Course Title: **Human Rights and Agricultural Legislation**

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| **University** | **Benha** |
| **Faculty** | **Faculty of Agriculture** |
| **COURSE SPECIFICATIONS:** | |
| Program of which the course is given | Agricultural Biotechnology |
| Major or Minor element of Program | Major |
| Departments offering the Program |  |
| Department offering the course | General |
| Academic year / Level | Level 1 second semester |
| Date of specification approval |  |

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| **A- BASIC INFORMATION** | |
| Title | **Human Rights and Agricultural Legislation** |
| Code | **CJ 1206** |
| Credit Hours | 2 Hours |
| Lecture | 2 Hours / week |
| Practical | - |
| Total: | Hours |

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| **B- PROFESSIONAL INFORMATION** |
| **1 – OVERALL AIMS OF COURSE** |
| ***The overall objectives of this course are:***   1. The student's knowledge of the importance of human rights to gain the student information on the rights of children and women and the rights of the individual and the community and knowledge of the student organizations, local, regional and international bodies related to human rights and the student's knowledge of the information policy, legislation and acquisition of the quantum of knowledge and information appropriate to the students for contact and multiple and different themes which contribute to the success of their own lives and the process to an end Whether and to prepare students for integration and harmony and understanding, communication and building relationships with respect and peace with their surroundings, and has covered the concepts of different cultures and the development of knowledge skills of students and prepare them for dealing with others and understand what they and their duties private individuals and private rights of others and public rights |

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| **2 – Intended Learning Outcomes of Course (ILOs)** |
| **A. Knowledge and Understanding:** |
| ***By the end of the course, students should:***   1. recognize professional ethics and moral dimension to it. 2. recognize ethics and how to deal with animals and plants. 3. different methods of political participation shows. 4. Recalls individual and group rights. 5. illustrates the human rights legislation in the earth and the heavenly religions. 6. 6 shows the organizations and NGOs working in the field of human rights. 7. Recalls the most important articles enshrined in the Universal Declaration of Human Rights and laws enshrined in the Constitution and legislation in Egypt to preserve the environment 8. listed substances enshrined in the Universal Declaration of Human Rights and laws enshrined in the Egyptian constitution Egypt to preserve the environment 9. Ivkriham and laws enshrined in the Constitution and legislation in Egypt to preserve the environment of different kinds 10. describes the evolution of laws and human rights legislation and those concerning the maintenance of agricultural and protect the environment from pollution 11. enumerates the role of education in the face of contemporary technology and protection of agricultural problems. |

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| B. Intellectual Skills: |
| ***Successful completion of this course will allow students to:***   1. 1. compares student between different materials of human rights and materials and various laws to protect and preserve the environment 2. 2. compares the creation of societies and organizations. 3. 3. plans to form work teams and a culture of volunteerism. 4. 4. plans to improve how to maintain and protect the environment from pollution and to respect the rights of others 5. 5. chooses effective in dealing with other methods to maintain public of their rights and not to damage them, as well as the surrounding environment protection 6. distinguish between the different methods and practices to preserve and protect the environment and not damaging it |

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| C. Professional and Practical Skills: |
| ***By the end of this course, students will be able to:***   1. compares student between different materials of human rights and materials and various laws to protect and preserve the environment 2. compares the creation of societies and organizations. 3. plans to form work teams and a culture of volunteerism. 4. plans to improve how to maintain and protect the environment from pollution and to respect the rights of others 5. chooses effective in dealing with other methods to maintain public of their rights and not to damage them, as well as the surrounding environment protection 6. 6. distinguish between the different methods and practices to preserve and protect the environment and not damaging it |

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| D. General and Transferable Skills: |
| 1- Students should be familiar with working in small groups in the practical classes from which they produce individual reports.  2- They will be able to communicate effectively with a wide range of individuals using a variety of means.  3- Plan and organize their time to ensure that all tasks are completed and deadlines met.  4- Utilize problem solving skills in a variety of theoretical and practical situations.  5- Use computers for communication, data handling and word processing.  6- Students should be familiar with writing a case study.  7-Use of new technological tools and ICDL.  8- Access to Web sites.  9- Life-long learning skills.  10- Communicate effectively with a wide range of individuals using a variety of means.  11- Work effectively individuals or as part of a team. |

