

Course Outline

COURSE:	LAWS 2105 A&T – Social Justice and Human Rights
TERM:	FALL 2019
PREREQUISITES:	LAWS 1000 (no loner offered) 1.0 credit from LAWS 1001, LAWS 1002, PSCI 1100, PSCI 1200 or HUMR 1001 (1.0) or PAPM 1000 (1.0)
CLASS:	Day & Time: Mondays, 11:35am – 2:25pm Room: Please check with Carleton Central for current room location
INSTRUCTOR:	Dr. Michael Christensen
CONTACT:	Office: C476 Loeb Building Office Hrs: Mondays, 3:00pm – 4:00pm (or by appointment) Telephone: 613-520-2600 x 3608 Email: michael.christensen@carleton.ca

CALENDAR COURSE DESCRIPTION

Theories and practices of law and social justice. Issues examined may include: civil democracy and repression; global governance and the rule of law; democratic movements and social power; human rights instruments, regimes and remedies; armed conflict; and humanitarian intervention.

COURSE DESCRIPTION

This course explores how people in different times and places have enacted the ideals of social justice and human rights. Students will learn about the events and debates that have shaped current practices of human rights, international legal frameworks for human rights, limitations of rights discourses, and movements for social justice by examining varied historical and social contexts. This class will ask students to think through some of the problems related to rights and justice, such as whether law is the best mechanism to promote human rights, whether rights can be applied globally, and how individual rights support or impede justice for social groups.

A key learning outcome of this course is that students will be able to apply abstract concepts such as ‘rights’ and ‘justice’ using concrete examples. As such, classroom lecture and discussion will focus on specific instances and events that best exemplify how people tried to make sense of rights or justice in practice. Such examples will include discussions of the American and French Revolutions, Western colonialism and the rise of Western humanitarianism, settler colonialism in Canada and elsewhere, World War II and the Holocaust, the war on terror, the refugee crisis, movements to challenge gender-based violence, and systematic forms of racism such as housing discrimination and mass incarceration.

The course will also maintain a clear focus on experiential learning. The course assignments will ask students to explore the range of movements and organizations working for social justice and human rights. Students will be encouraged to look beyond the classroom to learn about how activists and professionals actually do the work of enacting social justice and human rights.

REQUIRED TEXTS

Note: The text is available at [Octopus Books, 116 Third Ave., Ottawa. 613-233-2589.](#)

Arendt, Hannah (1963) *Eichmann in Jerusalem: A Report on the Banality of Evil*. New York: Penguin.

****All other course materials will be posted to cuLearn****

EVALUATION

(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 are not final until they have been approved by the Department and the Dean.

<u>Assignment</u>	<u>Description</u>	<u>Due Date</u>	<u>Weight</u>
Reading Quizzes	Completed online each week	BEFORE each lecture	10%
Reading Commentary	3-5 pages	September 30	10%
Book Analysis and Application	5-7 pages	October 28	20%
Rights and Justice in Practice	8-10 pages	December 2	30%
Report			
Final Exam	On lectures AND readings	TBD	30%

COURSE COMPONENTS*Reading Quizzes (10%)*

Reading is extremely important in this course and as such, students are expected to do all of the weekly required readings BEFORE each class. To help encourage weekly reading, students are required to complete a short quiz on the week's assigned readings. Quizzes will be posted on cuLearn on Wednesdays at noon and close on Mondays at 11:30am. There will be a quiz each week, excluding the first class for a total of 11 quizzes. However, students only have to complete 10 quizzes to receive full marks (10 quizzes, worth 1 point each = 10%). Quizzes will be composed of multiple choice, true/false or short answer questions and you must get at least 50% correct in order to get full credit. Missed quizzes cannot be made up. Please ensure that you have a secure and reliable internet connection when completing the quizzes as they will be timed.

Reading Commentary (10%)

Students are required to write a reading commentary meant to develop their critical reading skills. Students may select any one of the weekly readings required for the course to use for this assignment. Commentaries should be 3-5 pages (12-point font, double-spaced with appropriate margins), and should follow the questions listed on the assignment sheet (instructions will be posted on cuLearn). Reading Commentaries will be due on **September 30**.

Book Analysis and Application (20%)

Students are required to read Hannah Arendt's classic book *Eichmann in Jerusalem* and write a critical reflection

paper that analyses the author's argument and applies that argument to a contemporary problem. The paper should be 5-7 pages (12-point font, double-spaced with appropriate margins), and should follow the instructions outlined in the assignment sheet (instructions will be posted on cuLearn). Book analysis and application papers will be due on **October 28**.

Rights and Justice in Practice Report (30%)

To help students connect and apply what they learn about social justice and human rights to our contemporary world, they will be required to write a report on an organization, movement or group that is advocating for some form of social justice or human rights. The goal of the report is to show how the ideals of rights and justice are achieved (or not) in practice. The report should be 8-10 pages (12-point font, double-spaced with appropriate margins), and should follow the instructions outlined in the assignment sheet (instructions will be posted on cuLearn). The reports will be due on **December 2**.

Final Exam (30%)

There will be a final exam on the content covered in class and in the readings. The exam will be held during the final exam period and will be a proctored exam (including CUOL students). The date, time and location of the exam will be provided by Scheduling and Exam Services sometime in October. Distance learning students should contact CUOL to confirm their exam centre locations.

