



Bachelor of .....Program in.....(International Program)

Degree Level  Bachelor's Degree  Graduate Diploma  
 Master's Degree  Higher Graduate Diploma  Ph.D.  
Mahidol University International College  
..... Division

Course Title  
Course Code

## TQF3 Course Specification

### Section 1 General Information

#### 1. Course Code and Title

Thai	ICSO 332 สิทธิมนุษยชน
English	ICSO 332 Human Rights ICIR 313 Human Rights and International Relations

#### 2. Number of Credits4 (4-0-8)

(Theory ... hrs. Self-study ... hrs Practice ... hrs. / week)

#### 3. Curriculum and Course Type

3.1 Program of Study Offer in all International College undergraduate programs  
3.2 Course Type Specific Course

#### 4. Course Coordinator and Instructor

##### 4.1 Course Coordinator

(Name – Department – Contact: phone no. and e-mail address)

##### 4.2 Instructor

Dr Mike Hayes – Institute for Human Rights and Peace Studies. (66) 2-441-0813-5 michael.ger@mahidol.ac.th

#### 5. Trimester/Class Level

5.1 Trimester As specified in the SSD annual schedule .....

Class Level

5.2 Number of Students Allowed Approximately...40....Students

#### 6. Pre-requisite

.....None.....

#### 7. Co-requisites

..... None



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8. Study Site Location: MUIC

9. Date of Preparation/Latest Revision of the Course Specifications

Day..1.....Month December .....Year 2019.....



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## Section 2 Aims and Objectives

### 1. Course Goals

2. This course will outline the major historical, philosophical, legal and institutional contexts of Human Rights. It examines how Human Rights are formulated in the key instruments, and the key elements of the various rights, such as women's, children's and migrant worker's rights. The course is intended as an introduction to the basic social, legal, and political issues, and how they work in a global context. The course will examine the implementation of Human Rights in Asia, and focus specifically on the issues relevant to Asia.

*Course Goals:* From the overview perspective of the course instructor, based on the principles, knowledge and skills related to the Program, describe the learning skill the students can develop and apply for further study or work in the future according to the goals set by the instructor in-charge. This has to correspond to the program goals.

### 2. Objectives of Course Development/Revision

#### 2.1 Course Objectives

- Describe the historical formation and philosophical rationale of Human Rights
- Detail the contents of the major Human Rights instruments
- Understand the role of advocacy and education in the dissemination of human rights
- Explain major contemporary debates on Human Rights
- Outline Human Rights issues of current importance in South East and East Asia
- Describe protection of human rights by the United Nations, and Human Rights organizations such as Amnesty, and Human Rights Watch.

*Course Objectives:* Describe in detail the knowledge, understanding, skills and abilities of students after the course learning achievement, from the perspective of the course instructor in-charge. The objectives can be written based on the domains of learning (cognitive, affective, psychomotor, etc.)

#### 2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to



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- 
- CLO1 Describe the historical formation and philosophical rationale of human rights
  - CLO2 Detail the rights in the major human rights instruments
  - CLO3 Apply human rights standards to real life situations
  - CLO4 To explain, analyze and evaluate major contemporary debates on human rights
  - CLO 5 Outline significant human rights issues of current importance in South, Southeast and East Asia.
  - CLO 6 Evaluate the response of States in Asia to human rights

**Remarks:**

- A. "The course-level expected learning outcomes (CLOs)": Based on the course objectives, explain the knowledge, abilities and skills of students that can be measured and evaluated to make sure that the students get the learning experience, pass the course evaluation based on criteria defined, and achieve the objectives in section 2.1 and the performance based on the standards defined.
- B. A good CLO should consist of 3 structural components:
  - 1. AN ACTION VERB: Identify the ability or skill that the students must perform to be observed or measured.
  - 2. LEARNING CONTENT: Identify the knowledge that the students will gain and apply for other courses in the program or for future work.
  - 3. CRITERIA OR STANDARD: Identify the criteria or standards of competency defined in the course to judge the students' achievement.
- C. In a CLO, more than one learning domain can be included.
- D. Each course should have about 4 – 8 CLOs.



