Programme overview

In this Masters you will learn about how human rights are constructed, exploring framings of human rights through case studies; and you will begin to practice some of the methodologies and methods that are currently used in NGOs and grassroots activist networks trying to remedy global injustices.

The focus on culture that runs through the programme makes for an emphasis on concrete, situated practices and meanings. Can human rights contribute to a global culture in which injustices figure as 'wrongs'? Or are human rights invariably skewed, constructing injustices in ways that suit international elites better than they suit people who are suffering? Do human rights do violence to local cultures? Are they an appropriate response to local violence? In this MA we contextualise the study of how human rights are constructed in micro-processes, in the media and face-to-face in relation to debates over macro-structures, processes of globalisation and the institutions of global governance.

In terms of social justice, the MA is set up to study human rights beyond narrow, legalistic definitions. We look at what really makes a difference in terms of realising human rights in practice. Can human rights really be constructed in ways that challenge and overturn established social structures? Can rights be claimed in such a way that they can really protect us as human beings against the ‘creative destruction’ of global capitalism, state repression, the subjugation of women, and hatred and violence against minorities of all kinds – sexual, ethnic, religious?

Programme entry requirements

In line with the College’s Mission Statement and the ethos of the Department, candidates from diverse backgrounds are encouraged to join the degree. It is important to encourage a stimulating learning environment with individuals of different ages, work and academic backgrounds and national or ethnic backgrounds. Applicants will normally have a first degree in Sociology, a related social science discipline or a humanities degree. Students will normally be expected to have an upper second class honours degree or its equivalent. Non-native English speakers will normally have to satisfy the University of London requirements of IELTS (6.5 or more). Wherever possible students will be offered an interview (if
necessary by skype) aimed at clarifying the aims and contents of the programme and determining the suitability of individual candidates. Interviews can alter the usual criteria for entry on a case-by-case basis.

Aims of the programme

The MA Human Rights, Culture and Social Justice offers a critical approach to the social construction of human rights. It explores the sociological engagement with social justice broadly conceived of in terms of the full range of human rights (as outlined in UN Declarations and Conventions, and also that are being developed in social movements); how sociological approaches can be used to rethink and challenge concepts, priorities, policies and practices that contribute to institutionalised global inequality at different scales; and the importance of conceptualising human rights in relation to different understandings (theoretical and common-sense) of culture.

The programme has three broad aims:

- To promote an appreciation of a sub-field of Sociology, encouraging critical understanding of the social construction of human rights, and of NGO and/or activist practice that makes use of human rights;
- To encourage an understanding of the Sociology of human rights through practical participation and experience and in relation to concepts of social justice;
- To consolidate and extend knowledge of the human rights field by encouraging students to explore areas of sociology in relation to human rights, culture and social justice. This is enabled through the choice of options offered on the programme and the research environment and expertise of the Department.
- To equip graduates of the programme with sociological skills and concepts that will inform work in the human rights field;

This specification is informed by the Framework for Higher Education Qualifications, reflects the College’s and the Department’s mission statements, and is written with consideration to the policies of both the Goldsmiths Learning and Teaching Strategy Committee and the Sociology Department’s Learning and Teaching Strategy.

Author: Kate Nash and Monika Krause

What you will be expected to achieve

For the Postgraduate Certificate to be awarded, modules to the value of 60CATS will have been passed and the following learning outcomes will have been achieved.

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>Demonstrate conceptual and methodological knowledge to critically evaluate and contextualise the historical concepts, policies and practices of social justice as well as new approaches to the field;</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Understand how human rights and concepts of social justice are related;</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>Demonstrate understanding of different concepts of culture and cultural difference and their relevance to the field of human rights and social justice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>Critically analyse the complex interaction of theory, policies and practices of human rights in relation to</td>
</tr>
<tr>
<td><strong>core modules</strong>, will have been passed and the <strong>following learning outcomes</strong> will have been achieved.</td>
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<td>Demonstrate an understanding of different concepts of culture and cultural difference and their relevance to the field of human rights and social justice;</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>Synthesise and critically analyse literature on the social construction of human rights, and be able to apply it to case studies.</td>
</tr>
<tr>
<td><strong>Cognitive and Thinking Skills</strong></td>
<td>Taught by the following modules</td>
</tr>
<tr>
<td><strong>B1</strong></td>
<td>Critically analyse the complex interaction of theory, policies and practices of human rights in relation to concepts of culture and issues of social justice;</td>
</tr>
<tr>
<td><strong>Transferable Skills</strong></td>
<td>Taught by the following modules</td>
</tr>
<tr>
<td><strong>D1</strong></td>
<td>Effectively communicate, explain and debate relevant concepts, theories, methodologies and methods for the study of human rights</td>
</tr>
<tr>
<td><strong>D2</strong></td>
<td>Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances</td>
</tr>
<tr>
<td><strong>Subject Specific Skills and Professional Behaviours and Attitudes</strong></td>
<td>Taught by the following modules</td>
</tr>
<tr>
<td><strong>C1</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