SCHEDULE

September 9: Studying Rights and Justice

- Syllabus review
- No Readings

September 16: The Political Language of Human Rights

- Hunt (2007) *Inventing Human Rights*: Introduction pgs. 15-34; Chapter 3 pgs. 113-145
- Hunt (2007): Look over the three Declarations in the Appendix, pgs. 215-229

September 23: From Humanism to Humanitarianism

- Douzinas, Costas (2007) *Human Rights and Empire: The Political Philosophy of Cosmopolitanism*. London; New York: Routledge-Cavendish. Pgs. 3-33

September 30: Human Rights, Justice and Social Groups

- Young, Iris Marion (1990) *Justice and the Politics of Difference*. Princeton, NJ: Princeton University Press. Pgs. 39-65

October 7: The Holocaust as the Defining Crisis of Western Human Rights

- Arendt (1963) *Eichmann in Jerusalem*: pgs 3-55

October 14: No Class (Thanksgiving)

October 21: No Class (Fall Break)

October 28: Modernity and the Banality of Evil

- Arendt (1963) *Eichmann in Jerusalem*: pgs 56-150; 206-298

November 4: Rights, Empire and the State

- Benhabib, Seyla (2004) “The Right to Have Rights: Hannah Arendt on the contradictions of the nation-state” in *The Rights of Others: Aliens, Residents and Citizens*. New York; Cambridge: Cambridge University Press. Pgs. 49-69
- Jensen, Steven L.B. (2016) *The Making of International Human Rights*. New York; Cambridge: Cambridge University Press. Pgs. 1-17

November 11: The Promise and Perils of Cosmopolitanism

- Fine, Robert (2009) “Cosmopolitanism and Human Rights: Radicalism in a global age.” *Metaphilosophy*. 40:1. Pgs 8-20
- Calhoun, Craig (2003) “Class Consciousness of Frequent Travelers” in *Debating Cosmopolitanism*. Daniele Archibugi (ed.). London; New York: Verso. Pgs 86-116

November 18: Settler Colonialism and Indigenous Rights

- *Final Report on the Truth and Reconciliation Commission of Canada, Volume 1* (pgs. 1-24)
- Patzer, Jeremy (2014) “Residential School Harm and Colonial Dispossession.” In Woolford et al. (eds.) *Colonial Genocide in Indigenous North America*. Durham, NC: Duke University Press. Pgs. 166-185

November 25: Global Rights, Local Justice and Gender-Based Violence

- Merry, Sally Engle (2006) *Human Rights and Gender Violence: Translating International Law into Local Justice*. Chicago; London: The University of Chicago Press. Pgs. 1-35

December 2: Rights and Justice in the Era of Neoliberalism

- Moyn, Samuel (2018) *Not Enough: Human Rights in an Unequal World*. Cambridge, MA; London: Harvard University Press. Pgs. 173-211.

December 6: Review – Social Justice and Human Rights in Practice**COURSE POLICIES**Communication

If you have questions about anything related to the course materials, assignments, due dates or marking, please email your assigned TA. TA assignments will be given in class and posted on cuLearn. For questions about accommodations or other personal concerns, please email the instructor (me). My standard policy is that I will try to respond within 48 hours during the week. Please use your Carleton email account for correspondence related to the course in order to ensure a response.

For all matters related to registration or program standing, please contact the department office.

Classroom policies

This course includes two sections, an in-class section and an online section managed by Carleton University On-Line (CUOL). This means that lectures and in-class discussions will be recorded and streamed online. While the

majority of class time will be reserved for lecture, each class will include some discussion or group work. Participation in discussion is very important and helpful for the online section. However, because the discussion will be recorded, the instructor reserves the right to stop lines of discussion that are inappropriate, off topic or harmful. Please be respectful of your classmates!

Late Assignments and Extensions

Late assignments will only be accepted with valid documentation AND in consultation with me. As soon as you know that you will not be able to turn in an assignment on time, please contact me or your TA. All other late assignments will be assessed a standard late penalty of 5% per day.

***Important: all assignments should be submitted via cuLearn. It is your responsibility to upload assignments BEFORE the deadline and in readable formats that are compatible with the cuLearn system (e.g. PDF, .docx, etc.).

Accommodations and Student Well-Being

I am happy to help arrange classroom and exam accommodations in conjunction with the Paul Menton Centre (PMC). If you know or think you might need accommodations (e.g. alternative exam accommodations, note taking, technological aids, etc.) please contact them as soon as possible.

There are many things that can come up during the course of a term that affect student well-being and I will be happy to work with you to ensure that you can both manage your well-being AND be successful in this course. Please contact the TAs, myself or any of the campus services listed above with any issue as early as possible. Accommodations become much more difficult after the fact.

General Policies

This course outline is a provisional document and the instructor reserves the right to change its contents based on the needs of the course.

Students are responsible for reading this document and being aware of all due dates and requirements listed herein.

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: Please contact 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: <https://carleton.ca/equity/accommodation/academic/students/>

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: <https://carleton.ca/equity/accommodation/academic/students/>

Academic Accommodations for Students with Disabilities: If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (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 as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable). <https://carleton.ca/pmc/students/accommodations/>

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:

<https://carleton.ca/registrar/academic-integrity/>

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit:

<https://carleton.ca/equity/accommodation/academic/>

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://carleton.ca/law/current-students/>