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### Section 3 Course Description and Implementation

#### 1. Course Description

(In Thai)..... Course Goals should be reflected มโนทัศน์เรื่องสิทธิมนุษยชนจากแง่มุมของปรัชญา ประวัติศาสตร์ และกฎหมาย สิทธิมนุษยชนในกฎหมายระหว่างประเทศในปัจจุบัน อนุสัญญาระหว่างประเทศและสหประชาชาติ สิทธิปัจเจกชน อาชญากรรมสงคราม การปกป้องชนกลุ่มน้อย สิทธิทางเศรษฐกิจและทางวัฒนธรรม

(In English) The concept of human rights in philosophical, historical, and legal perspective; human rights in contemporary international law; international conventions and the United Nations; individual rights; war crimes; the protection of minorities; economic, and cultural rights.

#### 2. Number of hours per trimester

Theory (hours)	Practice (hours)	Self-study (hours)
48		96

#### 3. Number of Hours per Week for Individual Advice

- 4 hours/week
- Online or in person meeting to be arranged with lecturer.

Identify the following information: The process or method that the person in-charge uses and time allocated for individual students.



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#### Section 4: Development of the expected learning outcomes

1. A brief summary of the knowledge or skills expected to develop in students; the course-level expected learning outcomes (CLOs)  
By the end of the course, students who successfully complete the course will be able to:

- CLO1 Describe the historical formation and philosophical rationale of human rights
- CLO2 Detail the rights in the major human rights instruments
- CLO3 Apply human rights standards to real life situations
- CLO4 To explain, analyze and evaluate major contemporary debates on human rights
- CLO 5 Outline significant human rights issues of current importance in South, Southeast and East Asia.
- CLO 6 Evaluate the response of States in Asia to human rights

2. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

Course Code	Teaching and learning experience management	Learning outcomes measurements
CLO1	Lecture, discussion,	Written assessment, participation
CLO2	Lecture, discussion, legal analysis	Group work
CLO3	Lecture, discussion, case studies	Take home, group work
CLO4	Lecture, discussion, debate	Written assessment discussion and participation
CLO 5	Lecture, discussion, case studies	Written assessment discussion and participation
CLO 6	Lecture, discussion, case studies, documentary evidence	Take home, group work



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## Section 5 Lesson Plan and Evaluation

### 1. Lesson Plan

Class	Topic/Details	Number of hours		Online Sessions	On-Campus	Instructors	Note
		In-Class sessions	Lab sessions				
1	Introduction to Human Rights: Major Concepts	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
2	Basic Human Rights Instruments: UDHR,	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
3	Basic Human Rights Standards: ICCPR and ICESCR	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
4	Human Rights at the United Nations	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
5	Women and Human Rights	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
6	Children and Human Rights	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
7	Migrant issues: Refugees,	4		x	x	Mike Hayes	All classes are on campus with a zoom connection



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Class	Topic/Details	Number of hours		Online	On-	Instructors	Note
8	Migrant issues: Trafficking	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
9	Migrant issues: Migrant Workers Rights	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
10	Statelessness	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
11	Human Rights and Sexuality	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
12	ICC: Individual Criminal Responsibility	4		x	x	Mike Hayes	All classes are on campus with a zoom connection
13	<b>Final Exam</b>	4		x			
	Total	48					

\*This example is based on a 4-credits class with 38 enrolled students and allocated room capacity of 20 students max.

## 2. Evaluation of the CLOs

### 2.1 Measurement and Evaluation of learning achievement

#### a. Formative assessment

Participation: Students are expected to prepare for the class, participate in group learning activities, and engage in discussions





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HR Violations take home test: Students will be given two weeks to analyze human rights violations in two case studies .

Country Case Study research Project: Students will be given two weeks to analyze the human rights record of any country through the United Nations Universal Periodic Review mechanism.

