

Course Outline

COURSE:	LAWS 1000 P – Introduction to Legal Studies
TERM:	Fall/Winter 2011-12
CLASS:	Day & Time: Mondays: 14:35-16:25 Room: Please check with Carleton Central for current room location
INSTRUCTORS:	Contract: Fall: Christina Harrison Baird & Faculty: Winter: Melanie Adrian
CONTACT:	Office: D488 (Loeb) Office Hrs: Fall - Ms. Harrison Baird: Monday 12:00-14:00 or by appointment Winter - Dr. Melanie Adrian: TBA Email: christina_harrison@carleton.ca melanie_adrian@carleton.ca (Please use these e-mails. We do not check WebCT mail as often) TAs: Amanda Popowich-Soni - apsoni@connect.carleton.ca Alexandra Callinan (Please note that Instructors and Teaching Assistants can only communicate with you using your connect e-mail (not hotmail, gmail etc.) FYI Students are responsible for knowing the information contained in this outline and for following instructions on assignments. If you have any questions, please contact your Teaching Assistant or the Course Instructor. CELL PHONE POLICY: Please turn your cell phones off while in class. Texting or playing with your phone gives others the impression that you have better and more important things to do with your time. Plus, it's just plain rude. If your cell phone rings while in class, you will be asked to stand up and sing a verse from your favorite song or recite a stanza from your favorite poem.

"Students with disabilities requiring academic accommodations in this course must contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary Letters of Accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me in order to make the necessary arrangements as early in the term as possible, but no later than two weeks before the first assignment is due or the first test requiring accommodations. For further information, please see: <http://www2.carleton.ca/pmc/students/accommodations> . If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by 11 November 2011 for December exams and 7 March 2012 for April exams. For Religious and Pregnancy accommodations, please contact Equity Services, x. 5622 or their website: www.carleton.ca/equity

REQUIRED TEXTS

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
2. Readings from the course website.

Where to buy the text? The required text has been ordered and is available for purchase at **Octopus Books** [116 Third Ave, Ottawa, (613) 233-2589]. For more information see: <http://octopusbooks.ca/> and look under Course Books. Copies of the text have also been placed on reserve for you in the library. You will need **Professor Adrian's NAME** and the **LAWS 1000 COURSE CODE** (remember that there are other sections of LAWS 1000).

ASSIGNMENTS AND EVALUATION

Fall 2011 (out of 100% - to represent 50% of the Final Grade)

a) **Three short surprise quizzes (30%)**: we will be handing out three quizzes that test the week's readings at random and unannounced times during the semester. They will be handed out at the beginning of class. If you are late, you will not be given additional time to finish the quiz. The questions will consist of several multiple choice and short answer questions. These quizzes are meant to test your reading and comprehension of that week's materials. Please read for every week - the success of our class depends on it. At the end of the term, students will be able to choose if they would like to count each quiz at 10% or the two best at 15%.

b) **Mid Term Test (30%)**: to be written in class on **October 31**.

c) **Participation in the Tutorial (20%)**: if you attend your tutorial, ask questions, and raise issues from the readings, this 20% should be very easy. Participation is not assessed on *how much* you speak, but the *quality* of your contribution.

d) **Presentation in Tutorial (20%)**: in groups of 2-4, each student will be responsible for a presentation that covers the main conceptual ideas for that chosen week. More details will be distributed in the tutorials.

e) **Extra Credit Challenges**: There are two means by which to earn extra credit. A student is welcome to participate in both challenges but may only win in one of the following categories.

i) ***Live your commitment to human rights!*** A student may dedicate twelve hours (an average of one hour per week) during either term to a human rights pursuit and get this time documented by an approved supervisor. (This is Law. We deal in evidence!) Before commencing, the student must make a one-paragraph plan and identify a suitable supervisor, both of which must be approved by the Instructor to qualify for participation in the challenge. Near the end of the term the student will present to the class a summary of their work; and its relevance to the course content.

ii) ***Spread the word!*** Every week at the beginning of lecture there will be time for a group of students (no larger than 2) to present a piece of news (from the newspaper or television) to the rest of the class. The news item should reflect a theme of that week. This challenge works on a first come, first granted basis. If you have an idea, contact the instructor **before Sunday evening at 17:00**. Include the news item, as well as a 2-4-sentence description of why you think the class needs to know about this.