For the Postgraduate Diploma to be awarded, modules to the value of at least 120CATS, including the core modules, will have been passed and the following learning outcomes will have been achieved.
### Knowledge and Understanding

<table>
<thead>
<tr>
<th></th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Demonstrate conceptual and methodological knowledge to critically evaluate and contextualise the historical concepts, policies and practices of social justice as well as new approaches to the field; Across the Programme but specifically in Constructing Human Rights; Organising Human Rights: Researching Human Rights</td>
</tr>
<tr>
<td>A2</td>
<td>Understand how human rights and concepts of social justice are related; Constructing Human Rights</td>
</tr>
<tr>
<td>A3</td>
<td>Demonstrate understanding of different concepts of culture and cultural difference and their relevance to the field of human rights and social justice. Constructing Human Rights</td>
</tr>
<tr>
<td>A4</td>
<td>Synthesise and critically analyse literature on the social construction of human rights, and be able to apply it to case studies; Constructing Human Rights; Organising Human Rights: Researching Human Rights, Practicing human rights</td>
</tr>
<tr>
<td>A5</td>
<td>Distinguish and appraise a range of sociological research methodologies and their potential applicability as well as their possible limitations in relation to human rights and social justice; These skills will be taught throughout the programme and specifically Constructing Human Rights, Organising Human Rights, Researching Human Rights,</td>
</tr>
</tbody>
</table>

### Transferable Skills

<table>
<thead>
<tr>
<th></th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Effectively communicate, explain and debate in a wide range of contexts and with a broad range of interlocutors (specialist and non-specialist), including designing and producing produce clear and well-structured reports on specific themes/topics or regions; Across the Programme but specifically in Constructing Human Rights; Organising Human Rights: Researching Human Rights</td>
</tr>
<tr>
<td>D2</td>
<td>Exercise initiative and personal responsibility in effective independent work with the attendant skills of work organisation, time planning, independent decision making and keeping to deadlines under often complex and unpredictable circumstances; Across the Programme but specifically in Constructing Human Rights; Organising Human Rights: Researching Human Rights</td>
</tr>
<tr>
<td>D3</td>
<td>Work productively in a team, organising and allocating responsibilities and providing mutual support. Organising Human Rights, Practicing Human Rights</td>
</tr>
</tbody>
</table>

### Subject Specific Skills and Professional Behaviours and Attitudes

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>C1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Students who successfully complete the programme (and are awarded the MA in Human Rights, Culture and Social Justice) will be able to:
<table>
<thead>
<tr>
<th>A6</th>
<th>Recognise and account for sensitive ethical issues relating to research and representation in academic situations concerned with human rights and social justice;</th>
<th>Practicing Human Rights and the Dissertation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A7</td>
<td>Develop knowledge of practical and theoretical dilemmas relating to the uses of human rights by NGOs and/or activist networks.</td>
<td>Organising Human Rights, Researching Human Rights, Practicing Human Rights</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
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<tr>
<td>B1</td>
<td>Critically analyse the complex interaction of theory, policies and practices of human rights in relation to concepts of culture and issues of social justice;</td>
</tr>
<tr>
<td>B2</td>
<td>Systematically and creatively engage in debates relating to human rights and relate these to contemporary issues in original and imaginative ways;</td>
</tr>
<tr>
<td>B3</td>
<td>Critically engage sociological (and more generally social science) theories and methodologies relevant to social justice in relation to culture and human rights and generate intellectual engagement with these through a choice of options.</td>
</tr>
<tr>
<td>B4</td>
<td>Establish creative connections between their previous academic and work experiences as well as their work placements on the course and appraise the usefulness of sociological models and methodologies when applied to contemporary problems in making human rights effective and tackling issues in social justice;</td>
</tr>
<tr>
<td>B5</td>
<td>Adapt concepts and methods flexibly and imaginatively to pursue specific aims in relation to human rights and social justice (e.g. academic research; social justice research for an agency; policy or programme design, implementation and evaluation).</td>
</tr>
</tbody>
</table>

