

Course Outline

COURSE:	LAWS 2105C – Social Justice and Human Rights
TERM:	Winter 2018
PREREQUISITES:	LAWS 1000
LECTURES AND TUTORIALS:	Tuesdays 08.35-11.25 Room: Please check with Carleton Central for current room location
	Mandatory Attendance Attendance will be recorded and graded.
INSTRUCTOR: (CONTRACT)	Jay Ramasubramanyam
CONTACT:	Office: B442 Loeb Building Office Hrs: Mondays 11.00 – 13.00 (or by appointment) Email: Jay.Ramasubramanyam@carleton.ca
CULEARN:	Essential: Students must be able to access and use CULearn for this course. Email to Instructor, lecture slides, assignments and many video resources are hosted on cuLearn. Contact CCS for assistance if required at www.carleton.ca/ccs

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://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://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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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

Student Services: The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at carleton.ca/csas

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/>

COURSE DESCRIPTION

Are human rights under attack by the resurgence of the political right globally? In recent months, efforts have been made to prevent the arrival of refugees, there have been attacks on the press and the independence of the judiciary, and there has been a global gag rule on reproductive rights, among several other efforts in an attempt to constrain human rights. In several countries in Europe, authoritarian populists are on the rise promoting aggressively xenophobic and nationalistic policies.

The Global South has not been immune to such developments either. The resurgence of the Hindutva movement (religious nationalism) in India has resulted in vilification of several groups across the country and the Philippines' war on drugs has killed scores in the last few months. Venezuela's draconian economic policies have also resulted in massive displacement, economic strife, political crises. Commentators have likened this to a case of 'tragedy of the commons'. The threat of radical groups, have become imminent, and has challenged state sovereignty, political membership, and human rights in general. Securitization of every aspect of individual life has raised questions on our willingness to forego rights protections in the name of safety/security. With conflicts and violence taking control of many countries in the Global South, we have arrived at an age where the very concept of human rights is questionable. Throughout this course we will be disentangling the questions on the relationship between human rights and a new brand of nationalism that is taking control of many states globally.

This topic could not come at a better time, when engaging with questions on rights mechanisms beginning with the Universal Declaration of Human Rights and other major international and regional conventions outlining human rights, have become critical. Such critical analysis will require an ability to deploy a range of effective skills and strategies, more specifically linking theoretical frameworks of human rights to specific case studies to arrive at a better understanding of rights. The course will introduce students to a range of interdisciplinary approaches to human rights, by looking at specific geographical contexts and facilitate critical thinking of law, and human rights theory since the post-WWII period.

LEARNING OBJECTIVES

Students who successfully complete this course should be able to:

1. Have a basic understanding of human rights theory and critiques of the same;
2. Move beyond the rudimentary, universalist, and idealistic notions of human rights;
3. Critique notions advanced by international and regional rights conventions;
4. Gain a better understanding of the conundrum facing the world with respect to human rights and apply it to specific geographical contexts
5. Outline effective research strategies for shaping a research project in human rights at the undergraduate level;
6. Recognize how to effectively use interdisciplinary human rights perspectives in research – for example: case study exercises;
7. Apply critical and analytical thinking to the material prescribed in the class.

In order to enable you to achieve the learning objectives I will do my best to do the following:

- Organize the course material and undertake the requisite research to prepare coherent and engaging lectures and tutorials
- Encourage and motivate you engage in lively interactions in a respectful and tolerant manner in the classroom
- Maintain regular office hours for those students who wish to meet with me in person and be available on appointment
- Respond to electronic communication in a timely manner (usually within 1 business day)
- Prepare evaluations (tests, assignments, presentations etc.) that fairly assess your ability to engage with the content of the course and your developing skills as a university student
- Ensure your assignments are marked fairly and in a timely manner (usually within two weeks) and that you receive adequate meaningful feedback where appropriate
- Seek appropriate feedback about the course and its content, and reflect and act upon this feedback to improve the course when appropriate

In order to achieve the learning objectives, you should be able to:

