

**Human Rights Advocacy Skills**  
**Elective seminar for Autumn 2018 term**  
**Thursdays 8.30-10am, Room 312**  
**ELTE Társadalomtudományi Kar**

**Kara Irwin**

### **Seminar overview**

The **primary aims** of this seminar are to supplement the theoretical human rights teaching students receive on other courses by:

- Teaching students how to put human rights **theory into practice** and
- Providing students with **practical skills training** through case-study-based exercises

We will achieve this in our meetings through **interactive lectures** on each of several skills areas, followed by **practical case-study-based exercise sessions**. While students will not be expected to do much academic reading for the course, you will often have to use the case study materials to prepare for our in-class exercises, and you will be expected to participate in all class exercises.

**Assessment** will be on the basis of in-class participation as well as on the written advocacy exercise and the final oral advocacy exercise. This means that **attending class is critical!** There will not be any exam.

Case study topics:

- Police brutality
- Corruption and bribery / malicious prosecution
- Illegal immigration / human trafficking
- Business and human rights
- Written and oral advocacy topics – students' choice

### **Syllabus –**

#### **Week 1 (Sept. 27) – Fact-finding part I: Introduction to fact-finding skills**

Interactive lecture and discussion:

When an alleged human rights violation has occurred, how do you ascertain the facts? What skills are needed to interview individuals and interpret the information you are given?

#### **Week 2 (Oct. 4) – Fact-finding part II: Interview exercises**

Students will prepare in advance to conduct in-class interview exercises, followed by group analysis of the issues raised.

### **Week 3 (Oct. 11) – Fact-finding part III: Interview exercises**

Students will prepare in advance to conduct in-class interview exercises, followed by group analysis of the issues raised.

### **Week 4 (Oct. 18) – Written advocacy part I: Introduction**

Interactive lecture and discussion:

How do you structure and draft a persuasive presentation of the facts of an alleged human rights violation and your arguments as to how it should be rectified?

### **Weeks 4-8 – Written advocacy part II: Submit written advocacy**

*Students must **submit a topic** for their written advocacy piece **by Oct. 22**. Once I have approved your topic, you can draft your written advocacy piece.*

*Students must **submit written advocacy pieces by Nov. 2**.*

### **Week 5 (Oct. 25) – Negotiation part I: Introduction to negotiation theory**

Interactive lecture and discussion, exercises:

When your constituent has given you a mandate to assist in addressing an alleged human rights violation, how do you prepare for and conduct a negotiation with the alleged violator/victim?

### **AUTUMN BREAK – NO CLASSES OCT. 29 – NOV. 2**

### **Week 6 (Nov. 8) – Negotiation part II: Preparing for negotiation**

Interactive lecture and discussion, exercises:

Students will work in teams to draft negotiation plans based on the case study materials.

### **Week 7 (Nov. 15) – Negotiation part III: How to conduct a negotiation**

Interactive lecture and discussion of negotiation techniques and terminology

**Week 8 (Nov. 22) – Negotiation part IV: Negotiation exercises**

Students will conduct negotiations based on the case study, followed by group analysis of the issues raised.

**Week 9 (Nov. 29) – Oral advocacy part I: Introduction**

Interactive lecture and discussion:

If you are given a platform to speak on behalf of a constituent, what rhetorical skills will you need?  
How do you formulate and deliver your arguments?

**Week 10 (Dec. 6) – Oral advocacy part II: Oral exercises**

Students will deliver oral arguments to the class based on prepared case study materials.

**Week 11 (Dec. 13) – Oral advocacy part II: Oral exercises**

Students will deliver oral arguments to the class based on prepared case study materials.