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<th>Taught by the following modules</th>
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<tbody>
<tr>
<td>C1</td>
<td>Synthesise and analyse how sociological methods and concepts assist NGO and/or activist practice that aims to further social justice in both conceptual and practical ways;</td>
</tr>
<tr>
<td>C2</td>
<td>Elaborate the difficulties, possibilities, constraints and ethical concerns of using human rights to realise social justice, demonstrating self-direction and originality in tackling and solving problems;</td>
</tr>
</tbody>
</table>
How you will learn
Teaching methods and module content are designed to develop and support wide independent reading and thinking, critical investigation in written form and the organisational skills required for further advanced work in the social sciences or humanities.

a) Teaching and Learning
The programme utilises the following distinct teaching strategies:

I. Lectures. The core and option modules use lectures, normally of one hour, to summarize key concepts in relevant debates. For the core module and option modules, students are required to read at least one set reading, which will be a common reference point for the lecture. The lecture will enable students to self-assess their comprehension, develop critical perspectives on the reading, place the reading within broader debates and the historical development of the field. The lecture will, additionally, provide a modelling of the way to summarise and critically interrogate case studies and other kinds of data. Each lecture will have a further, more extensive reading list which students are encouraged to explore, and which they will need when they do their assessed coursework;

II. Seminars. The core module and options modules employ seminars, normally following the lecture and of one hour duration. For the core module (and some option modules additionally), students choose a week in which they present a short ten minute presentation on the key reading or related topic, in order to facilitate the seminar discussion. Seminars provide students with practice in articulating their thoughts on
complex theoretical texts and socio-cultural processes, and an opportunity to explore concepts in relation to examples and to test their ideas against and alongside others;

III. Placement. This is strongly advised to complete the programme but it is not compulsory. It could be in any of a range of organisations, including an NGO, an activist organisation, a law firm, or a media based organisation associated with human rights, culture and social justice broadly conceived. The placement will entail working with the organisation for at least half a day a week for the period of the Spring Term where students will understand the theoretical and historical approach of the organisation, as well as the demands, constrains and concerns of such an organisation;

IV. Workshop. Workshops accompanying the placement will discuss students' practical experiences in the context of broader debates about human rights on the one hand, and about professional practice, organizations and activism on the other hand;

V. Fieldtrips. Students will be encouraged to extend learning beyond the classroom: to go to exhibitions, film showings, public meetings and so on that are relevant to the programme, whether with the programme convenor, in groups or as individuals;

VI. Supervision. One to one supervisions offer valuable continuity of in-depth discussion about the dissertation. Students will discuss the texts, approaches, ethics, resources and questions of writing and presentation in dissertation workshops and with their supervisors. They will be allocated a supervisor early in the Spring term on the basis of their provisional research topic;

VII. Dissertation Workshops. Students will be provided with opportunities to discuss the research process, including choosing a research question, devising appropriate methods, selecting and sourcing literature and the ethics of their research;

VIII. Consultation and feedback hours. Students are encouraged to visit lecturers outside class time to discuss ideas from the module and to plan essays. After students have received feedback from their Autumn term coursework (in January), they are encouraged to meet with lecturers to discuss any implications for future work. Lecturers have office hours in term time that students may use without advance arrangements; there is also provision for lecturers to meet with students individually during term time by prior mutually agreeable arrangement. This is particularly encouraged to facilitate the planning of essays. Students are also encouraged to see their dissertation supervisors during term-time as they may not be available in person over the summer break – though it will be possible to communicate in other ways (when supervisors are available). Supervisors may agree to meet with students and to read and comment on drafts of their dissertations – up to but not including the final draft. Alternatively, students and supervisors may communicate by email, phone, and/or skype.

1. Seminars and conferences within the Department of Sociology as well as in other departments of the College will complement and help enrich the students’ understanding and development of ideas. Events organised by the Centre for the Study of Global Media and Democracy and the Unit of Global Justice are likely to be especially relevant to students on this programme, but they will also find events that are put on elsewhere in College as of interest;

2. The VLE. The virtual learning environment is used to give departmental guidance and regulations, access to academic and other articles and links to websites, as well as to maintain contact with the students as a group. News of relevant forthcoming seminars and conferences at Goldsmiths and elsewhere in London will also be disseminated to the students via the VLE.

