

Social Justice and Human Rights

Course Outline LAWS 2105

Summer Semester (One) 2015

Instructor:	Dr. Melanie Adrian
Course Meeting Time:	Tuesdays, Thursdays 9.30-12.30
Location:	Discovery Center, Fourth Floor of the Library
Email:	melanie.adrian@carleton.ca
Office:	Loeb C 465
Office Phone:	613.520.2600 x.2085
Office Hours:	Tuesdays 2-4 or by appointment. All students are encouraged to meet with Dr. Adrian at least once during the semester.
Teaching Assistant:	Emily-Jean Gallant
E-mail:	EmilyJeanGallant@cmail.carleton.ca
Office Hours:	By appointment. Please e-mail.

Course Description:

This course is designed for students who are asking what the parameters, if any, of global justice might be? How are social justice and human rights linked? What role does international law play in securing human rights and justice?

This course is intended primarily for students who are eager to make the connection between the theory and practice of justice and human rights in our contemporary world. Through the active engagement of nine "Justice Makers" (people who have made a difference to social justice or human rights or both), students are asked to contemplate their role as principled, engaged, global citizens. We are asking questions such as: What does it mean to live a deliberative life in a world marked by rampant consumerism and inequality? What tools do we have to critically assess these issues? What, if any, stand does one take and how?

Method:

Nine guests – from senators to activists, and, politicians to ethicists – have been invited to participate in the class. Students will interview these guests about their life choices, their stand on rights, their understanding of social justice, and the effects of these choices on the wider world. Students will marry these ideas with the theoretical materials covered in the class and produce a short documentary that highlights some of the issues arising from the interviews. Students will be asked to present their documentary and underlying ideas to the class at the end of the semester.

Grading and Requirements:

(All components must be completed in order to get a passing grade)

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

- 1) TWO Mini-Essays (25%): ONE due on or before May 14 and SECOND June 2**
- 2) Group Journal (20%): due June 16**
- 3) Interview Skills Meeting (5%): scheduled as per group availability**
- 4) Storyboard for Final Project (10%): early submissions encouraged, latest by June 9**
- 5) Presentation of Final Project (10%): June 16**
- 6) Final Project (30%): due June 16**

1) Mini-Essays (25%): each student will be responsible for submitting **TWO** mini-essays. Each mini-essay should take up an idea of the course and rigorously argue a position vis-a-vis that idea. The essay may be a response to one of the weekly questions, or may be suggested by the student (with Instructor or TA approval). The essay should be a maximum of 4 pages and properly formatted (double spaced, 1,000 words, 12 point font, 1 inch margins). Please use Chicago-style citations. A separate bibliography is not needed, but full citations should be contained in footnotes. Please hand your papers to your TA (Emily-Jean) upon submission. (We encourage students to print on both sides of the paper – save the trees!) E-mail submissions must be accompanied by a doctor's note. **The first paper is due on or before May 14th. The second paper is due on or before June 2nd.**

2) Group Journal (20%): Each group will keep a journal that will record the progress made on the project *at each meeting*. Thus, an entry should be made every time the group meets. Each group member will submit at least one entry. The journal should have at least 10 entries. Each entry should record who participated and briefly cite what the main lines of thought / argumentation / debate / accord of

the meeting were. Journals will be kept on the CULearn site in a special folder for that particular group.

The journal is meant to be a thoughtful and communicative space where students can reflect on:

- What one idea did you recently learn in the class and how does this idea relate to your Justice Maker?
- What theoretical discussions did your group have on the idea of justice and human rights?
- What does it mean to enact human rights and justice (to you, to your Justice Maker)?
- How is the project progressing and what are the controversies, if any?
- What, if any, are the intricacies and complexities of group work?

3) Interview Skills Meeting (5%): Each group will be meeting with Julie Lavigne, Research Librarian for Law, **before their interview** of the Justice Maker. This will be an opportunity to get feedback and help formulate a line of questioning.

4) Storyboard for Final Project (10%): This is a document that is due at the start of class, three classes (or before) following your interview with the Justice Maker. The document outlines the main themes of your final project. See guidelines for more information and grading expectations.

5) Presentation of Final Project (10%): Groups will present their documentary to the class in the final day meeting of the semester (**June 16**). Please see “Project Presentation – Tips and Grading” for more information.