Term Paper on human rights issue: Student will write a 2,000 word research paper on the human rights of a vulnerable group (stateless, migrant workers, sexual minorities, refugees or trafficked victims

**b. Summative assessment**

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
		Week	Percentage Pass/fail
<b>CLO 1, 3, 4, 6,</b>	<b>Class Attendance/ Participation</b>	<b>1-12</b>	<b>10</b>





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magazines, and other research resources.

A major part of the original research is to engage with the reading and research on a critical level. You cannot only read and describe, but must give the context to the work you read, and also engage critically (that is evaluate) this work.

Finally you must clearly demonstrate your research. This means the research must be presented properly by being accurately referenced so that the paper clearly displays the research you have undertaken.

Logical essay structure. The term paper is in the category of an academic paper. It must conform to the standards of this genre. This means, it must have an introduction; it must give the theoretical, social, political context; it must have a conclusion. Further, the argument must be logical in its structure, and convincing in what it claims. You may need to develop counter arguments or explain contentious points of view depending on the argument you take.

Technical proficiency (essay format, bibliography, and referencing). While this is not a major concern, it is expected that students are professional in the presentation of their work, and that they check the spelling, grammar, referencing and page layout. At this level, students should be presenting work of a near publishable standard.

*Judgment of the learning outcomes in the general education courses*

- a. Use the symbols O, S, and U or the A, B, ... and F.
- b. Identify the judgment standard for each symbol.
- c. Identify the symbol deemed as “pass.”

(3) Re-examination (if the course allows any)

None

*Re-examination:* Explain the situation in which the course will provide students with re-examination and the judgement of the re-examination results.

### 3. Students' Appeal

Firstly level of appeal is to the lecturer. Student can appeal in writing stating their complaints. If there is no resolution student an appeal to director of program and request an independent evaluation.

Appeals of personal issues an be made directly to the program director.

*Identify the following information:* The method or channel the students will appeal to the course, the staff member who receives the appeals and processes or procedures



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## Section 6 Teaching Resources

### 1. Required Texts

2. SHAPE-SEA, 2015. *An Introduction to Human Rights in Southeast Asia: A Textbook for Undergraduates*. 2 Vols. Bangkok: SEAHRN,
3. Roger Normand and Sarah Zaidi 2008. "The Universal Declaration of Human Rights." *Human rights at the UN : The Political History Of Universal Justice*. Bloomington: Indiana UP: 177-198.
4. Amnesty International. 2019. *World Death Penalty Report*. London: Amnesty. [Here](#)
5. UNHCR. 2019. *Refugee Movements in Southeast Asia*. [Here](#)
6. OHCHR. "UN Fact Sheet: The Rights of Migrant Workers." Fact Sheet 24.rev 1. Geneva: United Nations.
7. Tomoko Nishimoto, 2018. "Labour rights: The means to tackle human trafficking" ILO op-ed, 7 July 2018. [Here](#).
8. Ronald Weitzer. 2014. "New Directions in Research on Human Trafficking." *The ANNALS of the American Academy of Political and Social Science* 6: pp 6-24. [Here](#)
9. The Equal Rights Trust. 2010. "Introduction." *Unravelling Anomaly: Detention, Discrimination and the Protection Needs of Stateless Persons*. London, July 2010
10. Partners for Law in Development. 2004. "Foundational Framework of CEDAW." *CEDAW: Restoring Rights to Women*. New Delhi: PLD. [Here](#)
11. CEDAW General Recommendation No. 19: Violence against women (1992)
12. UNICEF. 2012. "Frequently Asked Question on the Convention of the Rights of the Child." Geneva: UNICEF. [Here](#)
13. ICC. 2018. *The International Criminal Court*. ICC: The Hague. [Here](#)
14. Jessica Hatcher-Moore. 2017. "Is the World's Highest Court Fit for Purpose?" *The Guardian*. 5 April. [Here](#)