How you will be assessed

Students are required to gain 180CATS for the MA degree. For the PGCert they need 60CATS and for the PGDip 120CATS. The programme is assessed as follows:
a. Constructing Human Rights is examined by a 5,000 word report. The essay allows students to display their knowledge and understanding of key concepts and debates in sociological theory and methodology. The organisation of the essay requires that students become competent at using available resources, managing their time in preparation and execution of the written work. The module carries a value of 30CATs.

b. Organising Human Rights is assessed by a 2,500 word essay reflecting on the simulation of team work pursuing human rights in a particular context, such as a specific complex emergency. The module carries a value of 15CATS.

c. Researching Human Rights is assessed by a research proposal of 2,500 words. It will allow students to reflect on specific research strategies they have learned about in lectures and workshops. The module carries a value of 15CATS.

d. Option essays are assessed in the term in which the module is taken. Students are assessed using the criteria set out for MA option essays in the MA module books. Each option counts as 30CATS.

e. Practicing Human Rights is assessed by a 5,000 word piece of writing, in which students will reflect on work done during their placement. A placement in an organization whose work can be related to human rights or practical involvement in a grassroots campaign is an entry requirement of this module (though not of the programme as such). It is an option that is only available to students doing this programme, and will be strongly recommended to those doing it. The College Placement Officer has offered assistance in looking for placements for students. The module convenor will advise students on establishing the parameters of their work in an organisation or activist network, as well as ethical issues that need to be considered. He or she will also supervise the way in which it meets the module’s academic requirements whilst enhancing the student’s practical experience and skills. Like other options, this carries a value of 30CATS.

f. The dissertation is a substantial piece of written work (12,000 words). It is intended to assess the full range of students’ abilities and to apply the full range of learning outcomes which the programme has enabled them to develop. In particular it enables assessment of their ability to design, develop and write a sociological research project using primary and/or secondary materials appropriate to the topic and according to the necessary conventions of scholarly work. It requires independent motivation and self-directed learning, under supervision, and enables them to demonstrate competence for critical analysis and sustained persuasive argument.

### Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100%</td>
<td>Distinction (Outstanding/Exceptional)</td>
<td>A mark in the 80s or even the 90s will be awarded in the case of really accomplished work, demonstrating high levels of scholarship and originality, although grades in the 90s should be reserved for work deemed to be outstanding, and of publishable quality.</td>
</tr>
<tr>
<td>70-79%</td>
<td>Distinction</td>
<td>A mark of 70-79% is awarded when candidates show evidence of an excellent application of appropriate knowledge, understanding and skills as specified the module learning outcomes. Typically this involves extensive reading and grasp of questions and their context and an exceptional degree of clarity in argument and use of evidence. Knowledge and understanding will have been presented critically, with insight and independence of thought. Argument and analysis of reading will demonstrate...</td>
</tr>
</tbody>
</table>
Constructing Human Rights (30 CATS) Term: Autumn
Assessment: 5,000 essay

Module Description
This module will introduce students to concepts they will need in order to study human rights, beginning with that of ‘social construction’. It also involves conceptualising the political, social and cultural forms in which constructions of human rights are developed, gain credibility, and are (usually partially and often controversially) institutionalised. In particular we will look at how human rights are constructed ‘culturally’ through processes of (generally mediated) framing. ‘Cultural’ here encompasses the legal framing of human rights, which is very important, but we will look at how human rights are constructed through advocacy that is carried out in different forms of mobilisation, in transnational advocacy networks, NGOs and INGOs, and in grassroots movements. In other words, we will consider how human rights are ‘grounded’ in organising practices rather than beginning with either with normative political theory or with legal codification. We will consider a wide range of campaigns, demonstrating how human rights are related to social (and not just legal) justice. Throughout the module we consider the construction of human rights in relation to specific social groups and/or sites of institutionalisation. Topics covered may vary from year to year, but they will almost certainly include at least some of the following: the construction of legal responsibility for human rights violations; the rights of migrants, of indigenous people, of women, of children. We will consider how concepts are exemplified in case studies of particular constructions of human rights, at different sites and scales, and in relation to different social

