

Degree	Type	Year
International Relations	OT	4

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Language requirements

To successfully follow the course, students are expected to have an advanced level of English, as both the lectures and the reading materials will be entirely in this language. In addition, a working knowledge of Spanish and/or Catalan is recommended to ensure effective collaboration in group assignments.

Citation and authorship guidelines

All written assignments must include proper referencing of all sources used (quotations, bibliography, and references). Failure to provide this information will negatively impact the final grade of the respective task.

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as bibliographic or information searches, text correction, translations, or other specific situations where deemed appropriate. The student must clearly identify which parts have been generated using this technology, specify the tools used, and include a critical reflection on how these have influenced both the process and the final outcome of the activity. Lack of transparency in the use of AI in this graded activity will be considered academic dishonesty and may result in a partial or total penalty in the activity's grade, or more severe sanctions in serious cases.

Continuous assessment and attendance

The course follows a continuous assessment model, which entails the compulsory and active attendance of classroom sessions. Mere presence without engagement will not be considered as fulfilling this requirement.

Contribution to the Sustainable Development Goals (SDGs)

This course contributes directly to the achievement of several Sustainable Development Goals (SDGs), notably:

- SDG 4: Ensure inclusive and equitable quality education
- SDG 16: Promote peaceful and inclusive societies for sustainable development
- SDG 3: Ensure healthy lives and promote well-being for all
- SDG 10: Reduce inequality within and among countries

Objectives and Contextualisation

The course aims to provide students with a comprehensive understanding of the core issues of international criminal law, as well as the scope and content of the legal responses developed by the international community to protect individuals from abuses of power. Topics covered include human rights, war crimes, crimes against humanity, genocide, aggression, victims, reparation, justice, and international tribunals. The course seeks to ensure that students acquire an in-depth and nuanced knowledge of these areas, while also developing academic skills through the analysis of codified international crimes, legal responses, and victim-oriented approaches, both in theory and in recent practice.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse, establish and argue the legal rules applicable to international phenomena.
- Analyse international society and its structure and understand its importance for real-life problems and professional practice.
- Analyse the behaviour of international actors, both state and non-state.
- Analyse the production and implementation of public policies related to the international sphere, in particular foreign policy and security and defence policy.
- Apply knowledge of the structure and operation of international institutions to problems and/or practical cases, either real or simulated.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Identify the main theories of international relations and their different fields (international theory, conflicts and security, international politics, etc.) to apply them in professional practice.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Analyse and explain the international agenda management in areas of human rights, environment and cooperation for development and humanitarian aid, and the role of the different actors in it.
2. Analyse and explain the role of different actors in the implementation of actions and public policies in areas of human rights, environment and cooperation for development and humanitarian aid.
3. Analyse how the operational rules of international society apply to topics related to human rights, environment and cooperation for development and humanitarian aid.
4. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
5. Analyse the operation of the main international institutions in areas related to human rights, environment and cooperation for development and humanitarian aid and the application of the respective regimes and regulations.
6. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
7. Apply quantitative and qualitative analysis techniques in research processes.
8. Apply the bases of international theories and their different focuses to problems related to human rights, cooperation for development, humanitarian aid and international policies for the environment.
9. Communicate using language that is not sexist or discriminatory.
10. Consider how gender stereotypes and roles impinge on the exercise of the profession.
11. Critically analyse the principles, values and procedures that govern the exercise of the profession.
12. Evaluate the impact of topics related to human rights, environment, cooperation for development and humanitarian aid in foreign policies and public policies of the main states.
13. Evaluate the impact on the policies and actions of the main states and international actors of the main treaties and legal rulings, of different types, which regulate areas of human rights, environment, cooperation for development and humanitarian aid.
14. Explain the explicit or implicit code of practice of one's own area of knowledge.
15. Identify data sources and carry out rigorous bibliographical and documentary searches.
16. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
17. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
18. Produce and prepare the presentation of intervention reports and/or proposals.
19. Propose new experience-based methods or alternative solutions.
20. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
21. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
22. Propose projects and actions that incorporate the gender perspective.
23. Propose viable projects and actions that promote social, economic and environmental benefits.
24. Propose ways to evaluate projects and actions for improving sustainability.
25. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
26. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
27. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
28. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
29. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
30. Use analytical tools for international regimes for problems such as human rights, environment and cooperation for development and humanitarian aid.
31. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
32. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

33. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.