The winners of each challenge will have their Final Grade boosted to the next grade range, so, if your final grade is a B+ or 78% you will be boosted to an A- or 80%.

Winter 2012 (out of 100% - to represent 50% of the Final Grade)

a) **Eight Reflection Papers (40%)**: each student is responsible for writing eight 250-500 word reflection pieces about the weekly readings. The reflections will be posted on WebCT (organized by tutorial group) in an area especially designated for this purpose. These reflection papers are intended to allow students to think about one issue or idea that was presented in the readings. Each reflection paper should mention a specific idea from the readings. Please use proper citations (that is, reference the reading by title and page number for example: Steiner, Alston and Goodman, p.345.).

Deadline, Grading: Reflection pieces are **due by 09:00 on Monday Mornings**. They will be automatically time stamped once you upload the piece to WebCT. Please ensure that you submit your work in a timely manner, i.e. leaving more than a few minutes before the deadline in case you run into computer problems. It is your responsibility to get your work in on time. We will grade the papers for thoughtfulness and the citation(s) to the reading(s).

Late Policy: each reflection is worth 5% of your overall grade. Each day it is late, the paper will lose 2%. So, if you post your reflection on Wednesday, your grade will be automatically deducted by 4%.

b) **Participation in the Tutorial (20%)**: Please bring your reflective piece to tutorial. We will discuss the main ideas and concepts together and this will form the basis for discussion. If you attend your tutorial, ask questions, and raise issues from the readings, this 20% should be very easy. Participation is not assessed on *how much* you speak, but the *quality* of your contribution.

c) **The Final Project (40%):** The final project has the goal of testing your understanding of the main concepts and debates in the field of human rights law. The final project may be presented in *written form* (an essay at least 12 pages long with at least 10 primary and secondary sources). Students need not be limited to written presentations however, but may also present their final projects by way of any *creative enterprise* that speaks to a particular theme or concept covered in the course. As an example, students may create audio or visual productions, such as documentaries, to demonstrate the importance of a particular idea or theme, as well as its relevance to the experience of an individual or community. Each creative enterprise **MUST** begin with a written introduction of 2-3 pages clearly explaining how the visual or audio production relates to a particular theme, concept, or idea in the class discussions or readings. More details will be distributed in the tutorials.

Important Note: Plagiarism will not be tolerated. Final submissions that are partially or wholly plagiarized will receive an automatic grade of 0.

d) **Extra Credit Challenges:** There are two means by which to earn extra credit. A student is welcome to participate in both challenges but may only win in one of the following categories.

i) **Live your commitment to human rights!** A student may dedicate twelve hours (an average of one hour per week) during either term to a human rights pursuit and get this time documented by an approved supervisor. (This is Law. We deal in evidence!) Before commencing, the student must make a one-paragraph plan and identify a suitable supervisor, both of which must be approved by the Instructor to qualify for participation in the challenge. Near the end of the term the student will present to the class a summary of their work; and its relevance to the course content.

ii) **Spread the word!** Every week at the beginning of lecture there will be time for a group of students (no larger than 2) to present a piece of news (from the newspaper or television) to the rest of the class. The news item should reflect a theme of that week. This challenge works on a first come, first granted basis. If you have an idea, contact the instructor **before Sunday evening at 17:00**. Include the news item, as well as a 2-4-sentence description of why you think the class needs to know about this.

The winners of each challenge will have their Final Grade boosted to the next grade range, so, if your final grade is a B+ or 78% you will be boosted to an A- or 80%.

In accordance with the Carleton University Undergraduate Calendar (p. 45), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Students who have questions about the grade they receive on an assignment or who wish to challenge the grade must make an appointment with the T.A. who marked the assignment within two weeks of receiving the marked assignment. The instructor will not entertain appeals of grades that have not first been discussed with the T.A.

SOME IDEAS ON SUCCEEDING IN THIS CLASS

1. Reading and Participation This class will succeed or fail based on your commitment. You should be coming to class having done the reading and prepared to contribute to a discussion. The texts are important, but you, the students, are the most precious resource. You all bring different perspectives and distinctive ways of thinking to the class; and bring them you must, as diversity leads to deeper understanding.

