

**Carleton University
Arthur Kroeger College of Public Affairs**

**Human Rights Capstone
PAPM 4000 F**

Course Outline

Michael McCulloch

Room/Time: Loeb Building, Rm D 199, Thursday, 6:05-8:55pm

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Course Description:

A human rights Capstone seminar enabling students to apply their research, policy analysis and presentation skills to real life human rights related issues. Students will have the opportunity to work in collaboration with an organization whose goals are to advance a range of human rights.

During the seminar, there will not be a fixed reading list. We'll begin by exploring human rights, gender and social determinants of health frameworks and a number of key articles have been included in these areas. Soon after, we'll moving into areas that the class identifies as important to advance our learning. We will build the course together.

Interactive seminars have and will be designed to examine both the human rights issues involved and the approaches structuring the policy debates surrounding these issues. You will have the opportunity to be fully engaged in the weekly discussions through student presentations, debates, the introduction and discussion of new readings, interviews with outstanding individuals who are advancing human rights and though a simulated human rights negotiation at the United Nations. Given the strong interactive nature of this course, it will be important for you to come prepared to introduce and critique readings and apply what you are learning.

Fall 2016 Calendar and Topics

Sept 8	Course Overview/Selection of Groups
Sept 22	Selection of human rights issues and meetings with partner organizations
Oct 27	Fall Break
Dec 1	Sharing and Discussion of Policy Briefs
Dec 8	Sharing and Discussion of Policy Briefs

Seminar Requirements

Participation: 15% individual grade

Students are expected to research and share relevant readings and to come prepared with critical comments and questions during class. These can also be shared electronically via CU Learn. Students will work in teams to prepare a policy brief and will have the opportunity to provide peer evaluation.

Reflexive Journal 15% individual grade

Students will keep a weekly journal recording items such as:

- a. critical comments on articles, discussions, ongoing human rights developments, gov't policy and the strategies and positions held by those organizations working to advance human rights;
- b. personal reflections on the issues being explored;
- c. personal reflections on academic/professional work and personal growth.

Students will send weekly emails to themselves so that they are date stamped. The entire journal is to be submitted to me on December 1st.

In Class Seminar: 20% individual grade

Students may choose any topic of interest related to this course and prepare and facilitate a 30 minute seminar. Examples might include a case study of how human rights were recently advanced in a specific area or the presentation and application of a relevant theoretical framework, moderating a debate or any other topic of interest that would advance our learning in the area of human rights. Dates for presentations will be selected during the 2nd week.

Policy Brief including an annotated reading list and advocacy plan: 50% group grade

Students will work in groups of 3-4 students and will prepare a Policy brief which also includes an annotated reading list and an advocacy plan on a human rights issue anywhere in the world. Students, with the assistance of the professor, will approach an organization working to advance human rights and offer to present the policy brief directly to the organization at the end of the course for their consideration and feedback. Grades will be assigned based on the quality of the research, the clarity of the writing, grammar and presentation. Final Policy briefs are to be submitted to me and the partner organization by November 28th.

On December 1st and 8th, you will have the opportunity to present your work directly to the organization and facilitate a discussion to solicit their feedback. Students who have prepared outstanding policy briefs will be invited to present at Global Affairs Canada.

Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities:

1. Identify your needs for disability-related academic accommodations to the Paul Menton Centre (PMC), supported by relevant and recent documentation from a registered health care professional, by booking an intake appointment with a PMC Coordinator. Documentation forms are available for download on the [PMC website](http://www.carleton.ca/pmc/) <http://www.carleton.ca/pmc/>.
2. With appropriate documentation and your input, your PMC Coordinator will formally evaluate your needs for accommodation by establishing a protocol. Factors taken into consideration when establishing an accommodation protocol are the specific impact of your disability on academic functioning, the degree of the impact, the extent in which your documentation supports your requests, and whether the accommodation will significantly compromise the essential requirements and/or academic integrity of the course or program.
3. You must request accommodations at the beginning of each academic term. New students are required to meet their PMC Coordinator in the Fall and Winter Terms. If you are a returning student, you may have the option of submitting your request for accommodation on line via myPMC.
4. You will be issued a "Letter of Accommodation" for each course, stating your documented accommodation needs. The Letter is sent by email to your course instructor and your Carleton email.
5. You are required to speak to your course instructor soon after receiving the Letter to discuss how best to implement your accommodations. Please note that a 2-week notice is required for instructors to make accommodation arrangements for any in-class scheduled tests/quizzes/midterm exams.
6. The deadline to request accommodations for formally scheduled exams each term is published on the PMC website, on the [Deadline Dates page](http://www.carleton.ca/pmc/students/dates-and-deadlines/) <http://www.carleton.ca/pmc/students/dates-and-deadlines/>.
7. If your course instructor does not agree to any or all of your accommodations as stated on your Letter of Accommodation, you should contact your PMC Coordinator to request that s/he initiates an informal review of the decision.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