### 15. Suggested Materials

16. **Audio Visual:**
17. SHAPE SEA. "The Fundamentals of Human Rights" (32 minutes). Available [here](#):
18. Ted-Ed "What are the Universal Human Rights?" (5 minutes) [Here](#)
19. Australian Human Rights Commission. "What are human rights?" (5 minutes) [Here](#)
20. Allversity. "Principles of Human Rights" (6 minutes). [Here](#)
21. Shami Chakrabarti, "Human Rights in the 21st Century" TEDx UCL. (11 Minutes) [Here](#)
22. United Nations. "Universal Declaration of Human Rights" (6 minutes) [Here](#)
23. Oxford Law Faculty, "How Eleanor Roosevelt Won the Battle For Human Rights" (15 min) [Here](#).
24. OHCHR. "50th anniversary of the two International Covenants: stories of impact" (6 minutes). [Here](#)
25. MOOC Chile. Introduction to Human Rights | Lesson 11: "Economic, Social and Cultural Rights." [Here](#)
26. FAO Policy. "The Right to Food" (3 minutes). [Here](#)



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27. UN Human Rights. The UN Human Rights treaty body system (39 minutes). [Here](#)
28. Council on Foreign Relations. “Five things to know about the Human Rights Council” (6 minutes)
29. SHAPE SEA Textbook class on Refugees (25 Min) [Here](#)
30. The Ethics Centre: “James C. Hathaway on the 1951 Refugee Convention” (20 min), [Here](#)
31. Short film: “Uno” by Javier Marco. [Here](#)
32. ABC, Australia, 2019. “The Invisible Man.” (writer Anna Funder). *Australian Story*. 30 min. [Here](#) or [Here](#)
33. SHAPE SEA Textbook class on Migrant Workers (25 Min) [Here](#)
34. ILO “Better understanding migrant workers in Thailand” (5 minutes). [Here](#)
35. UNESCAP “Background on migration in Asia Pacific” (5 min.). [Here](#)
36. UNRISD. The Migrant Workers Convention. (7 min) [Here](#)
37. Wocomo “Qatar 2022 World Cup: Forced labour and human rights abuses against migrant workers” (10 min). [Here](#)
38. Aljazeera. “Inside Story - The plight of Qatar's migrant workers” (25 min). [Here](#)
39. Rothna Begum, TEDxGateway. “The invisible migrant workers in the Gulf.” (20 min.). [Here](#)
40. UN Women and UNODC. “Fighting Human Trafficking in Southeast Asia” [Here](#)
41. ITUCCSO, 2019. Migrant domestic workers in the Gulf: Trafficking and forced labour. [Here](#)
42. Human Rights Watch. “Thailand: Forced Labor, Trafficking Persist in Fishing Fleets.” (15 min) [Here](#)
43. Vice News Special: Persecution/Left for dead/Human trafficking in Southeast Asia. [Part one](#), [Part two](#), [Part three](#):
44. SHAPESEA “Class on Statelessness” (22 min) [Here](#)
45. Institute of Statelessness. “Statelessness and Refugees: Understanding the nexus” (21 min). [Here](#)
46. Aljazeera. Inside story on statelessness (25 min.). [Here](#)
47. Chinese news media. Bangladeshi refugee camps (8 min.). [Here](#)
48. UHCR, Leal's Story (5 min). [Here](#)
49. Stateless in Singapore (6 min). [Here](#)
50. SHAPE SEA Textbook class on Women (25 Min) [Here](#)
51. Equality and Human Rights Comm. “CEDAW - women's human rights explained” (2 min). [Here](#)
52. UN Women. “Progress on gender equality in Viet Nam through a CEDAW lens” (5 min) [Here](#)
53. Council on Foreign Relations. “Women's Rights as Human Rights: The Path to Full Participation.” (50 min). [Here](#)
54. SHAPE SEA Textbook class on Child Rights (25 Min) [Here](#)
55. MOOC Chile. “Introduction to Human Rights (Lesson 21): Rights of the Child.” (13 Min)
56. The Atlantic: “Inside Juvenile Detention” (8 min). [Here](#)
57. Human Rights Watch. “Hazardous Child Labor on Indonesian Tobacco Farms.” (7 min). [Here](#)
58. Open University. The International Criminal Court.” (20 min). [Here](#):
59. Al Jazeera. “Inside Story: Does the ICC Target African States?”(25 min) [Here](#)
60. Human Rights Watch. “Japan: Compelled Sterilization of Transgender People” (5 min) [Here](#)
61. Human Rights Watch. “Indonesia: Anti-LGBT Crackdown Fuels Health Crisis.” (3 min) [Here](#)
62. Ro Habler. *Stonewall Forever*. (25 Min) [Here](#)
63. SHAPE SEA Textbook class on Sexuality (25 Min). [Here](#)
64. Stephen Fry. *Out There Part One* (58 Min) [Here](#)