Please note: we will be discussing sensitive and controversial issues in this class. No doubt there will be differing ideas on right and good. Everyone must do their best to be respectful at all times. Racist, misogynist and otherwise inappropriate comments will not be tolerated.

2. Come Prepared, Ask Questions, Stay Tuned In This is your education - take an activist stand towards it.

ACADEMIC REGULATIONS, ACCOMMODATIONS, PLAGIARISM, ETC.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://www4.carleton.ca/calendars/ugrad/current/regulations/acadregsuniv.html>

Requests for Academic Accommodations

For Students with Disabilities:

Students with disabilities needing academic accommodations are required to contact a coordinator at the Paul Menton Centre to complete the necessary *letters of accommodation*. The student must then make an appointment to discuss their needs with the instructor at least two weeks prior to the first class or ITV test. This is to ensure sufficient time is available to make the necessary accommodation arrangements.

For Religious Obligations:

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. The Instructor will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website at <http://www2.carleton.ca/equity/> for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the **Dean of Public Affairs**. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

*Assistance for Students:*Student Academic Success Centre (SASC): www.carleton.ca/sascWriting Tutorial Services: www.carleton.ca/wtsPeer Assisted Study Sessions (PASS): www.carleton.ca/sasc/pass_home/index.html**CONNECT EMAIL**

Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your CONNECT account. New students have had their CONNECT account created and it just requires activation. Instructions can be found at connect.carleton.ca - click on the link for "Student" under "New Accounts." Returning students may already have their CONNECT account set up. If you choose, you may forward your CONNECT account to another email address that you use regularly. However, should you not receive the transferred email due to technical or other difficulties, you will still be responsible for the information directed to your CONNECT account.

WebCT

WebCT is a software package that we will utilize as a teaching aid in this course. Specifically, it will be used to post:

- 1) The course outline and schedules of classes and readings.
- 2) Course assignments
- 3) Grades
- 4) Websites
- 5) Event announcements

Students must use a Student Computing Account (SCA) to access Carleton WebCT.

Tentative LECTURE SCHEDULE (Fall Semester)

Week 1 - September 12: Introduction to the Course

No Readings assigned for this week

Part I: Introduction to Law and Human Rights Law

Week 2 - September 19: What is Law?

Readings:

1. Wright, Barry, and Vincent Kazmierski. *Looking at Law: Canada's Legal System*. 5th ed. Markham: Butterworths, 2010.
 - Chapter 1: What is Law? [on course website].
 - Chapter 3: The Canadian Constitution [on course website].
2. Hoebel, Edward Adamson. "The Functions of Law" [on course website].
3. Llewellyn, Karl N. and E. Adamson Hoebel. "The Cheyenne Way" [On course website].

Week 3 - September 26: International Law and the Sources of Law

Readings:

1. Wright, Barry, and Vincent Kazmierski. *Looking at Law: Canada's Legal System*. 5th Edition ed. Markham: Butterworths, 2010.
 - Chapter 2: Sources of Law in Canada. [on course website].
2. Malanczuk, Peter. *Akehurst's Modern Introduction to International Law*. 7th Edition ed. New York: Routledge, 1997.
 - Chapter 1: Introduction (to international law) [on course website].
 - Chapter 3: Sources of International Law [on course website].

Week 4 - October 3: What is Human Rights Law?

Readings:

1. Malanczuk, Peter. *Akehurst's Modern Introduction to International Law*. 7th Edition ed. New York: Routledge, 1997.
 - Chapter 2: History and Theory [on course website].
 - Chapter 14: Human Rights [on course website].
2. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - Part A – Introductory Notions and Background to International Human Rights Movement, Section 1 (A): "Global Snapshots" – read any 3 out of 13 examples. Pgs.3-16.
3. Charter of the United Nations
Available at: <http://www.un.org/en/documents/charter/index.shtml>
4. International Bill of Rights
 - International Covenant on Civil and Political Rights [ICCPR]
Available at: <http://www2.ohchr.org/english/law/ccpr.htm> , and
 - International Covenant on Economic, Social and Cultural Rights [ICESCR]
Available at: <http://www2.ohchr.org/english/law/cescr.htm>

[Please bring the Charter and Bill of Rights to class]

October 10 – Thanksgiving – No class – have a lovely holiday!