- Complete assigned readings and attend class regularly
- Avoid distractions while in class (such as social media) in order to maximize your ability to interact and engage with the material, fellow students and the instructor
- **Ensure that your interaction with other students and the instructor is respectful and tolerant of opposing views, different ways of learning or participating (This is critical as this is likely to happen in this particular class)**
- Ask questions (in person, or electronically) when you are having difficulty understanding the material or any course relevant questions
- Manage your schedule to ensure that you have adequate time to prepare for class and complete assignments in a manner that reflects your best work (this includes time for research, writing, reviewing and editing written submissions).
- Ensure that the work that you submit for evaluation is of good quality and is your own; please make sure that you reference aspects of your work that is not your own to clearly identify where you have relied upon the work of others to support your own ideas and arguments
- Read and carefully consider the evaluation and feedback provided on your assignments by TAs and instructor

COURSE FORMAT

Lectures

The course involves lectures and mandatory tutorials. The first hour of class will give students an opportunity to earn some extra credit by attending discussion session. The rest of the two hours of class will involve lectures delivered by the instructor. The lectures are designed to introduce students to the importance of discussions on human rights critiques in the current political climate. The lectures also envisage to provide students with some foundations for analytical and critical thinking of human rights and facilitate analysis of different types of primary and secondary sources of human rights theory.

Tutorials

There is a total of 8 tutorials for this course. Tutorials enable students to think about the material critically in smaller groups. Teaching Assistants facilitate discussions on the material and enable students to think about their research assignments. Tutorials will be held after before the lecture. Students will be divided into three groups. Two of these tutorials will be facilitated by TAs and one will be led by the instructor. More information is available in the Evaluation section of this outline.

COURSE THEME

The course is organized around the research theme of **Human Rights in the Age of Trump**. **The phrase *Age of Trump* is used to characterize the resurgence of the radical right globally and more specifically in North America. The phrase is in no way a tool to essentialize the role of the United States as the global hegemon, as their imperialist power in today's world order is more than just apparent.**

The concept of human rights post-WWII is one that has been held over us as a mechanism to safeguard our way of life. International and regional mechanisms/frameworks that outline human rights principles have been acting as a beacon of hope for many of us. The principles have supposedly allowed us to live in the fond hope that we will be protected. The responsibility to maintain standards of human rights is one of the foundational aspects of state sovereignty.

However, the question of human rights protection has raised renewed conundrums in the context of the resurgence of the radical right. The fragile nature of democratic structures have become apparent with rapid political changes in recent years. State interests have often taken precedence over protection of citizens. The very mechanisms that enabled states and citizens to co-exist are on the brink of collapse with the recalibration of the definition of what constitutes rights. Nation states as we know them to be are declining and fissures have emerged in the effectiveness of political membership.

Throughout this course we will develop an understanding of what constitutes the 'new right-wing'. While we may be drawn towards conventional, western liberal democratic definitions of 'radical right', it is critical to disentangle questions of right-wing ideologies in the Global South as well. Therefore, throughout this course, in addition to acquiring important analytical and critical perspectives on human rights, students will be compelled to think beyond essentialized notions of radical right in different geographical contexts. In addition to this, the course will involve critical discussions on the impact of resurgence of the radical right on human rights in general and specific aspects in particular.

Among some of the topics we will cover, feminism, torture, detention, migration, religion, nationalism, will stand out as seminal topics. We will disentangle a range of questions with the help of such critical bend on rights. This would be of significance in this course and many others you will undertake throughout your university education, as they would enable you construct coherent analyses and arguments.

Lectures and tutorials will draw on material related to law and human rights. The theme provides a general backdrop of the crisis and conundrums associated with this topic. The theme envisages to cover as many common interests and experiences as possible. Since students are likely to have varied interests, the course theme is designed to provide a coherent and linked structure to cover a range of material (readings and primary sources) and methodological questions.

