democracy in plural societies and contested states via state strategies of integration, territorial pluralism and power sharing as well as the protection of minority rights. All themes are contextualized within contemporary conflicts in South East Europe and beyond, through interdisciplinary perspective.		
Thematic units: *(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)*	- NATIONALISM, SELF-DETERMINATION AND THE DISINTEGRATION OF YUGOSLAVIA - IDENTITY, CONFLICT AND RECONCILIATION - DEMOCRACY IN PLURAL SOCIETIES - RELIGION AND STATE - PROTECTION OF MINORITY RIGHTS IN SOUTH-EAST EUROPE + FIELDVISIT: MOSTAR		
Learning outcomes: (Knowledge, skills and competencies)	**Knowledge** Students will:		

	- know and understand theories and varieties of nationalism and related concepts, including nation, sovereignty, and self-determination; familiarity with conflicts during and after Yugoslavia's breakup - understand the links between identity, conflict and reconciliation - understand the ways in which democracy can exacerbate conflict in plural societies but also provide institutional and other resources to manage and resolve it; - show familiarity with integration, territorial pluralism and power sharing - know of basic religious rights and freedoms in the context of contemporary religious pluralism; - understand how religion, identity and ethnicity interact - know of the legal framework for the protection of minority rights in Europe, especially South-East Europe. **Skills and Competencies** Students will be able to: - critically assess and analyse interaction between nationalism and the state - critically evaluate identity formation and change, with regard to nation, gender, class and race - critically assess integration, territorial pluralism and power sharing from theoretical and empirical perspectives - critically assess the instrumentalization of religion for political purposes - analyse the implementation of minority rights in South East Europe
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive ways of learning, from discussions to group work and activities. Students have a full day thematic field trip within Bosnia and Herzegovina in which they explore issues directly relevant for the course (e.g, visits to relevant non-governmental organisations and memory sites).
Sustainable development goals (SDG)	4 - Quality education 5 - Gender equality 10 - Reduced inequalities 16 - Peace, justice and strong institutions
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of: − written assignment 50% of the grade − exam that weights 50% of grade.

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[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.**

	Students will be awarded 6 ECTS credits based on:
	− regular attendance (80%) of lectures and workshops; − active participation in class activities; − points earned through the evaluation of the written assignment − points earned through the evaluation of the written exam. Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, accessibility of materials, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**Mandatory** Baker, Catherine. 2018. Postsocialism, borders, security and race after Yugoslavia. Chapter 4 in: Baker, *Race and the Yugoslav Region*, Manchester: Manchester University Press. Brubaker, Rogers and Frederick Cooper. 2004. Beyond identity. Ch.2 in: R.Brubaker, Ethnicity without Groups. Cambridge, MA: Harvard University Press, pp. 28-63. Cavanaugh, William. "Does Religion Cause Violence?" Held at the University of Western Australia, 29th May 2006. Pp 1-21 de Varennes, F., Language rights of linguistic minorities: A practical guide for implementation, UN Special Rapporteur on minority issues. 2017 de Varennes, F., Report of the Special Rapporteur on the significance and scope of the four categories of minorities, UN Special Rapporteur on minority issues, https://daccess-ods.un.org/access.nsf/Get?OpenAgent&DS=A/75/211&Lang=E, paragraphs 26-70. Dragović-Soso, J. 'Why Did Yugoslavia Disintegrate? An Overview on Contending Explanations', in: John Lampe and Jasna Dragović-Soso (eds): State-Collapse in South-Eastern Europe, Purdue University Press, 2007, 1-39. Hromadžić, Azra. 2015. Bathroom mixing. Chapter 3 (pp. 86-102) in: Hromadžić, *Citizens of an Empty Nation: Youth and State-Making in Postwar Bosnia-Herzegovina*. Philadelphia: University of Pennsylvania Press. Jansen, Stef. 2008. Cosmopolitan openings and closures in Post-Yugoslav antinationalism. In: Magdalena Nowicka, Maria Rovisco (eds), *Cosmopolitanism in Practice*, Aldershot: Ashgate. 75-92.

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[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.**

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Course code: DHRDI103	Course name: **DEMOCRATISATION AND EU INTEGRATION**		
Cycle: II	**Study year: I**	**Semester: I**	**ECTS: 7**
Study mode: Obligatory	Total hours: 50 Lectures: 48 Visits: 2		
Teaching participants	**Professors and associates with relevant expertise in the scientific area (s) to which the subject belongs (UNSA and study programme partner universities)**		
Enrolment preconditions:	None		
Course goal(s):	The course goal is introducing students to the challenges of democratization and the processes of social transformations in the post socialist/post-war realities of Southeast Europe, and to provide the tools and knowledge to understand the process of EU integration of the region together with the main challenges laying ahead.		
Thematic units: *(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)*	− INTRODUCTION TO THE EUROPEAN UNION − EU ENLARGEMENT AND THE WESTERN BALKANS − DEMOCRACY AND AUTHORITARIANISM IN SEE − RULE OF LAW IN THE WESTERN BALKANS − CIVIL SOCIETY AND SOCIAL MOVEMENTS IN SOUTHEAST EUROPE − MEDIA FREEDOM AND DISINFORMATION IN SOUTHEAST EUROPE − VISIT TO EU DELEGATION TO BIH		
Learning outcomes:	**Knowledge:** Knowledge of types of political regimes and understanding of democratic transition and consolidation processes with a focus on Southeast Europe. Knowledge of the EU Institutions, operation of the policy of EU enlargement and the how EU strives to lead the political-economic transformation of a region that features incomplete conflict resolution and ongoing processes of state-building. **Skills:** Analytical skills in assessing contemporary democratization and autocratization trends, as well as EU enlargement processes and policies in the SEE region. **Competencies:** Students are expected to develop competences necessary to navigate between theoretical and empirical aspects of democratization. They will be able to use major instruments/indices for		

	regime type (Bertelsmann Stiftung Index, Nations in Transit, etc.) and assess key political trends. They will also be able to evaluate the dynamics of the process of Western Balkans' EU accession and analyze issues related to this process.
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive ways of learning, from discussions to group work and activities.
Sustainable development goals (SDG)	4 - Quality education 5 - Gender equality 8 - Decent work and economic growth 10 - Reduced inequalities 16 - Peace, justice and strong institutions
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of: − written assignment 50% of the grade − test that weights 50% of grade. Students will be awarded 7 ECTS credits based on: − regular attendance (80%) of lectures and workshops; − active participation in class activities; − points earned through the evaluation of the written assignment − points earned through the evaluation of the written exam. Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, accessibility of materials, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**MANDATORY** Anghel, V., & Džankić, J. (2023). Wartime EU: consequences of the Russia–Ukraine war on the enlargement process. *Journal of European Integration*, *45*(3), 487-501.

