

COURSE OUTLINE

(1) GENERAL

LECTURER	Dr. Hara Kouki		
SEMESTER (fall/spring)	Fall		
SCHOOL	School of Social Sciences		
ACADEMIC UNIT	Sociology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	DIKK220	SEMESTER	
COURSE TITLE	Sociology of Rights		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background Scientific Area Courses		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes, upon request and on the basis of preparing an essay and presenting it in the course (in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=4122		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

Students are expected to:

Learning outcomes

- Familiarize themselves with the different classifications and generations of rights
- Be able to understand in which ways the current edifice of rights has been structured, based on laws, international, European and state institutions and declarations, obligations, NGOs, activism
- Clarify the historical formation of concepts, institutions and practices of rights through collective struggles
- Develop central arguments of the basic questions that run through the rights discourse (cultural relativism or universalism, humanitarian interventions, religious freedom, etc.)
- Understand the content, normative scope and importance of securing fundamental rights to alleviate inequalities and limit state arbitrariness
- Understand the relativity, limitations and instrumentalization of rights culture
- Develop a theoretical and empirical understanding of key campaigns that define rights culture
- Distinguish and develop the critiques exercised by the perspective of immigrant and refugee communities, feminist studies and struggles, the global South and postcolonial studies, as

well as the idea of 'commons' towards rights culture

Skills

- Develop critical thinking in relation to the discourse on rights
- Recognize internal and external contradictions of rights' legislation and arguments
- Recognize the historical formation of rights through social movements, collective struggles and revolutions

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim? Project planning and management

Search for, analysis and synthesis of data and

information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others

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- Autonomous work - Group work
- Exercise planning and management
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Promotion of free, creative and inductive thinking
- Exercise criticism and self-criticism and develop critical thinking, especially in relation to what seems self-evident
- Pursuit of social responsibility and empathy in matters of gender and race

(3) SYLLABUS

In the context of the successive crises we have experienced in recent years, the ability to claim our legally guaranteed rights seems like a safeguard that ensures the need for individual freedom, social well-being and social justice. And, indeed, the rhetoric around rights is presented after 1989 as the only (legitimate) way to express and understand what is right and what is wrong, what is unjust and what is just. However, rights are not a natural certainty cut off from time, space and human energy, an ideal condition that pre-exists and is about to prevail.

This course introduces a sociological perspective to rights and treats them as an idea that has a history, and unfolds through specific vocabularies, images, practices, institutions and actions and is shaped through power relations and in different places and times. This view challenges notions of the neutrality or sacred idea of law by seeking to explore the processes through which rights take on organizational, legal, institutional or cultural forms. Every right is initially a claim: thus, we explore how the edifice of rights is constantly (re)shaped through revolutions, labor struggles and social movements that challenge state violence and social inequality and claim a just and caring world, but also the at the same time how rights become a form of power contributing to exclusions. Thus, through specific episodes and stories of communities, this route allows us to see both the limits and perspectives of rights.

The 13 lectures are divided into two sections: the first offers a genealogy of rights as we experience them today, while the second questions this edifice through critiques of specific communities.

Indicative module structure:

Introductory Meeting

- Getting to know each other
- Introduction to the problems, topics and methodology of the course.
- Presentation of topics for optional assignments to the students

Section A: Genealogy of rights

- Historical origins and transformations: from natural to positive law, from individual and political to socio-economic and cultural rights
- International and European organizations and declarations, NGOs and rights activism
- Central questions: cultural relativism or universality of rights, individual or collective rights, state or international law (and the right to humanitarian intervention), natural or positive law (ethics or law)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	<ul style="list-style-type: none"> Projecting slides for the lectures Use of technological tools (videos, polls, jamboard, etc.) for participatory exercises during the lectures Support of the learning process through the electronic platform moodle (elearn) 	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	36
	Study and analysis of bibliography	26
	Independent optional study	23
	Critical Analysis of Audiovisual Material	20
	Interactive Teaching	10
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>The degree may depend in part on,</p> <ol style="list-style-type: none"> the final exam (100%), or the final exam (70%), and one paper (30%) <p>The written examination includes:</p> <ol style="list-style-type: none"> Multiple choice questions Short responses Open ended questions <p>Optional Assignment (30%) 1,500 words, 30% of the mark, provided that the final exam will be passable.</p> <p>The objective of the assignment is to summarize and develop a critical positioning in the study of issues discussed during the semester. Clarifications of the assignments, as well as the grading criteria, will be made known to students at the beginning of lectures and posted on the course website.</p>	

(5) ATTACHED BIBLIOGRAPHY

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- American Anthropological Association (1947), Statement on Human Rights
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- DeGooyer, S., Hunt, A., Maxwell, L., & Moyn, S. (2018). The right to have rights. Verso Books.
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- Kapur, R. 2002. The Tragedy of Victimization Rhetoric: Ressurecting the 'Native' Subject in International/Post-Colonial Feminist Legal Politics. Harvard Human Rights Journal 15:1, 1-37
- Mutua, M. 2001. Savages, Victims, and Saviors: The Metaphor of Human Rights, 42 Harvard International Law Journal, 201 (2-10)
- Rachels, J., 1999, The Challenge of Cultural Relativism, in The Elements of Moral Philosophy, Random House, 616-623