6) Final Project (30%): The final project will consist of a 4-6 minute visual documentary that students will complete in their groups. The documentary will examine the life of a “Justice Maker” and their perspectives on justice and human rights. Projects should not be entirely narrative in nature – that is, this project is not about creating a visual biography. Instead, groups should engage a theoretical approach and use the Justice Maker’s ideas to highlight different aspects thereof. Ideally, consumers of the documentary will walk away from the video having had a revelation (an ‘aha’ moment !) about the Justice Maker and their approach to issues of justice and human rights. Projects will be presented on **June 16th** to the class and wider Carleton Community. Please bring the project on an external drive (zip drive) so that you can easily transfer the files to Dr. Adrian.

Policy for Late Assignments: Late submissions (any paper submitted past the due date) will be deducted one letter grade per 24 hours (including weekends). Thus, a paper with a value of B+ would be given a B on Friday and C+ on Monday.

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

Book to Purchase:

1. Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

The most inexpensive way to purchase this book is to go online. Amazon has great deals

I have placed all books on reserve for you at the library and made the articles available through our class website on CUlearn.

Important Information YOU NEED to read:

Please, read this outline: 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.

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 greatest resource. You all bring different perspectives and distinctive ways of thinking to the class. Speak up. Be heard.

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.

Academic Accommodations and Plagiarism:

Academic Accommodations

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://www2.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://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes reproducing or paraphrasing portions

of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence.

More information on the University's **Academic Integrity Policy** can be found at: <http://www.carleton.ca/studentaffairs/academic-integrity/>

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures.

Please review these documents to ensure that your practices meet our Department's expectations.

<http://www.carleton.ca/law/student-resources/department-policies/>

Carleton University has wonderful resources to help students succeed. Please take advantage of them:

Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: www.carleton.ca/wts

Class Schedule

May 5

Week 1: Introductory Class

Today: Introduction to class – main themes, concepts, approaches; introduction to assignments, key deliverables, expectations

Questions for Reflection:

1. What is social justice?
2. What are human rights?
3. What does it mean to be on a learning adventure?

May 7

Week 2: What is justice? Is there a “right” thing to do?

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 1: “Doing the Right Thing”. Pgs. 3-30

Abella, Rosalie. 2012. Foreword by Rosalie Abella. *Canadian Journal of Human Rights* 1 (1): 1-12.

Questions for Reflection:

1. What is social justice?
2. How are social justice and human rights related?
3. How does Justice Abella connect social justice and human rights?

May 12

Week 3: What's right for most, is right for all?

JUSTICE MAKER: James Bartleman

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 2: "The Greatest Happiness Principle: Utilitarianism". Pgs. 31-57.

Singer, Peter. 1972. Famine, Affluence, and Morality. *Philosophy and Public Affairs* 1 (3):229-243.

Questions for Reflection:

1. How are justice and human rights connected in Bentham's Utilitarianism?
2. How does Mill re-cast utilitarianism? Is this re-shaping convincing?
3. What does Singer argue in his article? On what basis does he argue this?
4. Is Singer a utilitarian?

May 14

Week 4: What's the state got to do with it?

JUSTICE MAKER: Senator Landon Pearson

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 3: "Do we own ourselves?: Libertarianism". Pgs. 58-74.

Charter of the United Nations

- Particularly chapters 1-7

Questions for Reflection:

1. Who is responsible for making justice?
2. What is the responsibility of the individual in making justice?
3. What are the relationships between state, individual, groups and human rights?

LAST OPPORTUNITY TO HAND IN YOUR FIRST MINI-ESSAY.

May 19

Week 5: How “free” are we?

Justice Maker: Dan Mathews, SVP Media Campaigns, PETA

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 4: “Hired Help: Markets and Morals”. Pgs. 75-102.

Sen, Amartya. 2001. *Development as Freedom*. New York: Alfred A. Knopf.

- Introduction: “Development as Freedom” Pgs.3-11.
- Chapter 2: “The Ends and Means of Development” Pgs.35-53.

Questions for Reflection:

1. How, according to Sandel, are we influenced by the market?
2. In your opinion, are market forces a legitimate constraint of action?
3. How does Sen conceptualize freedom?