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[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.**

[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.**

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Course code: DHRPS104	Course name: UN AND EUROPEAN HUMAN RIGHTS SYSTEMS		
Cycle: II	**Study year: I**	**Semester: I**	**ECTS: 8**
Study mode: Obligatory	Total hours: 58 Lectures: 56 Expert seminar: 2		
Teaching participants	**Professors and associates with relevant expertise in the scientific area (s) to which the subject belongs (UNSA and study program partner universities)**		
Enrolment preconditions:	**None**		
Course goal(s):	This course provides an in-depth examination of the international human rights law, focusing on both the United Nations (UN) and European (European Union – EU, Council of Europe – CoE and OSCE) human rights systems. It explores key human rights institutions, treaties, enforcement mechanisms, and thematic areas such as women's rights. It also explores the relationship between human rights and other disciplines, such as the emerging challenges posed by artificial intelligence. By analyzing legal instruments, case law, the most significant literature and contemporary debates, students will gain a critical understanding of the effectiveness and limitations of human rights protection at the global and regional levels.		
Thematic units: *(the weekly work schedule is established taking into account the organizational units' peculiarities)*	• INTRODUCTION TO THE UN HUMAN RIGHTS SYSTEM • THE UN HUMAN RIGHTS TREATY BASED PROTECTION SYSTEM • THE EUROPEAN HUMAN RIGHTS SYSTEM • THE EUROPEAN HUMAN RIGHTS INSTRUMENTS • WOMEN'S RIGHTS PROTECTION AND IMPLEMENTATION • ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON DEMOCRACY AND HUMAN RIGHTS		
Learning outcomes: **(Knowledge, skills and competencies)**	**By the end of this course, students will:** **Knowledge** − Demonstrate advanced understanding of the UN human rights system, including charter-based and treaty-based mechanisms; − Identify and analyze core international human rights treaties, their monitoring bodies, and enforcement mechanisms; − Acquire an appropriate knowledge of the European human rights system, with a focus on the European Convention on Human Rights		

	and the role of the European Court of Human Rights and be able to compare different systems (CoE EU and, when relevant, OSCE);
	− Understand key legal principles concerning women's rights, including gender equality, non-discrimination;
	− Assess the emerging impact of artificial intelligence (AI) on human rights
	Skills
	− Analyze and interpret human rights treaties, case law, and policy documents within the UN and European human rights systems;
	− Critically assess the effectiveness of human rights enforcement mechanisms and propose legal or policy-based reforms;
	− Apply international legal principles to contemporary human rights challenges
	− Conduct case-based legal analysis, using real-world human rights violations and decisions from international and regional courts;
	− Evaluate the basic ethical and legal implications of artificial intelligence concerning human rights law and propose solutions for responsible AI governance.
	Competencies
	− Demonstrate the ability to engage in independent critical thinking about human rights issues in international and regional contexts;
	− Compare and contrast different legal approaches to human rights protection;
	− Develop policy recommendations to strengthen human rights protections
	− Exhibit ethical reasoning and a commitment to human rights advocacy
	− Successfully apply acquired knowledge and skills in professional or academic settings.
Teaching methods:	Teaching methods include frontal lectures with interactivity, from discussions to group work and other activities.
Sustainable development goals (SDG)	4 - Quality education; 5 - Gender equality; 10 - Reduced inequalities; 16- Peace, justice and strong institutions
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of:

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[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.**

	− written assignment 50% of the grade − exam 50% of grade. Students will be awarded 5 ECTS credits based on: − regular attendance (80%) of lectures and workshops; − active participation in class activities; − points earned through the evaluation of the written assignment − points earned through the evaluation of the written exam. Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, accessibility of materials, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**Mandatory** A Union of Equality: The European Union Gender Equality Strategy 2020-2025. Antić, M., & Radačić, I. (2020). The evolving understanding of gender in international law and 'gender ideology' pushback 25 years since the Beijing conference on women. *Women's Studies International Forum, 83* (3), pp. 102-421. Benedek, W. (2023) Digital Human Rights and Artificial Intelligence, in: Pravni Zapisi, 14, 2, 227-237. Brian D. Lepard, International Law and Human Rights, in Thomas Cushman (ed), Handbook of Human Rights (Routledge 2014), 583-597. Burrell, J and Fourcade, M, The Society of Algorithms (July 2021). Annual Review of Sociology, Vol. 47, pp. 213-237, 2021, Vol. 47, pp. 213-237, Available at SSRN: https://ssrn.com/abstract=3903829 or http://dx.doi.org/10.1146/annurev-soc-090820-020800 Carmen Thiele, "European Human Rights System" in Mihr and Gibney (eds.), *SAGE Handbook of Human Rights*, 2014. CERD Committee, Inter-States Communications, admissibility decisions 2019. Christian Strohal, "Shooting the Messenger – The Crises of the International Protection of HR and the geopolitical OSCE Perspective" in Benedek/Czech,

[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.**

Heschl, Lukas and Nowak (eds.), European Yearbook on Human Rights, 2018, 481-494.

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Sartori, L., Piva R. 2025, Generative AI for work, democracy and gender: The good, the bad and the unknown, in Handbook of Human-AI Collaboration (eds. M. Chetouani, A. Nowak, P.Lukowicz), Springer. OA (in press).

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UN Human Rights Committee (HRC), available at www.ohchr.org/en/hrbodies/ccpr/pages/ccprindex.aspx

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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.

Joseph S., *Extending the Right to Life Under the International Covenant on Civil and Political Rights: General Comment 36*, in *Human Rights Law Review*, No. 2, 2019, pp. 347-36;

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Kelly, K. (2020). COVID-19 Requires an Intersectional Feminist Policy Response. in: Social Problems in the Age of COVID-19. *Global Perspectives Policy Press* 2, pp. 111 – 122.

Lize R. Glass, From Interlaken to Copenhagen – What has become of the proposals aiming to Reform the Functioning of the European Court of Human Rights? Human Rights Law Review, 2020, 1-31.

