

Degree programme	Type	Course
International Relations	OP	4

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the 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

The course aims to provide students with: 1) an overview and an understanding of the individual's position within the international system and its legal order, within the framework of the three specific regimes that directly govern them: international criminal law, international human rights law and international humanitarian law; 2) the scope and content of the legal responses that the international community has devised to protect and safeguard individuals against the abuse of power.

Concepts such as human rights, war crimes, crimes against humanity, genocide, aggression, victims, reparation, justice, international courts and universal jurisdiction will be studied. The objective is for students to acquire a broad and in-depth knowledge of this subject, as well as to develop academic skills through the analysis of the three regimes and a focus on victims, both in theory and in recent practice.

Learning outcomes

1. 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.
2. 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.
3. 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.
4. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
5. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
6. Identify data sources and carry out rigorous bibliographical and documentary searches.
7. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
8. Apply quantitative and qualitative analysis techniques in research processes.
9. Produce and prepare the presentation of intervention reports and/or proposals.
10. 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.
11. Use analytical tools for international regimes for problems such as human rights, environment and cooperation for development and humanitarian aid.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. Propose new experience-based methods or alternative solutions.
18. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.

19. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
20. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
21. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
22. Propose viable projects and actions that promote social, economic and environmental benefits.
23. Propose ways to evaluate projects and actions for improving sustainability.
24. Explain the explicit or implicit code of practice of one's own area of knowledge.
25. Critically analyse the principles, values and procedures that govern the exercise of the profession.
26. 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.
27. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
28. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
29. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
30. Consider how gender stereotypes and roles impinge on the exercise of the profession.
31. Propose projects and actions that incorporate the gender perspective.
32. Communicate using language that is not sexist or discriminatory.
33. Analyse how the operational rules of international society apply to topics related to human rights, environment and cooperation for development and humanitarian aid.

Contents

Note: The compulsory reading for session preparation, as well as the topics and/or questions to be prepared, will be posted on the virtual campus (Moodle) in line with the course schedule. All materials will be in English.

PART ONE: GENERAL FRAMEWORK

Topic 1 (Introduction): The individual and the international system

Some misunderstandings regarding international society and its legal order: the State, the international system and its legal order

The main actors at the international level and their role in the formulation of international norms

Individuals: from object to subject in the international system?

Topic 2: Conceptualisation, synergies and differences between international legal regimes that deal directly with human beings

Characteristics, distinctions, coexistence and synergies between the regimes:

- International protection of human rights
- International humanitarian law
- International criminal law
- International criminal cooperation

The distinction between the prosecution of international crimes and the protection of persons: two independent but complementary forms of responsibility

- Human rights: from recognition to international protection. Evolution and underlying political logic of State responsibility
- International humanitarian law: from the obligations of States and combatants to the protection of

- civilians, property and non-combatants
- International criminal law: from impunity to (limited) prosecution. Evolution and underlying political logic of individual responsibility

Topic 3: Determining victim status in relation to international crimes and/or human rights violations

The different conceptions of a victim across and within various legal systems, and their relationship to the standing to claim and obtain reparation

International principles on reparation and compensation for serious human rights violations: definition, characteristics and evolution.

The need to raise awareness of serious violations of human rights and international humanitarian law: international crimes in the face of the risk of revictimisation.

PART TWO: THE INTERNATIONAL NORMATIVISATION OF HUMAN RIGHTS

Topic 4: The international standardisation of human rights

The concept of 'human rights' and its characteristics

The evolution of the internationalisation of human rights

1. From the national sphere to its internationalisation
2. From the 'universality' of the Universal Declaration of Human Rights to conventional segmentation

Uneven regional crystallisation: a comparison of (non-)existent regimes

Topic 5: The development of human rights at the universal level

The relevance of the geopolitical context in the development of the recognition and protection of certain human rights at the universal level

Rights and monitoring and safeguarding mechanisms (conventional and non-conventional) at the universal level

The difficulty of establishing more effective international mechanisms for the protection of human rights:

1. The non-reciprocal nature of international human rights standards
2. The use of criminal law to protect human rights at the national level and the subsidiary nature of international mechanisms

Topic 6: The uneven development of human rights at the regional level

The relevance of the geopolitical context to the development (or lack thereof) of the recognition and protection of certain human rights at the regional level

Rights and mechanisms for monitoring and safeguarding at the regional level

Comparative analysis of the regional development of human rights, both amongst themselves and in relation to the universal level: International Tribunals of Human Rights

PART THREE: THE NORMATIVISATION OF INTERNATIONAL CRIMINAL LAW

Topic 7: From Nuremberg to the ad hoc International Criminal Tribunals

The origins: the International Military Tribunal at Nuremberg and the International Military Tribunal for the Far East

The importance of the socio-political framework: from the stagnation of the 1950s-1980s to the resurgence of the 1990s with the ad hoc tribunals

Substantive and procedural characteristics of the ad hoc International Criminal Tribunals

Topic 8: The proposal for a permanent international body: The International Criminal Court (ICC)

The importance of the socio-political framework at 1998 Rome Conference and the essential role of civil society

Nature, structure and substantive and procedural characteristics of the ICC

Victims in the Rome Statute:

1. The presence of victims at the ICC
2. Reparation versus assistance at the ICC: the role of the Trust Fund

PART FOUR: INTERNATIONAL CRIMES

Topic 9: The difficulties surrounding the crime of genocide

The concept of genocide: the 1948 Convention

The specificity of the crime of genocide

Evolution: the role played by case law

Topic 10: The special case of crimes against humanity

The origin and nature of crimes against humanity

The concept of crimes against humanity: general characteristics and the evolution of specific sub-types

Crimes against humanity in practice: the importance of case law

Topic 11: War crimes today

What is and what is not a war crime?

The importance of the concept of 'armed conflict' and individual international responsibility in determining the offence

The prosecution of war crimes: case law practice.

Topic 12: The dual nature of the crime of aggression

The concept of aggression in international law: the distinction between state aggression and the crime of aggression

The difficulties surrounding the definition of the crime of aggression

The current state of the prosecution of the crime of aggression

PART FIVE: ALTERNATIVES TO INTERNATIONAL COURTS

Topic 13: Pros and cons of other legal mechanisms for combating impunity in the face of serious violations of human rights, international humanitarian law and international crimes

The 'incorporation' of human rights, international humanitarian law and international crimes into domestic legal systems

Domestic courts and the "duty" to protect:

- The primary role of domestic courts in cases of human rights violations
- The issue of impunity: amnesty laws and immunities versus the duty to prosecute and the right to an effective remedy
- The issue of jurisdictional competence: pros and cons of extraterritorial jurisdiction and universal jurisdiction

Topic 14: Pros and cons of other models of accountability for international crimes: a new form of justice?

Assessment of transitional justice models applied in international practice.

The phenomenon of hybrid tribunals. An assessment of their establishment and practical outcomes

The role of truth commissions, the People's Tribunal and other models outside the framework of traditional justice

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
tutorial	3	0.12	6, 7, 17, 18, 19, 20, 24, 25
Research (using as a primary source a case law decision/official report)	13	0.52	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 22, 26, 27, 30, 31, 32, 33
Preparation and presentation, poster	5	0.2	1, 2, 3, 4, 7, 8, 9, 12, 13, 14, 15, 16, 18, 20, 22, 23, 26, 27, 32, 33
Reading - Book	6	0.24	3, 5, 10, 15, 16, 28, 33
class preparation	10	0.4	1, 2, 3, 6, 12, 13, 14, 20, 21, 25, 28, 29, 30
Class, activities and seminars	22	0.88	2, 3, 4, 6, 9, 11, 12, 13, 14, 17, 18, 20, 21, 25, 28, 29, 30, 32, 33
Class participation	8	0.32	1, 2, 3, 7, 8, 10, 12, 13, 14, 17, 18, 19, 21, 22, 23, 24, 32

Course structure: Continuous assessment and attendance

The course is based on a system of continuous assessment, which means that active and regular attendance at face-to-face sessions is essential. Students who do not attend at least 80% of the classes will not be able to pass the course. Mere physical presence without active participation will not be considered as fulfilment of this requirement.