<table>
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<th>Percentage</th>
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<tbody>
<tr>
<td>60-69%</td>
<td>Merit</td>
<td>A mark of 60-69% is awarded when candidates show a good application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. This involves consistency and fluency in discussing and evaluating reading from a range of sources and an ability to relate this reading to the assessment tasks.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Pass</td>
<td>A mark of 50-59% is awarded when there is clear evidence of a satisfactory application appropriate, knowledge, understanding and skills as specified in the module learning outcomes. Typically this involves evidence of knowledge and understanding where there is a limited development of ideas and critical comment.</td>
</tr>
<tr>
<td>30-49%</td>
<td>Fail</td>
<td>A mark between 30-49% is awarded when there is not a satisfactory application of appropriate knowledge, understanding and skills as specified in the module learning outcomes. There may be confusion and incoherence and unfocused comment on the literature.</td>
</tr>
<tr>
<td>10-29%</td>
<td>Bad fail</td>
<td>A mark between 10-29% is awarded when only some but not all of the learning outcomes specified for the Module have been achieved. Typically a candidate in this position will not have satisfied the examiners that they have read and understood the essential texts of the module. Research involved in the writing of coursework or the dissertation will be poorly organised and inadequately discussed.</td>
</tr>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td>A submission that does not even attempt to address the specified learning outcomes</td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td>A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment</td>
</tr>
</tbody>
</table>

How the programme is structured

Constructing Human Rights (30 CATS) Term: Autumn
Assessment: 5,000 essay

Module Description
This module will introduce students to concepts they will need in order to study human rights, beginning with that of ‘social construction’. It also involves conceptualising the political, social and cultural forms in which constructions of human rights are developed, gain credibility, and are (usually partially and often controversially) institutionalised. In particular we will look at how human rights are constructed ‘culturally’ through processes of (generally mediated) framing. ‘Cultural’ here encompasses the legal framing of human rights, which is very important, but we will look at how human rights are constructed through advocacy that is carried out in different forms of mobilisation, in transnational advocacy networks, NGOs and INGOs, and in grassroots movements. In other words, we will consider how human rights are ‘grounded’ in organising practices rather than beginning with either with normative political theory or with legal codification. We will consider a wide range of campaigns, demonstrating how human rights are related to social (and not just legal) justice. Throughout the module we consider the construction of human rights in relation to specific social groups and/or sites of institutionalisation. Topics covered may vary from year to year, but they will almost certainly include at least some of the following: the construction of legal responsibility for human rights violations; the rights of migrants, of indigenous people, of women, of children. We will consider how concepts are exemplified in case studies of particular constructions of human rights, at different sites and scales, and in relation to different social
groups.

Contact Hours
10 x 1 hour lectures
10 x 1 hour seminars
Individual coursework feedback Individual supervision

Learning Outcomes
- Students will understand what is involved conceptually in the ‘social construction’ of human rights;
- They will understand and be able to compare different forms of mobilisation in which human rights are constructed;
- They will gain an understanding of the multiplicity of sites and scales at which human rights are constructed;
- They will be able to critically assess the social construction of human rights in relation to particular social groups through conceptual analysis and empirical case study;
- They will understand how human rights are constructed in campaigns for social (and not just legal) justice.

Readings

Organising Human Rights (15 CATs) Terms: Autumn
Assessment: 2,500 word report

Module Description
This module invites students to participate in a simulation of team work pursuing human rights in a particular context, such as that of a specific complex emergency. In preparatory lectures and seminars, we will discuss questions about the relationship between ideas and values on the one hand, and organizational practice on the other hand. During the simulation, we will review evidence on a specific setting, such as a complex emergency (for example, the conflict in Syria), consider different organizational missions and consider relevant professional standards. Divided into different teams, students will make recommendations for intervention in a final presentation. Following the simulation, we will use one lecture and one seminar to discuss how, if at all, debates in the social sciences can inform human rights work on the ground and we will discuss the implications of a focus on professional practice for the sociology of human rights.

Contact Hours
2 x 1 hour lecture
2 x 1 hour seminar
4 hours simulation exercise
2 x 1 hour simulation analysis Individual coursework feedback

Learning Outcomes
Students who successfully complete the module will be able to:
- relate the concept of human rights to specific settings and cultural and organizational contexts;
- familiarise themselves with and reflect on organizational policies and guidelines;
- recognise and account for practical and theoretical dilemmas relating to the use of human rights by NGOs and/or activist networks;
• think critically about the relationship between social science knowledge and human rights work on the ground;
• discuss the implications of a focus on professional practice for the sociology of human rights;
• reflect on their own strengths and weaknesses in working in a team.