Mégret F., Alston P., The United Nations and Human Rights, 2020; OHCHR, Human Rights. A Basic Handbook for UN Staff, 2000;

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Ullmann A.J., von Staden A., *Challenges and Pitfalls in Research on Compliance with the 'Views' of UN Human Rights Treaty Bodies: A Reply to Vera Shikhelman*, in *European Journal of*

von Arnauld, K. von der Decken, M. Susi (eds), *The Cambridge Handbook of New Human Rights*, 2020;

West, S.M., Whittaker, M. and Crawford, K. 2019 Discriminating Systems: Gender, Race and Power in AI. AI Now Institute

Winner, L. (1977) Do Artifacts Have Politics? https://medium.com/acm-cscw/do-datasets-have-politics-804f169fbd9b

Wolfgang Benedek, Digital Human Rights and Artificial Intelligence, in: Pravni Zapisi, 14(2023)2, 227-237.

Zajcko, M. (2022) Artificial intelligence, algorithms, and social inequality: Sociological contributions to contemporary debates, Sociology Compass.

Course code: DHRRM105	**COURSE NAME: RESEARCH METHODOLOGIES**		
Cycle: II	**Study year: I**	**Semester: I**	**ECTS: 4**
Study mode: Obligatory	**Total hrs. number: 42** Lectures: 30 Seminars: 12		
Teaching participants	**Professors and associates with relevant expertise in the scientific area to which the subject belongs**		
Enrolment preconditions:	NONE		
Course goal(s):	Research methodologies represent a fundamental subject of every discipline, aiming to train students in the importance of a scientific approach in the field of democracy and human rights, and to enable them to design, conduct, process, and interpret data obtained through quantitative, qualitative, and mixed research. In addition, the aim of the course is to enable students to understand the fundamental principles of social research, understand the conventions and challenges of academic writing, and recognize the strengths and weaknesses of different research methods and data collection techniques. In this sense, the course is not only intended to strengthen students' abilities to develop relevant and sustainable research projects, but also to strengthen their academic and professional profiles.		
Thematic units: *(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)*	Lectures - RESEARCH DESIGN AND QUANTITATIVE RESEARCH METHODS - DOING ETHNOGRAPHY: QUALITATIVE RESEARCH METHODS - INTRODUCTION TO LEGAL ANALYSIS - COMPARATIVE RESEARCH - CRITICAL DISCOURSE Seminars - INTRODUCTION TO ACADEMIC WRITING - WRITING A POLICY BRIEF - WRITING AN MA THESIS PROPOSAL - MA THESIS WRITING		
Learning outcomes:	KNOWLEDGE: Comprehensive understanding of various research		

	methodologies in social/humanistic sciences, including research design, and various quantitative and qualitative data collection methods. Understanding the principles of academic writing, policy analysis, and the process of developing and writing a final paper. SKILLS: Application of various quantitative and qualitative data collection methods in practice, including research design, and analysis of quantitative and qualitative data. Proficient writing of academic papers, conducting policy analyses, preparing and writing research papers. COMPETENCIES: Readiness for independent conducting of analyses and interpretation of results obtained by various research methods. Readiness for independent preparation and writing of academic papers and the MA thesis.
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive ways of learning, from discussions to group work and activities. In parallel with the lectures of thematic courses within the first semester, tutors of the ERMA program hold individual as well as group consultations with students as needed, for the purpose of selection of topics for seminar papers and student research. Seminars are held to support students in fulfilment of the programme requirements, in terms of their research and writing skills development.
Sustainable development goals (SDG)	Goal 4: Quality Education – Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Goal 10: Reduced Inequalities – The subject addresses topics of democracy and human rights, which are directly related to reducing inequalities within and among countries. Goal 16: Peace, Justice, and Strong Institutions – Promoting peace, justice, and inclusivity for sustainable development, ensuring access to justice for all, and building effective, accountable, and inclusive institutions at all levels.
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. At the end of the course, students will take a final exam, which will involve developing a research methodology for a given topic. The instructors conducting the course will assess the quality of the

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	assignment based on accuracy and comprehensiveness and will grade it in accordance with the regulations.
	Students will be awarded 4 ECTS credits based on:
	i) regular attendance (80%) of lectures and workshops;
	ii) active participation in class activities;
	iii) points earned through the evaluation of their written exam.
	Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, accessibility of materials, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**MANDATORY**
	Andreassen, B. A., Sano, H-O., & McInerney-Lankford, S. (2024). Research Methods in Human Rights: A Handbook. Edward Elgar Publishing Limited.
	Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. The Qualitative Report, 13(4), 544-559.
	Bernd, V. D. M. (2017). Legal Human Rights Research. European Institute for Food Law Working Paper Series, 2017/01, 4-20.
	Bray, Z. (2008). Ethnographic Approaches. In D. Della Porta & M. Keating (Eds.), Approaches and Methodologies in the Social Sciences: A Pluralist Perspective (pp. 297-315). Cambridge University Press.
	Brinkmann, S. (2013). Qualitative Interviewing: Understanding Qualitative Research (pp. 1-36). Oxford University Press.
	Bryman, A. (2012). Social Research Methods (pp. 501-520). Oxford University Press.
	Goerres, A., Siewert, M., & Wagemann, C. (2019). Internationally Comparative Research Designs in the Social Sciences: Fundamental Issues, Case Selection Logics, and Research Limitations. Kölner Zeitschrift für Soziologie und Sozialpsychologie, 71, 75-97.

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[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.**

Krosnick, J. A., & Presser, S. (2009). Question and Questionnaire Design. In J. D. Wright & P. V. Marsden (Eds.), Handbook of Survey Research (2nd ed.). Elsevier.

Lyons, P., & Doueck, H. J. (2010). The Literature Review, Theory, Problem Statement, and Hypothesis. In The Dissertation: From Beginning to End (pp. 53-79). Oxford University Press.

Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). Survey research. In Research Methods in Psychology (9th ed., pp. 137-182). McGraw-Hill.

Wodak, R., & Meyer, M. (2015). Critical Discourse Studies: History, Agenda, Theory and Methodology. In R. Wodak & M. Meyer (Eds.), Methods of Critical Discourse Studies (3rd ed., pp. 1–22). Sage.

ADDITIONAL

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Brković, Č., & Hodges, A. (2015). Rethinking world anthropologies through fieldwork: Perspectives on 'extended stay' and 'back-and-forth' methodologies. Anthropological Notebooks, 27(1), 107-120.

