

## Abstracts

*Christian Scheper*

### **Human Rights as Private Legitimacy Politics: Political Authority and the Justification of Corporate Practices Under International Law**

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Drawing on the concept of legitimacy politics, the article argues that the emergence of a corporate responsibility to respect human rights as part of the international human rights system is an ambivalent process: While grounded in the idea of a human rights-based globalisation, current practice points to an increasing appropriation of human rights by corporations and new possibilities for justifying profit-oriented practices and institutions. The article reconstructs this change in three arenas of legitimacy politics: 1.) the normative level of UN Guiding Principles; 2.) the practical level of corporate governance; and 3.) the epistemic level of producing human rights knowledge in corporate contexts. In these arenas, international legal norms are translated into corporate logics of action, creating new demands for legitimacy and opening battles over norm interpretation. However, they are currently dominated by the political economy of markets and transnational management, functioning as a resource for corporate legitimacy and authority.

**Keywords:** legitimacy, business and human rights, human rights due diligence, corporate responsibility

*Daniel Peters*

### **International Protection of Human Rights through the Exercise of Graded Responsibilities: Linking R2P with the Attribution of Extraterritorial Obligations to Protect**

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The international system of human rights protection is fragmented into various context-sensitive concepts that, for the most part, are implemented in isolation from each other. Building on the assumption that the establishment of linkages between distinct concepts might generate synergetic effects, this paper demonstrates the possibility of linking the Responsibility to Protect (R2P) with the attribution of extraterritorial obligations to protect basic economic and social human rights via the strategy of structural conflict prevention. To this end, the paper first highlights the similarities of different legal policy debates about the protection of basic human rights by exercising graded responsibilities. Subsequently, it distinguishes the concepts of protection from mass atrocities and from abstract harm in a globalized

world economy along six dimensions. Finally, the paper illustrates the possibility of connecting both concepts by referring to two examples – the exercise of graded responsibilities to protect individuals from the effects of non-sustainable debt regimes and of foreign agricultural investments – discussing the potential benefits of this endeavour.

**Keywords:** responsibility to protect, extraterritorial obligations, human rights protection, conflict prevention, global governance

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**Force Protection and Civilian Protection as Conflicting Norms? The British Army and Asymmetric War**

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Research on war posits a conflict between the norms of military force protection and the protection of civilians. Based on the assumption of a zero-sum game, many authors call for more military risk tolerance to protect civilians. Discussing the British Army, this article demonstrates that such a norm conflict may be absent in asymmetric war. It thus adds nuance to debates on military risk management and the local effects of Western ways of war. In the peace support missions in the Balkans, the British Army, applying routines based on experiences from Northern Ireland, produced some positive effects. By contrast, in the wars in Iraq and Afghanistan, British risk tolerance was ineffective or even counterproductive for civilians: soldiers unintentionally caused civilian casualties, crimes against civilians were committed, and British operations and tactics exposed civilians to rebel violence. Instead of assuming a norm conflict or merely arguing normatively, researchers should pay more attention to the empirics of risk management and its consequences.

**Keywords:** norms, asymmetric war, victims, risk management, military

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**Presentations meet the Workshop: Integrated Competence Training in the Teaching of International Relations**

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For lecturers, it is an enormous balancing act to design a seminar not only to impart professional knowledge but also to provide key qualifications such as training in scientific writing or presenting. Although many universities offer additional opportunities for students to improve their soft skills, these formats are usually additive, voluntary, and rarely didactically integrated. How can we solve this problem in such a way that students can acquire all the curricular competences that are re-

quired in the examination – in our case an oral group examination? Our solution was to enter into a constructive cooperation with the aim of an integrated competence training between two specialist seminars on International Relations and the *Forum Mündliche Kommunikation* at the University of Duisburg-Essen. This article is a report of this successful cooperation. We present our learning objectives and specific learning activities and give advice on how to design competence-oriented integrated teaching formats.

**Keywords:** integrated training of competences, scientific presentations, group examination, constructive alignment, teaching cooperation