

**LAWS 1000P - Introduction to Legal Studies:
Human Rights and Democracy Cluster of the ArtsOne Program**

Winter Semester 2011

Instructor: Dr. Melanie Adrian
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(Please note that Instructors and Teaching Assistants can only communicate with you using your connect e-mail (not hotmail, gmail etc))

Class Time and location: Mondays 11:35-1:25 am
Location: Tory Building 210

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.

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, 2008.
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]. Copies of the text have also been placed on reserve for you in the library. You will need **MY NAME** and the **COURSE CODE** (remember that there are other sections of LAWS 1000).

For more information see: <http://octopusbooks.ca/book/course-book-faq>

ASSIGNMENTS AND EVALUATION

a) **Eight Reflection Papers (40%):** each student is responsible for writing 8, 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 9am 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 relate 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 0.

d) **The Extra Credit Challenge:** every week at the beginning of class 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 Dr.

Adrian directly (at melanie_adrian@carleton.ca) with the news item, as well as a 2-4-sentence description of why you think the class needs to know about this.

Winners of this challenge will have their final grade boosted to the next grade range, so, if your 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://www.carleton.ca/cu0708uc/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. I 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 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 faculty of Dean of FASS and Management. 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/sasc

Writing Tutorial Services: www.carleton.ca/wts

Peer 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 I 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 CLASS SCHEDULE (Winter Semester)

Week 1 - January 3rd: First Term Exam - TO BE WRITTEN IN CLASS
No sections will meet on this day; Sections resume January 10

Week 2 – January 10: Introduction to the Second Semester: Themes and Regions

Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2008.
 - a. Regional Arrangements – pgs. 925-932.

Unit 1: Latin America

Week 3 – January 17: 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, 2008.
 - 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, Curbsstone 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)

Week 4 – January 24: Latin America – Argentina’s Dirty War – Regional Actions

Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2008.
 - 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 5 – January 31: Latin America – Argentina’s Dirty War – United Nations Involvement

Readings:

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 2: Europe

Week 6 – February 7: 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, 2008.
 - 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

***** *Final Project Ideas and Outlines Due February 14* *****
Please submit these to your Teaching Assistant

Week 7 - February 15: Europe – Muslims in Europe - The European System – The Role of Turkey

Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2008.
 - 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.

Winter Break – have a good week!

Week 8 – February 28 – Europe – Muslims in Europe – the European System

Readings:

1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2008.
 - 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 9 – March 7 – Europe – Muslims in Europe - United Nations Involvement

Readings:

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/instreet/d4deidrb.htm>
3. Office of the High Commissioner for Human Rights, General Comment no.22
 - a. <http://www.unhcr.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>

Unit 3: Africa

Week 10 – March 14 – 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, 2008.
 - 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 11 – March 21 – Child Soldiers in Sierra Leone – The African System

Readings:

- 1. Steiner, Henry J., Philip Alston, and Ryan Goodman. *International Human Rights in Context: Law, Politics, Morals*. 3rd ed. Oxford: Oxford University Press, 2008.
 - 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 12 – March 28 – Child Soldiers in Sierra Leone – United Nations Involvement

Readings:

- 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)

***** *FINAL PROJECTS DUE APRIL 4TH* *****

Week 13 – April 4 – Review and Wrap up

END

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