Some of the questions linking the theme with the course objectives include:

1. What questions emerge in our understanding of human rights given the rapid changes in political climate in recent years?
2. What overarching linkages can be made with, the ongoing resurgence of the radical right, and human rights theory of the mid-20th century?
3. How (and why) do we use some of the early sources of human rights theory in search of answers to questions on the breakdown of human rights?
4. How can we conceptualize or understand human rights today?

COURSE MATERIALS

A. REQUIRED READINGS:

Journal articles, chapters from books, and editorials/op-eds/opinion pieces from magazines and newspapers:

There is no required textbook for this class. Instead, the required readings will consist of journal articles, chapters from books, newspaper articles, and other editorial and op-ed pieces. These resources are meant to give you an unbiased and fuller picture of the issues at hand. Many of these articles would be written from varying standpoints ranging on the scale from radical left to the radical right. These will be available through links on the cuLearn home page. Some of these readings are indicated on the Schedule of Lectures and Tutorials (posted on cuLearn). Students will be expected to retrieve copies of these readings and read them in preparation for the appropriate lectures and tutorials.

The course will be based on some main texts, which will be used as pivots to contextualize the rest of the course. Hannah Arendt's *Origins of Totalitarianism*, Samuel Moyn's *The Last Utopia: Human Rights in History*, Lynn Hunt's *Inventing Human Rights: A History*, Grace Cheng's *Nationalism and Human Rights*, and Eric Posner's *The Twilight of Human Rights Law*, are some of the scholarly sources that we will rely on. With the rise in radical right-wing political movements across the world, Sinclair Lewis's fictional work *It Can't Happen Here* draws a striking resemblance to base our discussions on.

B. OTHER WEB-BASED RESOURCES:

The lectures and tutorials in this class are supported by a variety of materials available through cuLearn. These supporting materials include, captivating videos, YouTube videos, lecture notes and power-point slides. Students are responsible for reviewing these supporting materials before the lectures or tutorials they are meant to support.

C. RECOMMENDED TEXTS:

1. McGill Law Journal, *Canadian Guide to Uniform Legal Citation*, 8th ed (Scarborough, Ontario: Carswell, 2014) [The *McGill Guide*]. This text explains the basic rules of legal citation. It is an essential reference text for anyone conducting research concerning legal issues. You will use it as a resource in other courses as you progress in the law program. Available in the University Bookstore.
2. Arendt, Hannah. *The Origins of Totalitarianism*. 2d enl. ed. Cleveland: World Pub, 1958.
3. Hunt, Lynn Avery. *Inventing Human Rights: A History*. New York: W.W. Norton & Co, 2007.
4. Moyn, Samuel. *The Last Utopia: Human Rights in History*. Cambridge, Mass: Belknap Press of Harvard University Press, 2010.
5. Posner, Eric A. *The Twilight of Human Rights Law*. Oxford University Press, 2014.
6. Cheng Grace. (eds) *Nationalism and Human Rights*. Palgrave Macmillan, New York, 2012.

EVALUATION

This course is DEMANDING AND INTENSIVE. It will require considerable ongoing attention every week. Generally, there is something DUE EVERY WEEK. These components are explained in detail below. Please review carefully and note all requirements and due dates.

We know that this is a lot of work for you (and for us) and that the course may seem heavier than your other courses. However, this course is foundational in your Law Program. It is designed to provide you with the opportunity to develop skills and understanding of the topic at hand which will serve you well in your other law courses. The course is also designed to encourage you to stay engaged with the material being covered each week. Notably, the evaluation of the course rewards students who stay engaged, submit the weekly exercises on time, attend and participate in tutorial.

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.

LATE PENALTIES

ASSIGNMENTS

Late Assignments will be penalized as follows:

- Deduction of 3% marks per day of delay in handing the assignment after the due date
- If an Assignment is handed in more than seven days late, it will be accepted towards course completion but will receive **zero** marks.

EXTENSIONS FOR THE ASSIGNMENTS

Students can request an extension on Assignments for serious illness or family and personal emergencies. They will be required to provide official supporting documentation. Students requesting an extension **MUST** contact the course Instructor prior to the assignment deadline. Your TA cannot grant extensions.