Part II: How Are Human Rights Protected?**Week 5 - October 17: The Protection of Rights at The United Nations**Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.

Part D - International Human Rights Organizations:

- Section 9 (A): The UN System: Charter-Based Institutions. Pgs.735-742
- Section 9 (B): Techniques for Responding to Violations. Fact Finding Pgs. 746-753; Procedure 1503 (including the case study on Saudi Arabia) Pgs. 754-758; Procedure 1235 Pgs. 759-762
- Section 9 (C): Special Procedures. Pgs.765-769. Country Fact Finding Missions Pgs.774-775; Sending Communications Pgs.782-784
- Section 9 (D): The UN Human Rights Council. Pgs. 791-792; 799-804; 806-823 (excluding the case study on Israel but including the case study on Darfur)
- Section 9 (E): The role of the High Commissioner for Human Rights. Pgs.824-829
- Section 9 (F): The Security Council and the Responsibility to Protect. Pgs.835-838
- Section 10 (A): Treaty Bodies. Pgs. 844-848; State Reporting Pgs. 850-852; General Comments Pgs.873; 877; 882-884; Individual Communications Pgs.891-892 and Mansour Ahani v. Canada Pgs.897-899
- Section 10 (B): Comment on the Overall UN Human Rights Treaty Body System Pgs. 918-923

Week 6 - October 24: The System in Action: Protecting Children in CanadaReadings:

1. Convention on the Rights of the Child

Available at: <http://www2.ohchr.org/english/law/crc.htm>

2. *Concluding Observations*. Committee on the Rights of the Child. Canada (2003)

Available at: <http://www1.umn.edu/humanrts/crc/canada2003.html>

*Please read this report in full.

3. *Third and Fourth Reports of Canada*. Convention on the Rights of the Child. (Covering years 1998-2007)

Available at: <http://www.pch.gc.ca/pgm/pdp-hrp/docs/pdf/canada3-4-crc-reports-nov2009-eng.pdf> [on course website as well]

*Skim over the entire report, but focus on the summary conclusions on pages 5-11.

4. "Not There Yet: Canada's Implementation of the General Measures of The Convention on the Rights of the Child" [on course website]

*Read Pages 1-14; 57-62

5. A Paper given by Senator Landon Pearson at the "International Child Rights Conference" Ottawa, November 19-20, 2009. [on course website]

*Please read in full

Part III: Critical Perspectives**Week 7 – October 31: MID-TERM TEST****Week 7 – October 31: Universalism and Relativism**Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007. Relativism vs. Universalism Pgs. 476-478; 517-531.
2. Donnelly, Jack. "The Relative Universality of Human Rights." *Human Rights Quarterly* 29, no. 2 (2007): 281-306. [on course website].

Week 8 - November 7: The Human Rights of RefugeesReadings:

1. Convention relating to the Status of Refugees, especially Articles 1 and 33.
Available at: <http://www.unhcr.org/pages/49da0e466.html>
2. UNHCR Handbook on Procedures and Criteria for Determining Refugee Status, paragraphs 37-65. [on course website].
3. Selected UNHCR Executive Committee Conclusions Relating to *Non-refoulement*.
4. A. Edwards, 'Human Rights, Refugees, and the Right 'To Enjoy' Asylum', *International Journal of Refugee Law*, vol. 17, no. 2 (2005), pp. 293–330. [on course website].
5. A. Pécoud, P. de Guchteneire, 'Migration without Borders: An Investigation into the Free Movement of People', *Global Migration Perspectives*, No. 27, (Geneva: Global Commission on International Migration, 2005). [on course website].

Week 9 - November 14: Case Study in Relativism - Female Genital MutilationReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007. Relativism vs. Universalism Pgs. 531-539.
2. Dorkenoo, Efua. *Female Genital Mutilation: Politics and Prevention*. ch. 2 "The Practice"; ch. 3 "What are the Issues"; ch. 6 "Western Countries and Prevention". New York: Columbia University Press, 2006. [on course website].
3. Rosen, Jeffrey. "Is Ritual Circumcision Religious Expression?". *New York Times Magazine*, February 5, 2006: 28. [on course website].
4. von der Osten-Sacken, Thomas. "Is Female Genital Mutilation an Islamic Problem?" *Middle East Quarterly*, Winter 2007: 29-36. [on course website].