Content

NOTE: The required readings to prepare each session, as well as the topics and/or questions to be addressed, will be indicated on the virtual campus (Moodle) following the class calendar. All materials will be provided in English.

PART ONE: GENERAL FRAMEWORK

Topic 1 (Introductory): The Individual and the International System

- Common misconceptions about the international society and its legal order
- The main actors at the international level and their role in the creation of international norms
- Individuals: From object to subject in the international system?

Topic 2: Conceptualisation, Synergies and Differences among International Legal Regimes Addressing Individuals Directly

- The *jus in bello* and *jus ad bellum* regimes up to the World Wars
- The transformation of the international legal system regarding individuals after WWII:
 - a) From *jus in bello* to contemporary International Humanitarian Law (IHL)
 - b) The emergence of international rights and obligations of individuals (IHRL and ICL)
- Distinctions, coexistence and synergies among regimes:
 - a) International protection of human rights
 - b) International humanitarian law
 - c) International criminal law
 - d) International penal cooperation

Topic 3: The Distinction between Prosecution (of Crimes) and Protection (of Human Rights): Two Independent yet Complementary Forms of Responsibility

- Human Rights: From recognition to international protection. Evolution and political logic behind State responsibility
- International Criminal Law: From impunity to (limited) prosecution. Evolution and political logic behind individual responsibility

Topic 4: The Determination of Victimhood in the Context of International Crimes and/or Human Rights Violations

- Different conceptions of "victim" across and within legal regimes and their relation to *locus standi* for reparation
- International principles on remedy and reparation for gross human rights violations: definition, characteristics, and evolution
- The need to make grave human rights violations and international crimes visible vs. the risk of re-victimisation

PART TWO: THE INTERNATIONAL NORMATIVISATION OF HUMAN RIGHTS

Topic 5: The International Normativisation of Human Rights

- From the "universality" of the UDHR to the conventional segmentation of rights (ICCPR and ICESCR)
- The "generations" of rights and their contents (first, second, third, and fourth generations)
- Unequal regional crystallisation: comparative analysis of (non-)existing regimes

Topic 6: The Development of Specific Rights at the Universal Level

- Mapping the specific rights recognised (and protected) by international conventions
- The relevance of geopolitical context in the development and protection of specific human rights internationally
- Substantive content of rights developed at the international level
- Towards the crystallisation of a new generation of human rights?

Topic 7: The Uneven Development of Specific Rights at the Regional Level

- Mapping regionally recognised (and protected) specific rights under international conventions
- Geopolitical context and its relevance to regional development
- Comparison of the substantive content of regionally developed rights among regions and in relation to the universal level

PART THREE: INTERNATIONAL CRIMES

Topic 8: The Challenges Surrounding the Crime of Genocide

- The concept of genocide: the 1948 Convention
- The specificity of the crime of genocide
- The evolution of the concept through jurisprudential practice

Topic 9: The Special Case of Crimes Against Humanity

- Origin and nature of crimes against humanity
- The concept of crimes against humanity: general characteristics and the evolution of its specific subtypes
- Crimes against humanity in practice: the importance of jurisprudence

Topic 10: War Crimes Today

- What is-and is not-a war crime?
- The significance of the notion of "armed conflict" and individual international responsibility for the determination of the crime

- Prosecution of war crimes: jurisprudential practice

Topic 11: The Dual Nature of the Crime of Aggression

- The concept of aggression in international law: distinction between State aggression and the crime of aggression
- The definitional challenges surrounding the crime of aggression
- Current status of the crime of aggression