Reading

Researching Human Rights (15 CATs) Terms: Autumn
Assessment: 2,500 word report

Module Description
This 5-week module introduces you to different ways of doing research about human rights and about human rights interventions. Sessions on specific research strategies are followed by practical workshops. Indicative topics include conducting interviews, analysing visual material, evaluating an intervention, and analysing the media impact of a campaign.

Contact Hours
5 x 1 hour lecture
5 x 1 hour seminar Individual supervision
Individual coursework feedback

Learning Outcomes
This module will further students' skills to:
• show an awareness of the different ways in which research matters with regard to human rights;
• show an awareness of the different ways in which culture matters with regard to research strategies concerning human rights;
• think critically about the strength and weaknesses of different methods in relationship to different research aims;
• critically discuss some of the competing considerations in measuring the impact of human rights interventions;
• imagine research strategies for important questions in the sociology of human rights.

Reading

Practicing Human Rights (15 CATs) Terms: Spring
Assessment: 5000 word report

Module Description
This series of workshops accompanies students' placement in an organization or grassroots activist
network. We will discuss students’ diaries in the context of broader debates about human rights on the one hand, and about professional practice, organizations and activism on the other hand.

A placement in an organization whose work can be related to human rights or practical involvement in a grassroots campaign is an entry requirement of this module.

Contact Hours
4 x 2 hour seminar Individual supervision
Individual coursework feedback

Learning Outcomes
This module will further students' skills to:

- relate conceptual frameworks to concrete social justice situations;
- reflect on the different ways in which culture affects their chosen work;
- recognise and account for practical and theoretical dilemmas relating to the use of human rights by NGOs and or activist networks;
- analyse and evaluate experiential knowledge of social justice and/or rights related work;
- critically assess the approaches and structures of organisations and networks that advocate human rights and or are involved in issues of social justice;
- work productively in a team;
- reflect on existing professional skills and identify areas of future development.

Reading

Optional Modules
To be taken from the Departmental 30 CAT Options or other available 30 CAT options in College (including arrangements with Cultural Studies, Media and Communication, Anthropology, Politics) http://www.gold.ac.uk/pg/sociology/modules/

Dissertation
During the Spring Term workshops covering dissertation topic, ethics, research design and writing are held. Students submit provisional titles at the start of the Spring Term, are allocated a supervisor and have their project assessed by the Departmental Ethics Officer. During the Spring and Summer terms students receive individual supervision. The dissertation is submitted in September.

Progression:
Part-time students are normally required to complete successfully at least the core module “Constructing Human Rights” plus one option of 30 CATS in their first year before proceeding to their second year of study.

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing Human Rights</td>
<td>SO71125A</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1</td>
</tr>
</tbody>
</table>
Academic support

The Department recognises the importance of supporting students’ learning with high quality teaching that is responsive to their individual and collective needs. Programme Convenors are available to discuss any issues arising throughout the module of study. All members of staff have office hours each week to discuss any matters; but outside these hours students may arrange an appointment with any member of staff via email. Students may also talk to the MA Convenor in the Department, or to the Departmental Senior Tutor or Deputy Senior Tutor about any problems that arise during the module of their study.

Programme and module information, a student handbook, as well as timetable details are sent to students in advance of the beginning of term. In addition students are sent a reading list in order to prepare for the programme. Students are also expected to attend special induction meetings prior to the commencement of teaching, when they are offered further guidance regarding timetables, choice of options and enrolment procedures. A workshop will be held in the middle of the Autumn term to discuss the parameters of the placement. Students are guided to think about their placement with the help of the programme convenor.

A variety of library resources and arrangements enhance learning. There is an excellent collection of journals and substantial and up to date texts and Tutor's Files of copyright cleared articles for a wide range of modules in the College library. Heavily used texts are placed on reference and short-loan. There is also a Departmental short-loan collection and the Department has a video library and viewing room which complement the resources held by the College Information Services. Students are also encouraged to take advantage of the excellent library resources available through the University of London and the British Library.