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Čelebičić, V. (2017). Institutionalized Unpredictability and Café Routines: the Case of Young People in Bosnia and Herzegovina. Glasnik Etnografskog Instituta SANU, 65(1), 111-112.

Collier, D., & Gerring, J. (2008). Concepts and Methods in Social Sciences: the Tradition of Giovanni Sartori. Routledge.

Della Porta, D., & Keating, M. (Eds.). (2008). Approaches and Methodologies in the Social Sciences: a Pluralist Perspective. Cambridge University Press.

Fairclough, N. (2014). Language and Power (3rd ed.). Routledge.

Flyvbjerg, B. (2006). Five Misunderstandings About Case-Study Research. Qualitative Inquiry, 12(2), 219-245.

Gerring, J. (2004). What Is a Case Study and What Is It Good for? American Political Science Review, 98, 341-354.

Gerring, J. (2007). Case Study Research: Principles and Practices. Cambridge University Press.

Herod, A. (1999). Reflections on interviewing foreign elites: praxis, positionality, validity, and the cult of the insider. Geoforum, 30, 313-327.

King, G., Keohane, R. O., & Verba, S. (1994). Designing Social Inquiry: Scientific Inference in Qualitative Research. Princeton University Press.

Lilleker, D. G. (2003). Interviewing the Political Elite: Navigating a Potential Minefield. Politics, 23(3), 207-221.

Murray, R., & Moore, S. (2006). The Handbook of Academic Writing – A Fresh Approach (ch.1, 2 and 3, pp. 3-53). Open University Press.

Murray, R. (2006). How to Write a Thesis (2nd ed.). Open University Press.

Oakley, A. (1981). Interviewing women: A contradiction in terms. In H. Roberts (Ed.), Doing Feminist Research (pp. 30-61). Routledge.

Reisigl, M., & Wodak, R. (2001). Discourse and Discrimination: Rhetorics of Racism and Anti-semitism. Routledge.

Goodin, R. E., Rein, M., & Moran, M. (2008). The Public and its Policies (pp. 3-35). In A. Etzioni (Ed.), The Unique Methodology of Policy Research (pp.833-843). In M. Moran, M. Rein, & R. E. Goodin (Eds.), The Oxford Handbook of Public Policy. Oxford University Press.

Rohlfing, I. (2012). Case Studies and Causal Inference: An Integrative Framework. Palgrave Mcmillan.

Seawright, J., & Gerring, J. (2008). Case-Selection Techniques in Case Study Research: a Menu of Qualitative and Quantitative Options. Political Research Quarterly, 61(2), 294–308.

Song, M., & Parker, D. (1995). Commonality, Difference and the Dynamics of Disclosure in Depth Interviewing. Sociology, 29(2), 241-256.

Tourangeau, R., & Yan, T. (2007). Sensitive questions in surveys. Psychological Bulletin, 133(5), 859-83. doi: 10.1037/0033-2909.133.5.859.

Turabian, K. et al. (2013). A Manual for Writers of Research Papers, Theses, and Dissertations (8th ed., Chapters: 2, 4, 5). Chicago Style for Students and Researchers.

Van Dijk, T. A. (1991). Racism and the Press. Routledge.

Vavrus, F., & Bartlett, L. (2022). Doing Comparative Case Studies-New Designs and Directions. Routledge.

Wodak, R., & Meyer, M. (Eds.). (2015). Methods of Critical Discourse Studies (3rd ed.). Sage.

Wodak, R. (2020). The Politics of Fear: The Shameless Normalization of Far-Right Discourse (2nd ed.). Sage.

Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). SAGE.

Young, E., & Quinn, L. (2002). Writing Effective Public Policy Papers. LGI Documents.

Course code: DHRPH206	**Course name: PEACE AND HUMAN RIGHTS**		
Cycle: II	**Study year: I**	**Semester: II**	**ECTS: 5**
Study mode: Obligatory	Total hours: 38 Lectures: 28 Expert seminar: 4 Field trip: 4 Visits: 2		
Teaching participants	**Professors and associates with relevant expertise in the scientific area (s) to which the subject belongs (UNSA and study program partner universities)**		
Enrolment preconditions:	**None**		
Course goal(s):	This course provides an in-depth examination of key legal, political, and social dimensions of human rights violations, justice mechanisms, and peacebuilding efforts in Southeast Europe. It critically engages with international humanitarian law, genocide, crimes against humanity, and mechanisms of transitional justice, with a particular focus on the post-conflict societies of the region. Through a combination of theoretical discussions, case studies, and experiential learning, students will gain practical insights into conflict resolution, reconciliation, and human rights advocacy. The course goals are to: • Introduce key concepts in International Humanitarian Law (IHL), genocide, crimes against humanity, and transitional justice. • Examine the legal frameworks governing war crimes and human rights violations, with a focus on international courts and regional mechanisms. • Enhance Critical Analysis of Justice and Reconciliation Efforts • Encourage students to critically evaluate the successes and challenges of post-conflict justice in Southeast Europe. • Provide hands-on learning experiences, including a field trip to Srebrenica and meetings with NGOs, to connect theory with real-world challenges. • Encourage ethical reflection on dealing with past atrocities, victim representation, and historical memory. • Foster a commitment to justice, human rights, and conflict resolution in post-conflict societies.		
Thematic units:	- INTERNATIONAL HUMANITARIAN LAW		