PART FOUR: INTERNATIONAL MECHANISMS FOR THE PROTECTION OF HUMAN RIGHTS

Topic 12: Non-Judicial Human Rights Protection Mechanisms

- Universal monitoring mechanisms
- Universal protection mechanisms
- Regional control and protection mechanisms: comparative analysis with universal mechanisms

Topic 13: Judicial Mechanisms for Human Rights Protection

- The absence of direct universal judicial mechanisms
- Regional judicial mechanisms: ECtHR; IACtHR; AfCHPR
- The role of domestic jurisdictions

PART FIVE: MECHANISMS FOR THE PROSECUTION OF INTERNATIONAL CRIMES

Topic 14: Specific International Judicial Solutions: Ad Hoc and Hybrid Tribunals

- The importance of the socio-political context in the establishment of ad hoc and hybrid tribunals
- General characteristics of ad hoc tribunals and their distinction from hybrid courts
- International practice (ad hoc tribunals vs. hybrid tribunals?)

Topic 15: The Permanent International Proposal: The International Criminal Court (ICC)

- Origin, nature, and structure of the ICC
- Its limited jurisdiction and case law: from inception to present
- Victims at the ICC:
 - a) The participation of victims at the ICC
 - b) Reparation vs. assistance at the ICC: the role of the Trust Fund
 - c) Practice

Topic 16: The Prosecution of International Crimes in Domestic Systems and Transitional Justice: Case Studies

- Conceptual issues regarding the domestic prosecution of international crimes:

- a) The societal debate on justice and/or peace
 - b) The role of the "Responsibility to Protect"
 - c) The conflict between immunity regimes, impunity, and a potential duty to prosecute
 - d) Pros and cons of universal jurisdiction
 - e) Transitional justice as an *ad hoc* model: concept and aims
- The recognition/non-recognition of international crimes in national legislation; their normative status and the obligation to prosecute
 - The role of international human rights courts in domestic judicial action
 - Case law and jurisprudential examples

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class, pactivities and seminars	60	2.4	5, 3, 4, 2, 1, 7, 31, 9, 16, 19, 20, 21, 22, 23, 29, 28, 25, 26
Class participation	26	1.04	11, 2, 8, 31, 9, 17, 33, 24, 19, 23, 29, 27, 25, 26, 10, 13
Type: Supervised			
Preparation and presentation, poster	8	0.32	6, 8, 31, 9, 18, 17, 21, 23, 29, 27, 25, 30
Research (using as a primary source a case law decision/official report)	21	0.84	5, 3, 2, 1, 7, 31, 15, 17, 24, 21, 22, 23, 28, 25, 12, 13
tutorial	7	0.28	
Type: Autonomous			
Book	8	0.32	6, 9, 14, 17, 29, 28, 26, 30, 10, 12
class preparation	20	0.8	3, 4, 7, 15, 17, 16, 29, 28, 26, 30, 12, 13

This course is fully based on continuous assessment. This implies that each week, students are expected to prepare for the session in advance by completing the assigned readings or engaging in the designated activities/research tasks posted on the virtual campus (Moodle). Every session will include a practical component that relies on this prior preparation.

During the first week, students will be assigned to permanent working groups to facilitate the implementation of practical activities throughout the course. However, all assessment will be conducted on an individual basis.

Each group will give short presentations (approximately five minutes each) using a poster (PowerPoint presentations are not permitted). These presentations are designed to bridge theoretical concepts with practical application. Following each presentation, there will be a Q&A and group discussion to deepen understanding of the key concepts addressed in the session.

In addition to group work, each student will carry out an individual research project on a topic related to the course content. With the guidance of the teaching staff, students must formulate a research question, which will require prior approval from the instructor. The project will be assessed in two parts:

- A short in-class written exam (50%) based on the findings of the research,
- A research outline (50%) to be submitted one week before the exam

Additionally, during the first third of the course, small group seminars will be held in the Department's office to discuss the compulsory reading book in a more interactive setting.