Extensions will not be granted for computer problems of any kind. We **URGE** you to back up your work as you go along: email a draft to yourself whenever you finish a segment of work on it or copy it to a USB thumb-drive or an external hard drive.

Evaluation Component	Value	Due Dates
ASSIGNMENTS		
There are TWO Assignments in the course. Both assignments must be submitted as hard copies in-class to your instructor or TA. Full instructions will be provided closer to time.		
Assignment 1 Review of literature and sources This assignment will require students to summarize, review and analyze some literature within the theme of the course which will be assigned by the instructor.	35%	February 13, 2018
Assignment 2 Research Paper This assignment will require students to research on, and engage with a given topic. This topic must use the key pieces of literature provided in the course.	35%	April 10, 2018
TUTORIAL ATTENDANCE AND PARTICIPATION There are 8 tutorials scheduled throughout the course. Students must attend at least 5 of these tutorials and participate to obtain credit. The location and format of the tutorials will be communicated to you in class.	10%	Ongoing

<p>WORKSHOP PREP EXERCISES Tutorial workshop prep exercises must be completed prior to the Workshop on <i>Literature Review</i> and the Workshop on <i>Research Essay Writing</i>. These completed exercises must be submitted in person at the beginning of the corresponding workshops. They are worth 2.5 marks each.</p>	5%	<p><i>Literature Review Workshop Prep Exercise</i> – due in week 5 workshop</p> <p><i>Research Essay Workshop Prep Exercise</i> – due in week 11 workshop</p>
<p>LECTURE QUIZZES There are 3 Lecture Quizzes that are based on the content discussed in the lectures and a designated reading for each lecture. These exercises replace the previous examination requirement in this course. They are posted on CUOL. Each Quiz gets activated the day the lecture for that week is scheduled in the course schedule below. All Quizzes stay open for only one week. Important Note: Each Quiz is worth 5 marks out of your final grade. Only your marks from your best 3 Quizzes will be counted towards your final grade. This means that students may choose to complete only 3 of the Quizzes. Students may want to attempt all 4 quizzes which will provide them with leeway for a better grade.</p>	15%	<p>Quiz 1 – open from Jan 24 to Jan 31 Quiz 2 – open from Feb 12 to Feb 19 Quiz 3 – open from Mar 7 to Mar 14 Quiz 4 – open from Apr 2 to Apr 9</p>
<p>Important Notes on Evaluation:</p>		
<p>You must complete all components of Evaluation to receive a passing mark in the course. 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. You must provide meticulously correct citations compliant with the Canadian Guide to Uniform Legal Citation, 8th edition (the McGill Guide) in Assignments. Marks will be deducted in each assignment if citation is not fully correct. Marks will also be allocated for effective writing.</p> <p>Feedback: You will receive a marking feedback and evaluation sheet with comments when your Assignment marks are posted. You should wait 48 hours before emailing your TA if you have questions on your marks. Please make your queries specific and detailed so that the TA can review your points and get back to you. If necessary, your TA will set up an appointment to meet with you.</p> <p>Timelines:</p> <ul style="list-style-type: none"> • It will take about 14 days to mark and return Assignment 1 to you through the Assignments Tab. • Assignment 2 will be marked within the timeframe for finalizing the Final Grade Report. You will receive your mark around the same time as the FGR is submitted to the Dean's Office. • Marks for other submissions will be input by your TA using Grade Book. These are likely to be posted 'en bloc' near the end of the semester. You will know if you have obtained the associated marks in any case, by submitting on time. <p>Grade Book: Initially, you will obtain your mark through the Assignments Tab on cuLearn. After a short time, we will also release the marks onto grade book. Please check from time to time so we can catch any errors or omissions early and make corrections.</p> <p>Keep a copy: Keep a copy of all assignments and other submissions until your final grade is confirmed.</p> <p>Individual work only! See discussion of Academic Integrity.</p>		

COURSE SCHEDULE: LECTURES, TUTORIALS, DUE DATES FOR EVALUATION
Subject to revision. Please review carefully and mark down due dates in particular.