(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)	- GENOCIDE AND CRIMES AGAINST HUMANITY IN INTERNATIONAL LAW - UNDERSTANDING TORTURE AND ENFORCED DISAPPEARANCE - TRANSITIONAL JUSTICE - PEACEBUILDING IN SOUTH-EAST EUROPE - STUDY VISIT: SREBRENICA
Learning outcomes: (Knowledge, skills and competencies)	By the end of the course, students will have developed the following knowledge, skills, and competencies: **I Knowledge and Understanding** • Understanding of International Humanitarian Law (IHL) and its application to armed conflicts, with a focus on the legal protections for civilians and combatants. • Knowledge of legal definitions and case law related to genocide and crimes against humanity, particularly in the context of Southeast Europe. • Understand the historical, legal, and social dimensions of torture and enforced disappearance, including their long-term consequences for individuals and societies. • Gain insight into transitional justice mechanisms such as criminal tribunals, truth commissions, reparations, and institutional reforms, and their effectiveness in post-conflict societies. • Basic knowledge of the dynamics of peacebuilding in Southeast Europe, including reconciliation processes, civil society engagement, and the role of international organizations. **II Analytical and Critical Thinking Skills** • Critically assess the strengths and limitations of international legal mechanisms in addressing war crimes, crimes against humanity, and genocide. • Evaluate the effectiveness of transitional justice initiatives in promoting reconciliation, democracy, and sustainable peace. • Analyze the interplay between law, politics, and memory in post-conflict societies, particularly in the Balkans. • Compare Southeast European post-conflict justice and peacebuilding efforts with those in other regions. **III Research and Practical Skills** • Conduct case-based legal analysis using primary sources, court judgments, and academic literature. • Apply interdisciplinary approaches from law, political science, and sociology to examine post-war justice and peacebuilding efforts. IV **Ethical and Professional Competencies** • Reflect on the ethical challenges of dealing with past atrocities, including issues of victim representation and collective memory. • Recognize the role of civil society, NGOs, and international institutions in advancing justice and reconciliation. • Engage respectfully with survivors, activists, and practitioners, demonstrating cultural sensitivity and professional ethics.

	• Develop a commitment to human rights advocacy and the promotion of justice in post-conflict societies.
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive ways of learning, from discussions to group work and activities. Students have a full day thematic field trip within Bosnia and Herzegovina in which they explore issues directly relevant for the course (e.g, visits to relevant non-governmental organisations and memory sites).
Sustainable development goals (SDG)	16 - Peace, justice and strong institutions
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of: − written assignment 50% of the grade − exam that weights 50% of grade. Students will be awarded 5 ECTS credits based on: − regular attendance (80%) of lectures and workshops; − active participation in class activities; − points earned through the evaluation of the written assignment − points earned through the evaluation of the written exam. Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**Required** Bešić, Miloš. and Nemanja Džuverović. 2020 "How Many Truths are There? Reconciliation and Agonistic Dialogue in the Former Yugoslavia." Southeast European and Black Sea Studies, 20 (3): 455-472. Cooper, Neil, Mandy Turner, and Michael Pugh. 2011. "The End of History and the Last Liberal Peacebuilder: A Reply to Roland Paris." Review of International Studies 37 (4): 1995–2007. Elster Jon. 2004. Closing the Books: Transitional Justice in Historical Perspective. New York: Cambridge University Press, pp 79-135

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[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.**

[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.**

Emily Crawford. International Armed Conflict, Max Planck Encyclopedia of Public International Law

Gregory J. Santon, "The Ten Stages of Genocide", Genocide Watch, https://www.genocidewatch.com/bs/tenstages

Hans-Peter Gasser, Daniel Thürer. Humanitarian Law, International, Max Planck Encyclopedia of Public International Law

Levon Chorbajian, George Shirinian (eds.), Studies in Comparative Genocide, Houndmills: Macmillan Press Ltd., 1999, pp. 3-14; 31-46; 157-164;

M. Cherif Bassiouni, Crimes Against Humanity: Historical Evolution and Contemporary Application (Cambridge University Press, 2011)

Mac Ginty, Roger. 2010. "Hybrid Peace: The Interaction Between Top-Down and Bottom-Up Peace." Security Dialogue, 41 (4): 391–412.

Mac Ginty, Roger. 2011. International Peacebuilding and Local Resistance: Hybrid Forms of Peace. Basingstoke: Palgrave Macmillan, pp.19-47 only.

Manfred Nowak, Fact-Finding on Torture and Ill-Treatment and Conditions of Detention, Journal of Human Rights Practice, Volume 1, Issue 1, 2009.

Manfred Nowak, Final report: Special process on missing persons in the territory of the former Yugoslavia, 1997.

Paris, Roland. 2010. "Saving Liberal Peacebuilding." Review of International Studies 36 (2): 337-365.

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.

Robert Dubler SC, Matthew Kalyk, Crimes Against Humanity in the 21st Century: Law, Practice and Threats to International Peace and Security (Brill/Nijhoff, 2018)

Ruti G. Teitel. 2000. Transitional Justice. New York: Oxford University Press, pp. 3-26.

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.

Yoram Dinstein. Warfare, Methods and Mean, Max Planck Encyclopedia of Public International Law

Recommended

Bellamy, Alex and Paul Williams. 2010. Understanding Peacekeeping. London: Polity, pp.173-278 only.

Belloni, Roberto. 2020. The Rise and Fall of Liberal Peacebuilding in the Balkans. London: Palgrave Macmillan, pp. 27-52 only.

Christine Byron, War Crimes and Crimes Against Humanity in the Rome Statute of the International Criminal Court (Manchester University Press, 2009)

David, Lea. 2017. "Against Standardization of Memory." Human Rights Quarterly 39 (2): 296-318.

Dirk A. Moses, "Toward a Theory of Critical Genocide Studies", https://www.sciencespo.fr/mass-violence-war-massacre-resistance/fr/document/toward-theory-critical-genocide-studies.html,

Donald Bloxham, A. Dirk Moses (eds.), The Oxford Handbook of Genocide Studies, Oxford University Press, 2012

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Jansen, Stef. 2013. "If Reconciliation Is the Answer, Are We Asking the Right Questions?" Studies in Social Justice 7 (2): 229-243.

Mac Ginty, Roger and Richmond, Oliver P 2013. "The Local Turn in Peace Building: A Critical Agenda for Peace" Third World Quarterly, 34 (5): 763-783.

Mac Ginty, Roger. 2014. "Everyday Peace: Bottom-Up and Local Agency in Conflict-Affected Societies." Security Dialogue, 45 (6): 548-564.Minneapolis: University of Minnesota Press, 1996.

Nataša Kandić. 2012. "RECOM: A New Approach to Reconciliation and a Corrective for Criminal Justice." Forum for Transitional Justice, Issue 4, December 2012, pp. 78-80, available for download at: http://www.hlc-rdc.org/?p=22446&lang=de.

Ramsbotham, Oliver, Woodhouse, Tom and Miall, Hugh. 2016. Contemporary Conflict Resolution. Cambridge: Polity, pp.173-266 only.

Raphael Lemkin, "Genocide", American Scholar, Volume 15, no.2 (April 1946).

Raphael Lemkin, "Genocide-A Modern Crime", Free World, April 1945.

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

Richmond, Oliver. 2014. Failed Statebuilding. New Haven and London: Yale University Press, pp.62-103 only.