Given the methodology of this course, students are reminded that active and sustained participation throughout the semester (not merely attendance) is essential and will constitute a core element of the final evaluation.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
CLASS PARTICIPATION	5% of final grade	0	0	11, 31, 9, 16, 19, 21, 22, 27, 25, 30, 12, 13
LITERARY SEMINAR	10% of final grade	0	0	5, 3, 6, 31, 9, 16, 27, 25, 10, 12, 13
POSTER	15%	0	0	3, 2, 31, 18, 15, 33, 19, 23, 29, 27, 25, 26, 30, 32, 12
Preparation and development of the sessions	40% of final grade	0	0	3, 4, 2, 1, 7, 31, 9, 17, 33, 24, 20, 23, 29, 28, 27, 25, 30, 12, 13
RESEARCH (30% final grade)	30%	0	0	5, 2, 1, 8, 7, 9, 18, 14, 15, 19, 21, 22, 29, 28, 26, 30, 10

Assessment and Evaluation

1. Research Project (30% of the final grade)

Based on the analysis of an official document (e.g. judgment, report, etc.), students are expected to investigate a specific issue related to the course themes. Under no circumstances will a mere summary of the selected official document be accepted as a valid submission. The document is to serve solely as a reference or starting point for identifying the issue under examination. Prior approval from the teaching staff is mandatory before beginning the research.

Assessment of the research project will consist of two components:

- A written report to be submitted via the virtual campus (50%)
- An individual oral/written examination based on the research conducted (50%)

The written report must be uploaded at least one week prior to the examination. The report, with a maximum length of two pages (excluding bibliography), must include at minimum:

- The initial research question or hypothesis
- An outline of the research process, including consulted sources at each step
- The conclusions of the research
- A reflective and critical commentary linking the findings to course content

The report must also include the complete list of references used (excluded from the page count). Both the written report and the final examination may be submitted in Catalan, Spanish, or English.

Note: To be considered for evaluation, the research project must receive a minimum score of 3.6 out of 10.

Assessment criteria for the research project:

Points	Written Report - Criteria
0.5	Structure and research process
0.5	Use of sources and bibliography
1.5	Application and handling of course concepts
1.5	Final critical reflection
1.0	Academic rigour
5	Subtotal: Written Report
Points	Examination - 3 to 4 questions related to the student's research
5	Subtotal: Oral/Written Exam
10 TOTAL	

2. Course Content Activities (40% of the final grade)

As this is a continuous assessment course with no final exam, students are required to prepare each session in advance based on the materials and instructions posted on the virtual campus.

Evaluation will be based on:

- Verification tests of session preparation
- In-class discussions and collaborative activities

The final score for this component will be calculated using the average of the top 80% of these activities and tests completed throughout the course.

3. Poster Presentation (15% of the final grade)

This consists of:

- The design and delivery of a short oral presentation based on a real-life situation or case study, using a poster (10%)
- Active participation in other students' presentations and debates (5%)

Each student or group will select (or be assigned) a topic at the beginning of the course. The poster must progressively integrate course concepts and insights from other presentations. Poster and presentation are assessed separately from the Q&A and debate sessions.

4. Literary Seminar (10% of the final grade)

Students must participate in a thematic seminar based on one of the following books, submitting a summary sheet beforehand:

a) *East-West Street. On the Origins of Genocide and Crimes against Humanity*, Philippe Sands, Weidenfeld & Nicolson, London, 2016 (387 pages).

- Historical essay on the legal development of international crimes to prosecute Nazism.

b) *Half of a Yellow Sun*, Chimamanda Ngozi Adichie, Collins, 2007 (448 pages).

- Historical novel on the Biafran War (1967-1970), set in post-colonial Africa.

c) *Monsieur Linh and His Child*, Philippe Claudel, Salamandra, 2013 (126 pages) [Original: *La petite fille de Monsieur Linh*, 2005] and *Small Country*, Gaël Faye, Salamandra, 2018 (224 pages) [Original: *Petit pays*, 2016].