Learning Objectives

Students are able to explain and critique human rights, social determinants of health, gender and development.

Students are able to identify and critically analyze how States, civil society, multilateral and private organizations advance human rights.

The learning objectives will be accomplished through in-class debates, presentations, case studies, guest speakers, work with a partner human rights organization and a policy brief.

Learning Outcomes

Students are able to demonstrate how human rights, social determinants of health, gender, and development based considerations are used to shape and influence government policy.

Students are able to present, debate and negotiate a new international agreement to advance human rights.

Students are able to assess the quality of evidence in support of specific claims and think critically about human rights, governance and key actors.

Improved research, writing and oral presentation skills.

READING LIST

Required readings are marked by an asterisk (*)

Human Rights and Development

Ensure that you are clear on the concept of state obligations flowing from the UDHR, the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Begin thinking about the strengths and limitations of a human rights based approach to influencing and shaping government policy.

* Frederic Megret, International Human Rights Law Theory, McGill University Faculty of Law, 2010, Social Science Research Network.

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1539591

* The Universal Declaration of Human Rights. Read the corresponding tabs entitled full text, history and human rights law.

<http://www.un.org/en/documents/udhr/>

International Covenant on Economic, Social and Cultural Rights. Browse the tab on the right entitled “The core International human rights instruments”

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

International Covenant on Civil and Political Rights

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CCPR.aspx>

* Tarantola, Daniel, Andrew Byrnes, Michael Johnson, Lynn Kemp, Anthony Zwi, and Sofia Gruskin, Human Rights, Health and Development, technical series paper # 08.1, the UNSW initiative for health and human rights, pages 1-17.

<http://www.ihhr.unsw.edu.au/publications/papers.html>

* Mouelhi, Mia and Arne Ruckert, Re-Politicizing International Development Cooperation through a Human Rights-Based Approach to Development, unpublished paper, 2009.

UN Sustainable Development Goals <http://www.undp.org/content/undp/en/home/sdgooverview/>

U.N. MDGs <http://www.unmillenniumproject.org/goals/index.htm>

Jerome Amir Singh, Michelle Govender, Edward J Mills, Do human rights matter to health? Lancet 2007; 370: 521–27.

Nelson, Paul, “Human rights, MDGs and the future of development cooperation”, World Development, volume 35, no 12, 2007. Pages 2041-2053.

World Conference on human rights, Vienna, 1993 - The Vienna Declaration and Program of Action, <http://www.ohchr.org/EN/ABOUTUS/Pages/ViennaWC.aspx>

Surya P. Subedia, Steven Wheatley, Amrita Mukherjeeb and Sylvia Ngane, The role of the special rapporteurs of the United Nations Human Rights Council in the development and promotion of

international human rights norms, *The International Journal of Human Rights*, Vol. 15, No. 2, February 2011, 155–161.

Mashood A. Baderin and Manisuli Ssenyonjo, *Development of International Human Rights Law Before and After the UDHR*. SOAS School of Law Legal Studies Research Paper Series. 2010, pp. 3-27.

Navanethem Pillay, *Right to health and the Universal Declaration of Human Rights*, Published Online, www.thelancet.com Vol 372 December 13, 2008, pages 1-2.

Social Determinants of Health

Tonight we will look at one of the main frameworks we'll be using throughout the course. Ensure that you have read the readings with asterisks below as we'll be applying these concepts in a case study tonight. The readings that do not have an asterisk are optional and included for you to explore should they catch your interest.

* WHO Commission on Social Determinants of Health, "Closing the Gap in a Generation: Health equity through action on the social determinants of health", WHO, 2008. Read the Executive Summary and Chapters 1 through 4.

http://www.who.int/social_determinants/thecommission/finalreport/en/index.html

* The Rio Political Declaration on Social Determinants of Health, 2011. Read the 7 page resolution <http://www.who.int/sdhconference/en/> and notice how international agreements are written.