Week 10 - November 21: The Public / Private DivideReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007. The Liberal Tradition Pgs.512-516.
2. Binion, Gayle. Human Rights: A Feminist Perspective. *Human Rights Quarterly* 17, no.3 (1995). Pgs.509-526. [on course website].
3. Bunch, Charlotte. *Women's Rights as Human Rights: Toward a Re-Vision of Human Rights*. [on course website]
4. Khan, Ummni. *Perpetuating the Cycle of abuse: Feminist (mis)use of the Public/Private Dichotomy in the Case of Nixon v. Rape Relief*. [on course website]

Week 11 - November 28: An East Asian Challenge to Human Rights?Readings:

1. Joanne R. Bauer and Daniel A. Bell, eds., *The East Asian Challenge for Human Rights*. Cambridge: Cambridge University Press, 1999.
 - Chapter 3: 'Human Rights and Asian Values' – Jack Donnelly [on course website].
2. Bilahari Kausikan, "Asia's Different Standard" Pgs.24-41 [on course website].
3. Aryeh Neier, "Asia's Unacceptable Standard," *Foreign Policy* (Fall 1993) Pgs. 42-51 [on course website].

Week 12 - December 5: National Security, 9-11, and Human RightsReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - Part B Section 5:
 - A) Terrorism and Human Rights: Definitions and Relationships, 375-380;
 - B) September 11th: A Turning Point Pgs.380-383;
 - C) Legal Framework: Public Emergencies, Derogations and the Laws of War Pgs.385-394;
 - F) Counter-terrorist Operations and the Rule of Law Pgs.453-454

**Tentative LECTURE SCHEDULE
(Winter Semester)**

Week 1 – January 9: Introduction to the Second Semester: Themes and RegionsReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. Regional Arrangements – pgs. 925-932.

Unit 1: Europe**Week 2 – January 16: Europe – Muslims in Europe - On the Ground Perspective – Identity and the headscarf**Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. The European Convention System – pgs. 933-946
2. Killian, C. (2006). North African Women in France: Gender, Culture, and Identity. Stanford, Calif., Stanford University Press.
 - a. Chapter 2: Crossing the Street – pgs.45-55
 - b. Chapter 3: Cultural Choices – pgs.95-102
3. Bowen, J. R. (2007). Why the French Don't like Headscarves: Islam, the State, and Public Space. Princeton, N.J., Princeton University Press.
 - a. Chapter 2: Remember Laïcité – pgs.11-33

Week 3 - January 23: Europe – Muslims in Europe - The European System – The Role of TurkeyReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. The Court's Jurisdiction – pgs.951-956
 - b. The European Court in Action – pgs.964-978
 - c. Democracy and Political Participation – pgs.980-992 (Refah Case)
2. European Convention on Human Rights – Note in particular article 9
 - a. <http://www.echr.coe.int/ECHR/EN/Header/Basic+Texts/The+Convention+and+additional+protocols/The+European+Convention+on+Human+Rights/>
3. Adrian, M. (2009). "France, the Veil, and Religious Freedom." Journal of Religion, State and Society 37(4): 345-374.

Week 4 – January 30 – Europe – Muslims in Europe – the European SystemReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. The Convention and the Court at the National Level – pgs.1001-1013
 - b. The OSCE – pgs.1014-1019
2. Boyle, K. (2004). "Human Rights, Religion and Democracy: the Refah Party Case." Essex Human Rights Journal 1(1): 1-16.