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65. Other Resources (if any)

66. Sepulveda, Magdalena, et al, *Human Rights Reference Book*. Costa Rica: University for Peace, 2004. Available [here](#)
67. Wolfgang Benedek, ed. *Understanding Human Rights*. Austria: European Training and Research Centre for Human Rights and Democracy (ETC). 2006. Available [here](#)
68. Steiner, Henry, Philip Alston and Ryan Goodman, *International Human Rights in Context*, 3rd. ed. Oxford, Oxford University Press, 2008.
69. Rhona Smith. *Textbook on International Human Rights*. 4th ed. Oxford: Oxford University Press, 2009.
70. Michael Goodhard, Ed. *Human Rights: Politics and Practice*. Oxford: Oxford University Press, 2009.
71. Andrew Clapham. *Human Rights: A Very Short Introduction* Oxford: Oxford University Press, 2007
- 72.



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## Section 7 Evaluation and Improvement of Course Implementation

### 1. Strategy for Course Effectiveness Evaluation by Students

- a. Student evaluations of content covered
- b. Student suggestions for improvements to the course

### 2. Strategy for Teaching Evaluation

- a. Student evaluations of content covered
- b. Student suggestions for improvements to the course

### 3. Teaching Improvement

- a. Workshop for all Divisional faculty

### 4. Verification of Standard of Learning Outcome for the Course

- a. Examinations, class participation, one on one discussions with students
- b. Review of all Divisional examination papers by the Divisional Standards Committee

*Describe the process used to verify student achievement in accordance with the course learning outcomes, such as the passing score test, test analysis, or assignment. The processes may be different for different courses or for different learning outcomes.*

### 5. Revision Process and Improvement Plan for Course Effectiveness

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#### Remarks:

- a. Identify ways to gain information used as input to evaluate the course effectiveness. The information includes teaching assessment, such as data from classroom observers and a teaching team or the student's academic performance. Also identify the analysis methods of the input data for teaching and course management improvement.



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b. Describe mechanisms and methods to improve the course teaching and effectiveness such as an Executive Board Meeting to review and improve the course (which is reported in the TQF5 in every trimester), classroom research, and workshops for teaching improvement.





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## Appendix

### Relations between the course and the program

**Table 1** Relations between the course and the PLOs

Course Name.....	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
(Course Code) .....								

**Remarks :** Show the level of the course management with the symbols I, R, P, and M. This must correspond to the curriculum mapping written in the TQF2.

**Table 2** Relations between CLOs and PLOs

(Course Code) .....	PLOs							
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1 .....	1.1			4.2				
CLO2 .....			3.4					
CLO3 .....	1.3							
CLO4 .....	1.4						7.2	

**Remarks:**

- a. Each CLO should clearly correspond to the PLO at the SubPLO level to show a clear connection.
- b. Describe the PLOs and SubPlos only referred to in the course in “[Table 3](#) PLOs that the course is responsible for”.

**Table 3** PLOs that the course is responsible for

PLOs	SubPLOs
PLO1 .....	1.1 .....
	1.3 .....
	1.4 .....
PLO3 .....	3.4 .....
PLO4 .....	4.2 .....
PLO7 .....	7.2 .....



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