Serge Brammertz, Micelle Jarvis (eds.), Prosecuting Conflict-Related Sexual Violence at the ICTY (Oxford University Press, 2016)

Course code: DHREL201	Course name: CHILDREN'S RIGHTS		
Cycle: II	**Study year: I**	**Semester: II**	**ECTS: 3**
Study mode: Elective	**Total hours: 16** Lectures: 12 Visits, seminars, and workshops 4		
Teaching participants	**Professors and associates with relevant expertise in the scientific area to which the subject belongs (partner universities)**		
Enrolment preconditions:	None		
Course goal(s):	The primary objective of the course is to foster a comprehensive understanding of the significance and implications of applying child rights within the specific context of South East Europe. Furthermore, the aim is to equip participants with the knowledge and skills necessary to construct research involving vulnerable groups, ensuring adherence to robust ethical considerations. The course will explain the place of children's rights in human rights (particularities and similarities), and discuss topical children's rights case-law, such as inclusive education of children with disabilities; children in migration; and climate change. The course seeks to explain how children's rights are to be understood as the human rights of children, and are hence part and parcel of the general human rights framework, but at the same time have their own particularities (the difference dilemma). In particular, the tension between agency and protection is explored. The specificity of children's rights is further illustrated through case-law of the European Court of Human Rights and the European Committee of Social Rights. Also, the course will examine the distinctive aspects of children's rights in South Eastern Europe, and discuss gaps in general States' measures for realizing children's rights in the region. Furtherer more the aim is to explore the capacities of South East European States in establishing legal and administrative frameworks, strategizing, coordinating, budgeting, training, disseminating information, and undertaking other essential measures for the implementation of the Convention on the Rights of the Child (CRC).		
Thematic units:	• CHILDRENS RIGHTS IN INTERNATIONAL LAW • CHILDRENS RIGHTS IN SOUTHEAST EUROPE		

(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)	
Learning outcomes:	- Students will know and understand the place of children's rights within human rights (law), both in terms of similarities and differences - Students possess knowledge and comprehension of the possibilities for actualizing children's rights in the South East Europe (SEE) region. - Students will be able to analyse case-law from a children's rights perspective - Students have the capability to scrutinize the existing measures for implementing the rights of the child within their respective countries. Moreover, they can suggest the introduction and enhancement of current measures.
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive ways of learning, from discussions to group work and activities, with seminars and visits.
Sustainable development goals (SDG)	**SDG 3: Good Health and Well-Being** – Covers children's right to healthcare, immunization, mental health support, and protection from malnutrition. **SDG 4: Quality Education** – Emphasizes the right to free, equitable, and quality education for all children, including marginalized groups. **SDG 5: Gender Equality** – Focuses on protecting girls' rights, eliminating discrimination, and ensuring equal opportunities in education and beyond. **SDG 10: Reduced Inequalities** – Addresses discrimination, exclusion, and disparities that affect children from minority, refugee, and low-income backgrounds. **SDG 16: Peace, Justice, and Strong Institutions** – Advocates for children's protection from violence, trafficking, and exploitation while promoting child-friendly justice systems. **SDG 17: Partnerships for the Goals** – Encourages collaboration between governments, NGOs, educators, and communities to strengthen child protection policies.
Knowledge assessment methods with grading system[1]:	Students are required to read the required literature before lectures, participate in discussions and planned activities, and attend lectures at least 80% of the total number of hours. One written assignment will account for **80%** of the final grade. The remaining **20%** will be earned through: **Regular attendance** (at least 80%) in lectures and workshops **Active participation** in class activities

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[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.**

Literature[2]:	**MANDATORY** Convention on the Rights of the Child (1989), arts. 1-41 ECt.HR 10 September 2019, *Strand Lobben and others v Norway* ECSR 9 September 2020, International Federation for Human Rights and Inclusion Europe v Belgium ECSR 26 January 2021*, ICJ and ECR v Greece* CRC Committee 22 September 2021 (adm.), *Sacchi et al. v Argentina et al.* UNICEF UN(2012) General Measures of Implementation of the CRC (Article 4) – infrastructure for the implementation of the CRC in Albania, B&H, Croatia, North Macedonia, Montenegro and Serbia; Extracts from the CRC Committee's Concluding observations and SP Reports (where the COBs are too "old") General Comment No. 5 of the CRC Committee on General Measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para.6). UN Doc. CRC/GC/2003/5, 2003 **SUGGESTED** Burgund Isakov, A.,Gajić,M. (2025).Children's participation in decision-making in the Republic of Serbia, University of Belgrade and global campus of Huiman rights http://katalog.fpn.bg.ac.rs/sr/publikacija/childrens-participation-decision-making-republic-serbia UN Committee on the Rights of the Child (2005) *General comment No. 5: General measures of implementation of the Convention on the Rights of the Child (arts. 4, 42 and 44, para. 6)*, CRC/C/GC/2003/5 W. Vandenhole, G. Erdem Türkelli and Sara Lembrechts (2019), Introduction: Three decades of children's rights law in Children's Rights: A Commentary on the Convention on the Rights of the Child and its Protocols, Elgar, pp. 1-37 Altafin, Chiara; Pasic, Nejira. "Introducing Curated #4: Key Issues on Children's Rights in South East Europe", GC Human Rights Preparedness, 11 September 2023, https://gchumanrights.org/preparedness-children/article-detail/introducing-curated-4-key-issues-on-childrens-rights-in-south-east-europe.html UN (2019) Concluding observations on the combined fifth and sixth periodic reports of Bosnia and Herzegovina*, Convention on The Rights of the child; CRC/C/BIH/CO/5-6

[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.**

UN (2012) Concluding observations the combined second to fourth periodic reports of Albania, adopted by the Committee at its sixty-first session, Convention on The Rights of the child ; CRC/C/ALB/CO/2-4

UN (2014) Concluding observations on the combined third and fourth periodic reports of Croatia,
CRC/C/ALB/CO/2-4 Convention on The Rights of the child; CRC/C/HRV/CO/3-4

UN (2010) Consideration of reports submitted by States parties under article 44 of the Convention, Convention on The Rights of the child ; CRC/C/MKD/CO/2

UN (2021) List of issues in relation to the combined third to sixth periodic reports of North Macedonia, Convention on The Rights of the child ; CRC/C/MKD/Q/3-6

