

**Course Outline**

**Part I**

Course Title:	Understanding Human Rights 人權初探
Course Code:	GEG1016
Department:	EPL
Credit Point:	3
Contact Hours:	39
Pre-requisite(s):	GEE1001

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**Part II**

**Synopsis**

This module provides a platform through which students can acquire understanding of conceptions, international and local documents of human rights, and how human rights can be protected through international and local organizations. Students will be required to analyze human rights issues, particularly pertinent to the Hong Kong context, from local, national and global perspectives. They may explore human rights issues in schools. The module may provide opportunity for students to interact with local NGOs on human rights for the nurturing of skills and attitudes for the upholding of human rights.

**Course Intended Learning Outcomes (CILOs)**

- CILO1. Acquire critical understanding of conceptions and mechanism of international and local protection of human rights;
- CILO2. Be sensitive to rights violation and protection;
- CILO3. Acquire attitudes and skills pertaining to participation to uphold and defend human rights;
- CILO4. Rethink the balance between rights and responsibilities;
- CILO5. Apply rights-based approach to analyze current global and local human rights issues critically and arrive at informed personal judgment over such issues; and
- CILO6. Employ human rights framework to solve problems at school settings and in our daily lives.

## Content, Teaching & Learning Activities

Course Content	CILOs	Teaching & Learning Activities
1. Debates on current controversial human rights issues at local, national and global levels, particularly pertinent to Hong Kong context, e.g. poverty, war, sustainable development.	<i>CILO</i> <sub>1,2</sub>	Lecture, debate, movie appreciation, class discussion
2. Understanding and application of conceptions of human rights and responsibilities in addressing the controversial human rights issues.	<i>CILO</i> <sub>1,2</sub>	Lecture, class discussion
3. Historical development and types of human rights	<i>CILO</i> <sub>1,2</sub>	Lecture, class discussion
4. Important international documents on human rights, such as, Universal Declaration of Human Rights, International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, Convention on the Rights of the Child	<i>CILO</i> <sub>1,2</sub>	Lecture, movie appreciation, class discussion
5. Human rights, globalization and global citizenship	<i>CILO</i> <sub>3,4</sub>	Lecture, class discussion
6. Current debates on the conceptions of human rights, e.g. universality versus particularity; human rights versus national sovereignty; human rights and Asian values	<i>CILO</i> <sub>2,4</sub>	Lecture, debate, class discussion
7. Application of international documents and related legal documents for the protection of human rights in Hong Kong	<i>CILO</i> <sub>5,6</sub>	Lecture, guest lecture, court visit, class discussion
8. International and local organizations for the protection of human rights	<i>CILO</i> <sub>3,5</sub>	Lecture, guest lecture, class discussion
9. Human rights, human rights education and schooling	<i>CILO</i> <sub>3,6</sub>	Lecture, class discussion

## Other Teaching and Learning Activities

1. In the classroom: group discussion.
2. Outside classroom: reading of assigned literature, websites and recommended materials, research for group presentation, research for writing a paper, dialogue via e-mail and blackboard, may also have NGO visit, field trip, study visit, consultation and meeting with lecturer.

## Assessment

Assessment Task	Weighting (%)	CILOs
a. Individual paper: Students are required to write an essay on a topic agreed with the module lecturer. The essay should focus on an issue or a topic related to human rights issues in Hong Kong. It is an academic paper and should show that students are able to achieve some of the above CILOs. Plagiarism will lead to serious consequences, including facing disciplinary procedure. (2,000 words by each student)	65	CILO <sub>1-6</sub> more emphasis on application and rethinking
b. Group presentation: Suggested topics are listed out in the course outline but students may propose their desired topics subject to module instructor's approval. Presentation should not be a reading of written scripts. Interaction with other students during the presentation is encouraged. At least one fourth of the time allowed for each group is allocated for questions raising by floor. Students are encouraged to use all kinds of presentation techniques such as power-point, chalk-and-talk, small group discussion, audio-visual presentation, games, role play, drama, quiz, work sheet, and any other computer aided instruction.	30-35	CILO <sub>1-6</sub> more emphasis on understanding
c. Peer evaluation: There may be peer evaluation. If so, a student may give 0-5 marks to her group members according to their commitment in the preparation of the presentation. For details of the above requirements and assessment, please refer to the rules of presentation and paper. One mark would be deducted for each day of late submission.	0-5	CILO <sub>1,6</sub>

### Required Text(s)

1. 羅敏威 (2009) 《香港人權法新論》，香港：香港城市大學出版社

### Recommended Readings

1. Johannes Chan and Yash Ghai (1993) The Hong Kong Bill of Rights: A Comparative Approach, Butterworths Asia.
2. Osler, A. and Starkey, H.(1996). Teacher education and human rights. London: David Fulton Publisher.
3. Osler, A. and Starkey, H.(1998). Children's rights and citizenship: Some implications for the management for schools. The International Journal of Children's Rights, 6, 313-333.
4. Raymond, W. (ed.)(1992) Human Rights in Hong Kong, Oxford University Press.
5. Steiner, H J and Alston, P. International Human Rights in Context – Law, Politics, Morals (2ndedition), Oxford University Press 2000.
6. 陳文敏《人權在香港》廣角鏡1990。

7. 利厄 萊文著（1989），張彤等譯（1990）：《人權：問題與答案》，UNESCO，香港，商務。
8. 陳祖為（1994）：《亞洲國家對人權的挑戰評議》，明報月刊342期。
9. 戴耀廷（1997）：「人權與校規」，《太陽花。第五期》，國際特赦組織香港分會。
10. 梁恩榮·劉傑輝（1999），人權教育，『政治教育在香港：理論與實踐』，香港，香港基督徒學會。
11. Donnelly, J.（1999）。傑克·唐納利著；王浦劬 ... [et al.]譯；王浦劬統校（2001）：《普遍人權的理論與實踐》，北京，中國社會科學出版社。
12. Betty A. Reardo著、蔣興儀/簡瑞容譯（2002）：《人權教育 - 權利與責任的學習》，高等教育文化事業有限公司。
13. 杜鋼建（2004）：《中國近百年人權思想》，中文大學出版社。
14. 香港特別行政區政府（2005）：中華人民共和國香港特別行政區參照《公民權利和政治權利國際公約》提交的等二次報告。

### **Other Core Documents**

1. *Universal Declaration of Human Rights 1948*
2. *International Convention on the Elimination of All Forms of Racial Discrimination 1965 ICERD*
3. *International Covenant on Civil and Political Rights 1966 ICCPR*
4. *International Covenant on Economic, Social and Cultural Rights 1966 ICESCR*
5. *Convention on the Elimination of All Forms of Discrimination against Women CEDAW*
6. *Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment 1984 CAT*
7. *Convention on the Rights of the Child 1989 CRC*
8. *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families 1990 ICRMW*
9. *Convention on the Rights of Persons with Disabilities 2006 CRPD*
10. *The Basic Law of the HKSAR of the PRC*
11. *Hong Kong Bill of Rights Ordinance, Cap. 383*

### **Related Web Resources**

1. United Nations High Commissioner for Human Rights: <http://www.ohchr.org>
2. Human Rights Reports, Constitutional and Mainland Affairs Bureau:
3. [http://www.cmab.gov.hk/en/press/reports\\_human.htm](http://www.cmab.gov.hk/en/press/reports_human.htm)
4. Judgments: <http://legalref.judiciary.gov.hk/lrs/common/ju/judgment.jsp>

### **Related Journals**

1. *International Journal of Human Rights*

### **Others**

Any suggestion to improve this outline, feel free to contact Mr. Chong at D2 1F 46 or 2948-7901