Popay, Jennie, Sarah Escorel, Mario Hernández, Heidi Johnston, Jane Mathieson, and Laetitia Rispel, "Understanding and Tackling Social Exclusion", Final Report to the WHO Commission on Social Determinants of Health from the Social Exclusion Knowledge Network, February 2008.

Understanding the Social Determinants of Health: A Discussion Paper from the Office of the Chief Medical Health Officer Vancouver Island Health Authority, May 2006.

Canada's Response to WHO Commission on Social Determinants of Health: Public Health Agency of Canada website. www.phac-aspc.gc.ca/sdh-dss/csdh-cdss-eng.php

Gender Based Analysis (GBA)

"Gender-based Analysis is a tool for examining the potential impacts of policies, programs, and initiatives on diverse groups of women and men, girls and boys, taking into account gender and other identity factors. It can help us understand how diverse groups of women and men experience public policy." (Status of Women Canada).

Tonight we'll use this framework to walk through a refugee camp in North-Eastern Uganda and apply GBA to critique and design both programs and policy. As with each of the frameworks we'll be using, ensure that you are comfortable in applying and using the framework and in critiquing its strengths and weaknesses.

* Gender Based Analysis + : Status of Women Canada. Review the GBA website including the research checklist under resources. Complete the training module under the training tab. <http://www.swc-cfc.gc.ca/pol/gba-accs/index-eng.html>

* Paterson, Stephanie, What's the problem with gender based analysis? : Gender mainstreaming policy and practice in Canada, Canadian Public Administration (September 2010), 53 (3), pg. 395-416.

New Zealand AID Program: Gender Analysis Guideline
<http://www.aid.govt.nz/about-aid-programme/how-we-work/tools-and-templates/sectoral-thematic-and-cross-cutting-issues-tools>

Gender Analysis in Health: A review of selected tools. World Health Organization, 2002
<http://www.who.int/gender/documents/en/Gender.analysis.pdf>

Gender Analysis Framework, Care Bangladesh, 2005.

Global Civil Society, Activism and Social Policy

Civil society has always played a role in the development and implementation of human rights. This evening we will look at a few interactive case studies to explore the strategies civil society and activists are using to advance human rights. Choose any three of the articles below to review.

Orielle, Solar and Alec Irwin, Social determinants, political contexts and civil society action: a historical perspective on the Commission on Social Determinants of Health, in Health Promotion Journal of Australia Volume 17, Number 3, December 2006 pp 180-184.

Ann Deslandes, University of Sydney and Debra King, Flinders University
Autonomous activism and the global justice movement: Aesthetic reflexivity in practice, Journal of Sociology 42(3), 2006.

Sunanda Ray, Farai Madzimbamuto, Sharon Fonn, Activism: working to reduce maternal mortality through civil society and health professional alliances in sub-Saharan Africa, Reproductive Health Matters, [Volume 20, Issue 39](#), Pages 40-49, June 2012

Fred Powell, Civil Society, Social Policy and Participatory Democracy: Past, Present and Future, Social Policy & Society 8:1, 49–58, 2008

Zahid Shahab Ahmed, Fighting for the rule of law: civil resistance and the lawyers' movement in Pakistan, Democratization, Vol. 17, No. 3, June 2010, 492–513

Michael Orsini and Miriam Smith, Social movements, knowledge and public policy: the case of autism activism in Canada and the US, Critical Policy Studies, Vol. 4, No. 1, April 2010, 38–57.

Khathatso Mokoetle and Barbara Klugman, Remobilising civil society for sexual rights: The establishment of SHARISA, Agenda 92/26.2 2012

JoAnn Carmin and Elizabeth Bast, Cross-movement activism: a cognitive perspective on the global justice activities of US environmental NGOs, *Environmental Politics*, Vol. 18, No. 3, May 2009, 351–370

Kaldor, Mary, The Idea of Global Civil Society, *International Affairs*, 79, 3 (2003), pp 583-593.

Klotz, Audie, Activism and Global Transformations: The Anti-Apartheid and Abolitionist Experiences, *European Journal of International Relations* 2002; 8; 49.