UN(2018) Concluding observations on the combined second and third periodic reports of Montenegro, Convention of the rights of the child, CRC/C/MNE/CO/2-3

UN(2017) Concluding observations on the combined second and third periodic reports of Serbia, Committee on the Rights of the Child, CRC/C/SRB/CO/2-3

UN(2020) Combined third to sixth reports submitted by North Macedonia under article 44 of the Convention, due in 2017, Committee on the Rights of the Child CRC/C/MKD/3-6

Course code: DHREL202	Course name: MIGRATION AND HUMAN RIGHTS		
Cycle: II	**Study year: I**	**Semester: II**	**ECTS: 3**
Study mode: Elective	**Total hours: 16** Lectures: 12 Visits and workshops 4		
Teaching participants	**Professors and associates with relevant expertise in the scientific area to which the subject belongs (partner universities)**		
Enrolment preconditions:	None		
Course goal(s):	Aim of the course is to give a general knowledge of the development of Migration Law in the recent years and its relation with human rights; the focus will be on the European framework, with attention to the future enlargement perspectives. The primary objective of the course is to foster a comprehensive understanding migration law and management and its implications on human rights within the specific context of South East Europe. The goal is to equip students with the knowledge and skills necessary to construct research involving all the concerned groups, ensuring adherence to coherence to a human rights approach. The course will take into consideration the case law of the Court of Justice of European Union and of the Court of Human Rights; the Council of Europe conventions will be illustrated as well.		
Thematic units: *(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)*	1. Detention as a way to manage irregular migrants and asylum seekers; 2. Border procedures and human rights; 3. Vulnerabilities and human rights in the migration policy.		
Learning outcomes:	Students will know and understand the role of human rights in the migration and asylum policies; Students will be able to analyze the legal framework and the case law (EU Court of Justice and European Court of Human Rights) in a critical way;		

	Students will possess knowledge and comprehension of the possibilities for actualizing migrants' rights in the Southeast Europe Region.
	Students will be able to scrutinize the existing measures for protecting and implementing migrants' rights within their respective countries.
	Furthermore, they will be able to contribute to the proposal and development of new models and to the enhancement of existing measures.
Teaching methods:	Teaching methods include a combination of frontal lectures with interactive ways of learning, from discussions to group work and activities.
Sustainable development goals (SDG)	SDG 1 No poverty; SDG 5 Gender Equality; SDG 8 Decent work and economic growth; SDG 10 Reduced inequalities; SDG 16 Peace Justice and Strong Institutions.
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of a short written assignment. Students will be awarded 3 ECTS credits based on: − regular attendance (80%) of lectures and workshops; − active participation in class activities; − points earned through the evaluation of the written assignment. Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, availability of materials, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**Mandatory:** Borraccetti, M. "Trafficking in Human Beings and Human Security: A Comprehensive Approach". In Blurring Boundaries: Human Security and Forced Migration. Brill | Nijhoff, 2017 Borraccetti, M. 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.

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[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.**

[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.**

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.

Michele Anne Clark. Trafficking in Persons: An issue of human security (2003);

Shelley, L. Human Smuggling and Trafficking into Europe. A Comparative Perspective. Migration Policy Institute 2014.

Recommended:

Border Justice: Migration and Accountability for Human Rights Violations, Cathryn Costello and Itamar Mann, German Law Journal (2020), 21, pp. 311–334;

Human trafficking in the Western Balkans: a review of legal and security perspectives, Stela Karaj, Kristaq Xharo, Universul Juridic, 2024

The ECtHR case law on migration:

https://ks.echr.coe.int/web/echr-ks/immigration

https://ks.echr.coe.int/documents/d/echr-ks/guide_immigration_eng-pdf

UNIVERSITY OF SARAJEVO – CENTER FOR INTERDISCIPLINARY STUDIES
"Prof. dr. Zdravko Grebo"

Course Description

Page **1/5**

Course code: DHREL203	Course name: ENVIRONMENTAL RIGHTS AND GLOBAL CHALLENGES		
Cycle: II	**Study year: I**	**Semester: II**	**ECTS: 3**
Study mode: Elective	**Total hours: 16** Lectures: 12 Visits, seminars, and workshops 4		
Teaching participants	**Professors and associates with relevant expertise in the scientific area to which the subject belongs (partner universities)**		
Enrolment preconditions:	None		
Course goal(s):	The course introduces students to the environmental rights, a third generation non-chartered and conceptually entangled rights set, and their application or violation in the context of global environmental change. Special emphasis is given to the regional context. The course surveys the basic concepts and processes of global environmental change and environmental justice, as well as justice aspects pertinent to economic growth and global North-South divide. Through interactive sessions it engages the students in sober strategies of navigating global environmental challenges, and connects these to South and East European popular support for environmental sustainability and justice in governing the natural commons. The goals of the course are: ● To connect the environmental rights theory and law with contemporary global development challenges ● To equip students with an interdisciplinary understanding of climate change and climate justice ● To examine Southeast European environmentalism and its connection to human rights implementation in the region ● To introduce sober alternatives to ecocidal and unjust dominant international development paradigm ● To introduce examples of non-European political ontologies with respect to environment and environmental governance		
Thematic units: *(if needed, the weekly work schedule is established taking into account the organizational*	1. Environmental rights in international law and regional legislature 2. Interdisciplinary presentation of global environmental change and international policy responses 3. Interdisciplinary presentation of ethical aspects of global environmental change and the perspectives on development 4. Global South and non-European alternatives to 'development' 5. Social attitudes and movements in South-Eastern Europe concerned with environmental sustainability and development costs		

units' peculiarities)	6. Alternative visions of just sustainability and sustainable wellbeing 7. Ontology and metrics for alternative development pathways
Learning outcomes:	Knowledge of drivers and impacts of global environmental change. Understanding of a spectrum of perspectives on nature and development beyond the dominant paradigm. Knowledge of environmentalism trends peculiar to SEE and awareness of major social movements. Understanding of the interdisciplinary connections between social injustice and environmental collapse. Upon completion students will be able to assess the impacts of social choices on global environmental change and its impact on human rights of different social groups.
Teaching methods:	Teaching methods include a combination of lectures with discussions and group work, video and audio media presentations and roleplay.
Sustainable development goals (SDG)	Goal 1: No poverty Goal 3: Ensure healthy lives and promote wellbeing for all at all ages Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all Goal 10: Reduce inequality within and among countries Goal 12: Ensure sustainable consumption and production patterns Goal 13: Take urgent action to combat climate change and its impacts Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Knowledge assessment methods with grading system[1]:	Students are required to attend classes (at least 80% of the total hours). They must read the assigned literature before lectures and actively participate in discussions and workshops. Knowledge assessment consists of a short written assignment. Students will be awarded 3 ECTS credits based on: − regular attendance (80%) of lectures and workshops; − active participation in class activities; − points earned through the evaluation of the written assignment. Upon course completion, students will evaluate the course, including its content, teaching methods, and individual lecturers, availability of resources, as well as the course as a whole, through an online questionnaire.
Literature[2]:	**Mandatory readings**