Week 5 – February 6 – Europe – Muslims in Europe - United Nations InvolvementReadings:

1. International Covenant on Civil and Political Rights (ICCPR) – note Article 18 in particular
 - a. <http://www2.ohchr.org/english/law/ccpr.htm>
2. Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief
 - a. <http://www1.umn.edu/humanrts/instree/d4deidrb.htm>
3. Office of the High Commissioner for Human Rights, General Comment no.22
 - a. <http://www.unhchr.ch/tbs/doc.nsf/0/9a30112c27d1167cc12563ed004d8f15>
4. International Covenant on Civil and Political Rights, Human Rights Committee, Communication 931/2000 on Uzbekistan
 - a. <http://www1.umn.edu/humanrts/undocs/html/931-2000.html>

***** *Final Project Ideas and Outlines Due February 13* *****

Please submit these to your Teaching Assistant in Class

Unit 2: Latin America**Week 6 – February 13: Latin America – Argentina's Dirty War – On The Ground Perspectives**Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. The Inter-American System – pgs.1020-1042
2. Mellibovsky, M. (1997). *Circle of Love over Death: testimonies of the mothers of the Plaza de Mayo*. Willimantic, CT, Curbstone Press.
 - a. Introduction and Background to a holocaust - (on course website)
 - b. Two Mother's Testimonials – (on course website)
3. Children's Testimonials - various newspaper articles (on course website)
4. Timeline of the "Dirty War" (on course website)

February 20: Winter Break – no Classes – have a wonderful week !

Week 7 – February 27: Latin America – Argentina's Dirty War – Regional ActionsReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. The Inter-American System – pgs.1042-1062
2. Charter of the OAS – *please skim – chapter 1, 15 and 19 are very important*
 - a. http://www.oas.org/dil/treaties_A-41_Charter_of_the_Organization_of_American_States.htm
3. American Convention on Human Rights – please skim
 - a. <http://www.cidh.oas.org/basicos/english/basic3.american%20convention.htm>
4. Inter-American Convention on Forced Disappearance of Persons and its signatories (on course website)
5. Report of the Inter-American Commission of Human Rights
 - a. Chapter 1
 - b. Chapter 3
 - c. Conclusion

Week 8 – March 5: Latin America – Argentina's Dirty War – United Nations InvolvementReadings:

1. Concluding Statement of UN Expert Group on Disappearances in Argentina (on course website)
2. UN Convention for the Protection of all Persons from Enforced Disappearance - and its signatories (on course website)
3. Economic and Social Council, Commission on Human Rights, 57th Session. Question of Enforced or involuntary disappearances.
 - a. Read the introduction and Argentina's summary pgs. 4-5 (on course website)

Unit 3: Africa**Week 9 – March 12 – Africa – Child Soldiers in Sierra Leone – On the Ground Perspectives**Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. The African System – pgs.1062-1071
2. History of the war in Sierra Leone
 - a. Truth and Reconciliation Report – pgs. 1-7 (on course website)
3. Chronology of the War in Sierra Leone
 - a. Taken from Beah, I. (2007). A Long Way Gone: Memoirs of a Boy Soldier. Vancouver, Douglas & McIntyre Ltd.
4. Beah, I. (2007). A Long Way Gone: Memoirs of a Boy Soldier. Vancouver, Douglas & McIntyre Ltd.
 - a. Chapter 1 – pgs.5-17
 - b. Chapter 11 – pgs. 89-99
 - c. Chapter 20 – pgs.193-200

Week 10 – March 19 – Child Soldiers in Sierra Leone – The African SystemReadings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2007.
 - a. Optional Protocol for an African Court – pgs.1081-1082
2. African Union Charter
 - a. <http://www.africa-union.org/root/au/Documents/Treaties/treaties.htm>
3. African Charter on Human and People's Rights
 - a. http://www.achpr.org/english/info/charter_en.html
4. African Charter on Rights and Welfare of the Child (1990) and signatories
 - a. On course website
5. Dallaire, R. (2010). They Fight Like Soldiers, They Die Like Children: the Global Quest to Eradicate the Use of Child Soldiers. Toronto, Random House Canada.
 - a. Chapter

Week 11 – March 26 – Child Soldiers in Sierra Leone – United Nations InvolvementReadings:

1. Lome Peace Agreement (on course website)
2. Speech by Ishmael Beah at the UN (on course website)
3. Truth and Reconciliation Commission Report for the Children of Sierra Leone, Child Friendly Version, 2004 (please skim this report – on course website)
4. Statement by Ms. Patricia O'Brien, Under-Secretary General for Legal Affairs, The Legal Council (on course website)

Week 12 – April 2 – Review and Wrap up

***** FINAL PROJECTS DUE APRIL 2nd at the beginning of class *****

END

We wish you a safe and successful summer – please stay in touch!