- A fable on forced exile and loneliness due to armed conflict, paired with a coming-of-age narrative on the Rwandan genocide from the viewpoint of a child.

5. Participation (5% of the final grade)

Active and consistent participation during class sessions is compulsory and accounts for 5% of the final grade.

Note: Mere attendance or passive presence does not count as participation.

Re-assessment (Pass/Fail)

Students who do not achieve the minimum passing grade of 5/10 through continuous assessment, but obtain at least a 4/10, may take a resit examination on the date scheduled by the faculty.

The exam will consist of 10 short questions covering the course content. The maximum final grade achievable through re-assessment is 6.5/10.

Single Assessment Option

A single (final) assessment may be requested in accordance with faculty regulations. It will take place on the officially scheduled date and will include:

- a) A written exam on the theoretical concepts studied during the course
- b) The resolution of a practical case (distributed at the beginning of the semester) with questions linked to course content
- c) The preparation and oral defense of a poster, which must analyse a recent news story or current event using relevant concepts from the course

Academic Integrity and Use of AI Tools

1. Any submission not produced by the student when individual authorship is required will be graded with a zero for the corresponding assignment.

2. The use of Artificial Intelligence tools as a substitute for the student's own work will result in a final grade of zero for the course, with no right to resit or re-evaluation.

Bibliography

Note: Required readings for each session will be uploaded directly to the virtual campus.

Basic Legislation:

International Criminal Law

Rome Statute of the International Criminal Court & Elements of the Crime. Adopted by the United Nations Diplomatic Conference of Plenipotentiaries on the Establishment of an International Criminal Court on 17 July 1998, UN-Dok. A/Conf. 183/9.

Basic Principles and Guidelines on the right to a remedy and reparation for victims of gross violations of IHRL and serious violations of IHL, Res. 60/147, 16 December 2005
<https://www.ohchr.org/en/professionalinterest/pages/remedyandrepairation.aspx>

International Human Rights Law

Universal Treaties: <https://www.ohchr.org/en/professionalinterest/pages/coreinstruments.aspx>

European Convention for the protection of Human Rights and Fundamental Freedoms
<https://www.ohchr.org/EN/Issues/ESCR/Pages/RegionalHRTreaties.aspx>

American Convention on Human Rights
<https://www.ohchr.org/EN/Issues/ESCR/Pages/RegionalHRTreaties.aspx>

African Charter on human and Peoples Rights
<https://www.ohchr.org/EN/Issues/ESCR/Pages/RegionalHRTreaties.aspx>

Other Legislation:

- Statute of the International Criminal Tribunal for the Former Yugoslavia (ICTY-Statute) UN Doc. S/RES/827 (1993)
- Statute of the International Criminal Tribunal for Rwanda (ICTR-Statute), UN Doc. S/RES/955 (1994).
- Rome Statute of the International Criminal Court. Adopted by the United Nations Diplomatic Conference of Plenipotentiaries on the Establishment of an International Criminal Court on 17 July 1998, UN-Dok. A/Conf. 183/9.
- UNTAET (United Nations Transitional Administration for East Timor) Regulation 15/2000
<http://www.un.org/peace/etimor/untaetR/r-2000.htm>
- *Special Court Statute for the Special Court for Sierra Leone* (22, January, 2002) <
<http://www.specialcourt.org/documents/Statute.html>.
- Coalition Provisional Authority, Statute of the Iraqi Special Tribunal, 10 December 2003, <
www.cpa-iraq.org/audio/20031210_Dec10_Special_Tribunal.htm
- The four Geneva Conventions, 12 August 1949
- Protocol I and II additional to the Geneva Convention, 8 June 1977
- Protocol II additional to the Geneva Convention, 2005
- Convention on the Prevention and Punishment of the Crime of Genocide, 9, December 1948

Webs:

International Organisations and Related Human Rights and ICL Websites:

[The United Nations](#)

[United Nations Human Rights Council](#)

[United Nations Treaty Bodies](#)