The College provides counselling and student support services (e.g. English for overseas students, dyslexia). For students whose first language is not English, the English Language Centre provides modules in English language and English for Academic purposes through tailor-made timetables of study skill sessions and in-sessional modules in collaboration with the programme. There is also tailor-made provision for those students who may be re-entering Higher Education after a period away -- or arriving to it for the first time -- which develops their critical and writing skills specifically for the written assessments in the subject area. If students encounter difficulties at any time with their studies, their personal tutors and other Study Area staff can provide additional academic support whilst the Senior Tutor and Deputy Senior Tutor are available by appointment to discuss welfare-centred issues. The Department is taking advantage of and pursuing the College’s Disability Awareness policies. Students with specific needs in this regard are considered on an individual basis. The programme makes strenuous efforts to ensure that its teaching spaces are wheelchair accessible. Other specific needs are considered and taken up on an individual basis. The College also actively supports students with specific learning difficulties (e.g. dyslexia), and provisions are made to ensure that all students, regardless of specific difficulty/disability, derive full benefit from the learning environment. In addition to specialist advice and assistance within the College, the Department ensures that module materials are suitable for all students and, where necessary, these are altered to meet the requirements of individual

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
<th>Year</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organising Human Rights</td>
<td>SO71126A</td>
<td>15</td>
<td>7</td>
<td>Core</td>
</tr>
<tr>
<td>Researching Human Rights</td>
<td>SO71127A</td>
<td>15</td>
<td>7</td>
<td>Core</td>
</tr>
<tr>
<td>Two 30 CAT optional modules, one of which may include:</td>
<td>-</td>
<td>60</td>
<td>7</td>
<td>Optional</td>
</tr>
<tr>
<td>Practising Human Rights (which is strongly recommended but not a requirement of the programme)</td>
<td>SO71128A</td>
<td>(15)</td>
<td>7</td>
<td>Optional</td>
</tr>
<tr>
<td>Dissertation on a topic selected by the student and supervised by a member of staff</td>
<td>SO71129A</td>
<td>60</td>
<td>7</td>
<td>Core</td>
</tr>
</tbody>
</table>

Goldsmiths
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students. Where necessary, the location and length of examinations are individually tailored to ensure that no student is at a disadvantage as regards assessment.

The College also provides a range of other student support services. Details can be found on the College web site (www.goldsmiths.ac.uk). Students have access to the College Library, Multi-media, Audio-Visual Study resources and Computer Services and Language Resources and these provide a substantial means of supporting other aspects of your learning. Postgraduate students also have access to a dedicated Postgraduate resource centre (Hatcham House), which houses a number of online resources and offers space for seminars and the informal exchange of ideas.

Links with employers, placement opportunities and career prospects

As issues of globalisation and justice are frequently in the media, and government policy in the UK, US, and elsewhere in Europe is now supposed to be guided by considerations of humanitarianism and human rights, there is a need for graduates with knowledge of human rights.

There are openings for careers in organisations including charities, humanitarian and human rights NGOs and even multi-national corporations, many of which are now concerned with their image in terms of human rights.

The requirements of a Goldsmiths degree

Master's Degrees
All Master's degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master's degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master's degrees: Distinction, Merit, Pass and Fail.
In order to be awarded an overall classification of Distinction, students should have obtained:

- a mark of at least 70% (or A grade) for the dissertation/project (or equivalent)
  AND
- EITHER a mark of 70% (or A grade) in at least half of the remaining credits.
  OR an overall weighted average mark (based on credit value) of at least 70%

In order to be awarded an overall classification of Merit, students should have obtained:

- a mark of at least 60% (or B grade) for the dissertation/project (or equivalent)
  AND
- EITHER a mark of 60% (or B grade) in at least half of the remaining credits.
  OR an overall weighted average mark (based on credit value) of at least 60%

Pass: In order to be awarded an overall classification of Pass must have passed all the modules on a programme but not have met the criteria for the award of an overall classification of Merit or Distinction.
Fail: If any module on a programme has been failed on more than one occasion the programme will be failed.

For further information, please refer to the Regulations for Postgraduate Taught Students, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

Requirement for Award of Degree

Candidates must successfully complete all elements of the course for the award of MA.

Postgraduate certificate students will be expected to have completed Constructing Human Rights, Organising Human Rights and Researching Human Rights.

Postgraduate diploma students will be expected to have completed all requirements except for the completion of the dissertation.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff/student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).