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[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.**

[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.**

Carević, M. (2016) 'The principle of common but differentiated responsibilities and its transformation in the Paris Agreement', in Domazet, M. (ed.) Ecology and Justice: Contributions from the margins. Zagreb: Institute for Political Ecology, pp. 77–93. (15pp)

Domazet, M. (2025). Degrowth Doughnut. In A. Nelson & V. Liegey (Eds.), Routledge Handbook on Degrowth (p. Ch 16). London: Routledge. (20pp)

Dresner, S. (2008) 'Introduction', The Principles of Sustainability. London: Earthscan, pp. 1-5 (5pp)

Grant, Evadne (2015), International human rights courts and environmental human rights: re-imagining adjudicative paradigms, Journal of Human Rights and the Environment, Vol. 6 No. 2, September 2015, pp. 156–176 (20pp)

IPCC (2023) Chapter 13: Section 13.8: Vulnerable Livelihoods and Social Inequality, pp. 1865-1867; 1870 (4pp). In Bednar-Friedl, B., et al. (eds.) Europe. In: Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [H.-O. Pörtner, D.C. Roberts, M. Tignor, E.S. Poloczanska, K. Mintenbeck, A. Alegría, M. Craig, S. Langsdorf, S. Löschke, V. Möller, A. Okem, B. Rama (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY, USA, pp. 1817–1927, doi:10.1017/9781009325844.015

Krüger, O., Domazet, M. and Dolenec, D. (2016) 'Rejecting the post-political response to climate change: introducing the European egalitarian environmentalist', Socijalna ekologija, 25(1–2), pp. 167–188. doi: 10.17234/SocEkol.25.1.5. (20pp)

Sólon, P. (2018). THE RIGHTS OF MOTHER EARTH. In V. Satgar (Ed.), The Climate Crisis: South African and Global Democratic Eco-Socialist Alternatives (pp. 107–130). Wits University Press. https://doi.org/10.18772/22018020541.10 (23pp)

United Nations General Assembly, resolution, 26 July 2022: The human right to a clean, healthy and sustainable environment, A/76/L.75 (5 pages)

Suggested readings

Boyle, Alan (2012), Human Rights and the Environment: Where Next? The European Journal of International Law Vol. 23 no. 3, 613–642

D'Alisa, G. and Kallis, G. (2016) 'A political ecology of maladaptation: Insights from a Gramscian theory of the State', Global Environmental Change, 38, pp. 230–242. doi: 10.1016/j.gloenvcha.2016.03.006.

Domazet, M. (2019). Degrowth-compatible Common Senses in Croatia. Südosteuropa Mitteilungen 05–06: 158–168.

Domazet, M. and Ančić, B. (2019) 'Complementarity between the EJ movement and degrowth on the European semiperiphery: An empirical study', Ecological Economics, 157, pp. 120–128. doi: 10.1016/j.ecolecon.2018.11.006.

Dresner, S. (2008) 'Ch 8: The Ethics of Sustainability', in The Principles of Sustainability. London: Earthscan, pp. 129–144.

Francioni, Francesco (2010), International Human Rights in an Environmental Horizon, The European Journal of International Law Vol. 21 no. 1, 41-55

Imeri, B. (2023) POLLUTION AND THE HUMAN RIGHTS OF MARGINALIZED GROUPS: INEQUITABLE EXPOSURE OF ROMA COMMUNITY TO UNHEALTHY ENVIRONMENTS IN KOSOVO. MA Thesis, ERMA. University of Sarajevo – University of Bologna.

Kalem, M. (2020) #FRIDAYSFORFUTURE – BEYOND THE HASHTAG ON YOUTH ACTIVISM FOR CLIMATE JUSTICE: A CASE STUDY OF SLOVENIA'S YOUTH FOR CLIMATE JUSTICE (MLADI ZA PODNEBNO PRAVIČNOST MZPP). MA Thesis, ERMA. University of Sarajevo – University of Bologna.

Manual on Human Rights and the Environment, Council of Europe, 2012 https://www.echr.coe.int/documents/d/echr/dh_dev_manual_environment_eng

Medak, T., Domazet, M. and Rilović, A. (2020) 'Degrowth', in Encyclopedia of the World's Biomes. Elsevier, pp. 287–295. doi: 10.1016/B978-0-12-409548-9.12081-0. (7pp)

Rajamani, Lavanya (2010), The Increasing Currency and Relevance of Rights-Based Perspectives in the International Negotiations on Climate Change, Journal of Environmental Law 22:3, 391-429

Rammelt, C. F. et al. (2023) 'Impacts of meeting minimum access on critical earth systems amidst the Great Inequality', Nature Sustainability, 6(2), pp. 212–221. doi: 10.1038/s41893-022-00995-5.

Report of the Independent Expert on the issue of human rights obligations relating to the enjoyment of a safe, clean, healthy and sustainable environment, John H. Knox, Mapping report, A/HRC/25/53 (21 pages)

Shelton, Dinah (2010) Developing substantive environmental rights, Journal of Human Rights and the Environment, Vol. 1 No. 1, March 2010, pp. 89–120

Špirić, J. (2018) 'Ecological distribution conflicts and sustainability: lessons from the post-socialist European semi-periphery', Sustainability Science, 13(3), pp. 661–676. doi: 10.1007/s11625-017-0505-6.

Supreme Court of the Netherlands (2019) The State vs. Urgenda. Den Haag: SCN, pp.1-6

Tomašević, T, Leljak-Gracin, Ž (eds.) (2014) Legal Instruments for the Environmental Protection, Zelena akcija, Zagreb.

	UNEP(2015)Factsheet on Human Rights and the Environment. UNEP and UNCTAD (1975) The Cocoyoc Declaration. International Organization 29(3): 893–901.