May 21

Week 6: The case for dignity and human rights

Justice Maker: Denise Chong

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 5: “What matters is the motive: Immanuel Kant”. Pgs. 103-139.

Sandel, Michael J. 2007. *Justice: A Reader*. New York: Oxford University Press.

- Immanuel Kant’s “On A Supposed Right to Lie because of Philanthropic Concerns” Pgs.199-201

Questions for Reflection:

1. On what basis does Kant argue for human rights? How does this differ from previous theorists we have studied?
2. What does Kant propose in regards to telling a lie? How is ‘lie’ defined?
3. How would you define a ‘right’ lie?

May 26

Week 7: Behind the veil there lies justice?

Justice Maker: Karen Tse, President, International Bridges to Justice

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 6: "The Case for Equality: John Rawls". Pgs. 140-166.

Kao, Grace. 2011. *Grounding Human Rights in a Pluralist World*. Washington, D.C.: Georgetown University Press.

- Chapter 3: "An Enforcement-Centered Approach to Human Rights, with Special Reference to John Rawls". Pgs. 57-76.

Questions for Reflection:

1. How does Rawls envision justice? How does he theorize the key ingredients of a just world?
2. How are human rights conceptualized in Rawl's political theory?
3. What argument does Grace Kao make in relation to Rawls? Does she agree that his theory is important in grounding human rights?

May 28

Week 8: Singling out race – justice or discrimination?

Justice Maker: Rabbi Bulka

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 7: "Arguing Affirmative Action". Pgs. 167-183.

Sacks, David O., and Peter A. Thiel. 1995. *The Diversity Myth: "Multiculturalism" and the Politics of Intolerance at Stanford*. Oakland: The Independent Institute

- Introduction Pgs. xvii-xxi
- Chapter 1: "The West Rejected" Pgs.1-23.

Questions for Reflection:

1. Is affirmative action just? If so, why? If not, why not?
2. How is affirmative action related to human rights?
3. What is "political correctness"?
4. Is being "politically correct" damaging? If not, why not? If yes, why?

June 2

Week 9: The importance of telos, or purpose.

Justice Maker: Prof. Monique Bégin

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 8: "Who deserves what?: Aristotle". Pgs. 184-207.

Asad, Talal. 2003. *Formations of the Secular: Christianity, Islam, Modernity.* Stanford, Calif.: Stanford University Press.

- Pages 130-155

Questions for Reflection:

1. Aristotle argues that human realize their nature by political associations. Do you agree with this fundamental premise?
2. Is Aristotle correct in holding that arguments about justice and rights are arguments about the purpose of social institutions?
3. How does Asad describe the connection between human rights, social justice and the rule of law?
4. Why are these interconnections important? What point is he trying to make?

June 4

Week 10: Are we responsible for each other?

Justice Maker: Dr. Brian Palmer

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 9: "What do we owe one another?: Dilemmas of Loyalty". Pgs. 208-143.

Brooks, Thom. 2008. *The Global Justice Reader.* Malden: Blackwell Publishing Ltd.

- Chapter 33: Susan Moller Okin "Is multiculturalism bad for women?" Pgs.587-597.

Questions for Reflection:

1. To what extent are individuals responsible for each other?
2. What form of political association may best ensure this responsibility?

3. What are Okin's arguments against multiculturalism? Do you agree?

June 9

Week 11: The myth of liberal neutrality.

**Justice Maker: Alex Neve, Secretary General,
Amnesty International Canada**

Please read:

Sandel, Michael J. 2009. *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux.

- Chapter 10: "Justice and the common good". Pgs. 244-269.

Nussbaum, Martha. 2012. *The New Religious Intolerance: Overcoming the Politics of Fear in an Anxious Age.* Cambridge: Harvard University Press.

- Chapter 3: "First Principles: Equal Respect for Conscience" Pgs. 59-97.

Questions for Reflection:

1. Is liberalism neutral?
2. According to Nussbaum, what is the difference between Locke's and Williams' approach to accommodation?
3. What danger is high enough to abridge freedom?

June 11

Week 12: What are your unanswered questions? Theme and readings to be decided collectively

Please read:

Questions for Reflection:

June 16

Week 13: Presentation of Projects