

Course report, Human Rights in a Global Perspective, Autumn 2024

The course provides an overview of the international and regional human rights law. It has had the same basic structure for several years, but minor changes are made after the end of each course based on the course evaluation from the students.

The last semester has put extra emphasis on EU law dealing with fundamental rights from a Swedish perspective. Another new feature is to further enhance the quality of Essays, which is an integral part of the examination process by allocating additional hours. Each student is required to make a brief oral presentation of their draft essay inviting comments from the rest of the group including the teacher. This help students to further refine and enhance the quality of their papers taking into consideration the feedbacks from their colleagues and relevant teacher.

It is regrettable only five out of 48 students answered the course evaluation. From the student feedback during the semester, it seems that the students are generally satisfied with the course. The structure of the teaching of the course – where each lecture takes up different subjects – is appreciated by the students, as it gives insights into many areas of the human rights law from multiple perspectives.

There are two negative remarks that need to be addressed. One of them deals with inadequacies in the case law seminar. Unfortunately, the teacher who cover this subject was on maternity leave during the HT24 semester and this issue will be rectified as she will be back for the spring course 2025. The other comment is the poor attendance of the students at lectures and insufficient discussion during lectures. As to poor attendance, we will try to address it at least to a limited extent by making attendance mandatory in essay writing discussions. We already have this mandatory requirement for attendance in case study section of the course. I always request the students during the introduction to the course to raise questions and pro-active during the lectures and also advised teachers as far as possible to generate discussion during the course of the lectures.

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