[United Nations Special Procedures](#)

[United Nations Security Council](#)

[United Nations Economic and Social Council](#)

[International Labour Organisation \(LBO\), Geneva, Switzerland](#)

www.icc-cpi.int/Menus/ICC

<http://www.who.int/en/> World Health Organisation

[UN Children's Fund \(UNICEF\)](#)

[UN Environmental Programme](#)

[OHCHR](#) United Nations Office of the High Commissioner for Human Rights

[United Nations Commission for the Status of Women](#)

[Un High Commissioner for Refugees, Geneva, Switzerland](#)

[UN Development Programme](#)

[UN Division for the Advancement of Women](#)

[OHCHR International Law](#) Link to UN Human Rights instruments

www.echr.coe.int/hudoc.htm The European Court of Human Rights Case law

Non-Governmental Organizations:

[Global Rights](#) A human rights advocacy group that partners with local activists to challenge injustice and amplify new voices within the global discourse

[Human Rights Watch](#) A global independent organization dedicated to defending and protecting human rights.

[Amnesty International](#) A global charity which campaigns for internationally recognised human rights for all

[Save the Children](#) International Charity which campaigns on behalf of children

[The International Committee of the Red Cross](#) An organisation dedicated to the protection of the lives and dignity of victims of armed conflict and other violence.

[Index on Censorship](#) Organisation promoting freedom of expression

[Minority Rights Group, International](#) International organisation working to secure the rights of minorities and indigenous peoples

[World Organisation against Torture](#) A coalition of non-governmental organisations fighting against torture, summary executions and other inhumane treatment

www.iccnw.org/ coalition for the International Criminal Court coalition of non-governmental organizations lobbying in favour of the ICC

[International Women's Rights Action Watch \(IWRAP\)](#) organized in 1985 at the Third World Conference on Women in Nairobi, Kenya, to promote recognition of women's human rights under the United Nations

Convention on the Elimination of All Forms of Discrimination against Women (the CEDAW Convention), an international human rights treaty

[Freedom House](#) Independent nongovernmental organization that supports the expansion of freedom in the world.

<http://www.bayefsky.com/bystate.php> This free website includes an extensive documents library organized by country and subject matter. You can find information on ratification, reservations and declarations, state reports, and other key documents.

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General International Public Law:

Brownlie, Ian, *Principles of Public International Law*. 5. Aufl. Oxford 1998.

Simma, Bruno, *International Human Rights Law and General International Law: A Comparative Analysis*. In: *Academy of European Law (Hrsg.), Collected courses of the Academy of European Law. Vol. IV (1995), Book 2*, S. 153-236.

Rehman, Javaid. *International human rights law* (2nd. Edition), Pearson education Ltd. Harlow, 2009

Oliver De Schutter. *International Human Rights Law* (3rd edition, Cambridge University Press, 2019

Ilias Bantekas and Lutz Oette, *International Human Rights Law and Practice*, Cambridge University Press, 2020

International Criminal Law:

Akhavan, Payam. "The core elements of international crimes" in *Reducing Genocide to Law: Definition, Meaning and the Ultimate Crime*, Cambridge University Press, 2012, pp. 27-55. Disponible en/a la biblioteca digital de la UAB.

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Human Rights Watch, "Commentary on the 4th Preparatory Commission meeting for the ICC", marzo de 2000, p. 3.

Human Rights Watch, *Genocide, War Crimes, Crimes against Humanity: Topical digest of the case law of the ICTR and ICTY*, New York et al. 2004.

Kress, Claus., "War crimes committed in non-international armed conflict and the emerging system of international criminal justice", en *Isr. Y.B. Hum. Rts.*, núm. 30, 2000, pp. 103 ss

Kourtis, Dimitrios. *Genocide and the right to exist: an international criminal law account*, 2024. Disponible en/a la biblioteca digital de la UAB

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Software

See the Virtual Campus (moodle)

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	second semester	morning-mixed
(TE) Theory	1	English	second semester	morning-mixed