Classes start and finish on time; therefore, except in justified cases, students will not be allowed to enter once the class has started, nor to leave before it has finished.

Each week, students must prepare the session in advance by completing the recommended readings or the assigned activity/research on the virtual campus. Each session will include a practical component based on this prior preparation. Furthermore, during the first week of classes, students will be divided into permanent working groups to facilitate the practical sessions and presentations, although the grading will be individual.

Group presentations will be delivered using a poster (NOT PowerPoint) designed for the occasion. The presentations will serve to apply the concepts learned in the course to practical situations. Following the presentations, there will be a question-and-answer session and a discussion focusing on the key concepts of the course.

Furthermore, throughout the course, each student must carry out individual research on a specific aspect, to be determined with the lecturer, related to one of the course topics. To carry out this research, the student, under the lecturer's guidance, must formulate a research question to which they must provide an answer. The research question and structure must be approved in advance by the lecturers. This activity will be assessed in class through an exam on the knowledge acquired from the research (80%), as well as a research summary, which must be submitted by the date indicated on campus. The summary must include the research process and the bibliography used, a glossary of the key concepts covered, a brief summary of the content of the work and -very important- a final evaluative assessment (20%).

Finally, during the first third of the course, group seminars will be organised in the Department's office to discuss the selected compulsory readings.

Rules on authorship and citations

All written work or exercises must include the sources used (citations, bibliography and references), as well as details regarding the use-where applicable-of AI.

Failure to comply with this requirement will negatively affect the final mark for the relevant activity. Plagiarism and/or the use of AI without providing details will result in a mark of 0 for the activity. Furthermore, detailed use of AI exceeding 30% will have a decisive negative impact on the final mark.

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	Weight	Hours	ECTS	Learning outcomes
RESEARCH (30% final grade)	30%	21	0.84	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 22, 26, 27, 30, 31, 32, 33
Preparation and development of the sessions	40% of final grade	20	0.8	1, 2, 3, 6, 12, 13, 14, 20, 21, 25, 28, 29, 30
CLASS PARTICIPATION	5% of final grade	26	1.04	1, 2, 3, 7, 8, 10, 12, 13, 14, 17, 18, 19, 21, 22, 23, 24, 32
LITERARY SEMINAR	10% of final grade	8	0.32	3, 5, 10, 15, 16, 28, 33
POSTER	15%	8	0.32	1, 2, 3, 4, 7, 8, 9, 12, 13, 14, 15, 18, 20, 22, 23, 26, 27, 32, 33

CONTINUOUS ASSESSMENT: ACTIVITIES

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

Drawing inspiration from an official document (e.g. a court ruling, a report, etc.), students must formulate a question on a specific aspect related to the course topics, which they must then answer through research. A simple summary of the official document used as a source of inspiration will not be considered valid under any circumstances. The sole purpose of this official document is to help identify the research question. The question must be approved by the lecturer before research begins.

The assessment of the research question will consist of two components:

- A written summary of the research to be submitted via the virtual campus (20%)
- An individual oral/written examination based on the research carried out (80%)

The written summary must be uploaded in accordance with the instructions specified on the virtual campus. The maximum length of the summary is two pages (excluding the bibliography), and it must include at least:

- The initial research question or hypothesis
- A summary of the research and its process, including the sources consulted at each stage (APA citation) + a complete list of references used (the list is excluded from the page count). (0.5 point)
- The conclusions of the research, accompanied by a reflective and critical commentary that relates the results to the course content (1.5 points)

The exam will consist of between 3 and 5 questions related to the student's research (80%)

Both the written summary and the final exam may be submitted in Catalan, Spanish or English.