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| 3. CONTENTS | | | |
| **Topic** | **No. of hours** | **Lectures** | **Practical** |
| 1. The Human Rights related to rights law in Africa of the United Nations | 4 | 4 | - |
| 1. The Organization of African Unity and the domestic legal systems of all 53 African countries. | 4 | 4 | - |
| 1. The babies, men, women and adults rights. | 4 | 4 | - |
| 1. The Agricultural Legislation related to the environments could be included. | 4 | 4 | - |
| 1. The regulation related to agricultural production and environment. | 6 | 6 | - |
| 1. The effect of Agricultural production on the environment. | 6 | 6 | - |

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| 4. TEACHING AND LEARNING METHODS |
| 1. The main subject areas are covered in the lectures (see syllabus Plan). 2. Laboratory practical / exercises 3. Several student seminar sessions give the opportunity for students to bring questions or discuss any aspects of the course with the tutor. 4. Students are given a topic to research in small groups which they report as an oral presentation. Collective feedback on the strengths and weaknesses of the presentations are provided. |

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| 5. STUDENT ASSESSMENT METHODS |
| ***Students will be evaluated by class participation/ attendance, fulfillment and effort in exercises and presentations, and examination grades:***  1) Laboratory work: to assess the ability of students to understand and perform small laboratory experiments.  2) Hour examination grades: to assess how progress of the students.  3) Term-paper: to assess student ’ability to understand and figure out an article review of specific subject.  4) Mid-Term examination: to assess how difficult or easy of course subjects taken through the first mid-term to understand and realize by students.  5) Oral Examination: to assess how student’ ability to discuss a problem and suggest an realized solving.  6) Practical/Lab Examination: to assess student’ ability to carry out small experiment, analysis, and discuss the results.  7) Final Examination: to assess how much the student gain totally. |

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| 6. ASSESSMENT SCHEDULE | | |
| No | Assessment | **Week No.** |
| 1 | Periodical exam | 4, 8, 12 |
| 2 | Practical exam | 13 |
| 3 | Oral exam | 13 |
| 4 | Final exam | 14 |

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| 7. WEIGHTING OF ASSESSMENT | | |
| No | Assessment | **%** |
| 1 | Periodical exam | 10% |
| 2 | Practical exam | 10% |
| 3 | Oral exam | 10 % |
| 4 | Final exam | 70 % |
| TOTAL | | 100 % |

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| 8. LIST OF REFERENCES |
| 1. [**Christof Heyns**](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Christof%20Heyns&search-alias=books&sort=relevancerank) **2002.** Human Rights Law in Africa 1999 (Human Rights Law in Africa) (v. 4) Springer; 1 edition (June 12, 2002). <http://books.google.com.eg/books?id=J3nX5NtDQe0C&printsec=frontcover&dq=Human+Rights+Law+in+Africa+1999&hl=en&sa=X&ei=dCroUsaxDJCOyQOpq4HoBQ&ved=0CCoQ6AEwAA> 2. [**Jorg Fedtke**](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Jorg%20Fedtke&search-alias=books&sort=relevancerank) **2003.** Human Rights and the Private Sphere: A Comparative Study. [Routledge](http://books.google.com.eg/url?id=w5X9Aod4HXYC&pg=PA423&q=http://www.routledge.com&clientid=ca-print-tandf_us-routledge&channel=BTB-ca-print-tandf_us-routledge+BTB-ISBN:1134099797&linkid=1&usg=AFQjCNEYIZlKAKYgD9BJoLANtOYQ6UsRwQ&source=gbs_pub_info_r) publisher.   <http://books.google.com.eg/books?id=bODo_dfYFZMC&printsec=frontcover&dq=Human+Rights+and+the+Private+Sphere&hl=en&sa=X&ei=kyroUoTrF8bFyQP_8YDADg&ved=0CCoQ6AEwAA> |

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| 9. FACILITIES REQUIRED FOR TEACHING AND LEARNING |
| 1. Teaching aids/ materials: e.g. boards – overhead projector – data-show projector – stationary.. etc. 2. Teaching room/hall. 3. Computers. 4. Facilities for site visits etc., which are necessary for teaching the course. |

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| **Course Coordinators:** | **Prof. Dr. Izzat Farag Khayyat**  **Prof. Dr. Saied abbas rashad**  **Prof. Dr. Alsayed Hassan gadoo** |
| **Date: / / 2015** | |