Note: To be considered for the final grade, the research (summary + exam) must achieve a minimum score of 3.6 out of 10.

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 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 all activities and verifications completed throughout the course.

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

This activity consists of:

- The design and delivery of a short oral presentation based on a topic that would be determined in the Virtual Campus, 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. Poster and presentation are assessed separately from the debate session.

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

Students will be able to participate in a thematic seminar based on one book from a list that will be provided at the virtual campus. That list will include among others:

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

- Non fiction. 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).

- Fiction. 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].

- Fiction. 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.

d) *Humankind. A hopeful History*, Rutger Bregman, Bloomsbury publ., 2020 (399 pages) [Original: *De Meeste Mensen Deugen: Een Nieuwe Geschiedenis van de Mens*, 2019]

- Non fiction book. Multidisciplinary study of historical events, scientific studies, and philosophical argumentation in order to advance that people are decent at heart. An optimistic view of human beings

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.

Non-Evaluable students.

A student will be considered evaluable if they have completed a set of activities whose weight constitutes at least two-thirds of the total grade for the course. If the value of the completed activities does not meet this threshold, the course instructor may consider the student as non-evaluable.

SINGLE ASSESSMENT.

There is the possibility of a single assessment, which will take place on the date scheduled by the Faculty for the final exam. This assessment will consist of:

- a) A written exam covering the theoretical concepts studied in class (45%)
- b) The resolution of a practical case, provided at the beginning of the course, with questions related to the course content to be asked on the day of the exam (45%)
- c) The preparation of a poster, which must be presented and defended orally. The poster should result from the analysis of a current news event or issue, applying some of the concepts discussed in the course (10%)

RE-ASSESSMENT (PASS/fALL)

For students who have not obtained a minimum grade of 5 from the continuous assessment during the course or in the single assessment, but have scored over 4, there is the possibility of a re-assessment exam, which will take place on the date assigned by the Faculty. The structure of the exam will consist of 10 short questions related to the course content and a case study. The maximum final grade that can be achieved through re-assessment will be 6.5.

NOTICE: Academic integrity and the use of AI tools

If AI is used, the student must provide details of its use, which must not exceed 30%. The use of artificial intelligence tools as a substitute for the student's own work will result in a final mark of zero for the module, with no right to resit or re-assessment. Furthermore, any work submitted that has not been produced by the student where individual authorship is required will be marked with a zero for the relevant assignment.

NOTE: Mandatory readings for each session will be made available on the virtual campus platform

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/remedyandreparation.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 Nation's 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:

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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.

Ambos, Kai y Wirth, Steffen. "The Current Law of Crimes against Humanity", en *Crim. L. F.*, núm. 13, 2002.

Barboza, Julio. "International Criminal Law", en *Receuil des Cours*, núm. 278, 1999, pp. 9, 59;

Bassiouni, Cherif., *Crimes against Humanity in International Criminal Law*, 2ª ed., 1999

Beltrán Montoliu, Ana (autor); Gil Gil, Alicia, et. al. *Derecho Penal Internacional* (2ª ed.), 2019. Disponible en/a la biblioteca digital de la UAB

Betanzos Torres, Eber Omar. *Notas para el estudio del derecho Penal Internacional: los casos Katanga, Lubanga, Bemba y Al Mhadi*, 2021. Disponible en/a la biblioteca digital de la UAB.

Bhuiyan, Jahid Hossain & Khan, Borhan Uddin (eds.) *Human Rights and International Criminal Law*. 2022. Disponible en/a la biblioteca digital de la UAB

Cámara Arroyo, Sergio. *La justicia transicional y derecho penal internacional: alianzas y desencuentros*, 2020. 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.

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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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Sánchez, Joseline., Inter-American Court, Crimes Against Humanity and Peacebuilding in South America. ICIP, WP2010/2. Disponible en/a la biblioteca digital de la UAB

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Software

See the Virtual Campus (moodle)

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	English	second semester	morning-mixed
(PAUL) Classroom practices	1	English	second semester	morning-mixed