Week		Lecture	Tutorial
1.	Topic	January 9 Introduction to the course **In-class lecture**	**No Tutorial**
	Material	Please read the Course outline	
		Classes begin at 8.30 on January 9 and 16; tutorials begin from January 23 at 8.30 and lectures from 9.30	
2.	Topic	January 16 Human rights: What are they? A case against rights **In-class lecture** This week, we will raise critical questions on what human rights represent in general. We will problematize the concept with the help of critiques from scholars and lay the groundwork for the rest of the course. Most importantly we will think about the concept from the standpoint of ongoing political movements.	
	Material	Hunt, Lynn Avery. <i>Inventing Human Rights: A History</i> . New York: W.W. Norton & Co, 2007. (Introduction) Eric Posner, <i>The case against human rights</i> . Thursday December 4 2014 (The Guardian) https://www.theguardian.com/news/2014/dec/04/-sp-case-against-human-rights	**No Tutorial**
3.	Topic	January 23 The (in)effectiveness of human rights: State Sovereignty and contemporary dilemmas **In-class lecture** We will raise questions on the relationship between state sovereignty and human rights. With the pervasiveness of right-wing populism globally, the topic of human rights tends to represent a strange dilemma. To what extent does the post-war era that dawned the age of protection from rights-violation live up to its mission in the 21 st century? We will begin to wrangle with critical perspectives on rights from this week.	

	Material	<p>Cheng G. (2012) <i>The Contradictions of Human Rights and Sovereignty: Contemporary Dilemmas of Postwar Historical Practice</i>. In: Cheng G. (eds) <i>Nationalism and Human Rights</i>. Palgrave Macmillan, New York</p> <p>Avila M. (2012) <i>Taming the Nation-State: Human Rights and Peoples</i>. In: Cheng G. (eds) <i>Nationalism and Human Rights</i>. Palgrave Macmillan, New York</p>	**In-class Tutorial**
	Complete by January 31	Quiz 1	
4.	Topic	<p>January 31</p> <p>The Right to have Rights: Does this characterize the basis for human rights claims?</p> <p>**In-class lecture**</p> <p>This week we will attempt to understand Hannah Arendt's theory on rightlessness, statelessness, and the right to have rights. We will continue to engage with the significance of state structures in ensuring human rights protection. Based on the condition of refugees and migrants on the move today, we will attempt to disentangle the basic conceptualizations of Arendt's theory.</p> <p>She describes rightlessness as a manifestation of precarious political and human standing and argues that refugees and asylum seekers do not experience rightlessness solely because of their dispossession from a political community but also because of their compulsion to live in exceptional spaces such as camps and detention centres that render their actions, speech, and opinions ineffective and irrelevant.</p>	
	Material	<p>Arendt, Hannah. 1966. "The Decline of the Nation-State and the End of the Rights of Man," in <i>The Origins of Totalitarianism</i> 267-302 (read 290-302 most closely), and intro p. ix. San Diego/New York: Harvest/Harcourt.</p> <p>Jeffrey C. Isaac, <i>How Hannah Arendt's classic work on totalitarianism illuminates today's America</i>, Saturday December 17 2016 (The Washington Post) https://www.washingtonpost.com/news/monkey-cage/wp/2016/12/17/how-hannah-arendts-classic-work/?utm_term=.124ab312948d&wpisrc=nl_cage&wpmm=1</p>	**In-class Tutorial**
5.	Topic	<p>February 6</p> <p>Citizenship, Human Rights, Contemporary Statelessness, and the "Right to have Rights"</p> <p>**In-class lecture**</p>	

		<p>We will continue to engage with some material from the week 4 but bring some context to the same. Based on some recent examples of statelessness, the current “refugee crisis,” or “global apartheid” in the context of migration, we will work with Arendt’s notions on human rights. Some contemporary context will be provided in facilitating this understanding.</p> <p><i>We will spend time on covering the first assignment</i> WORKSHOP: How to write a Literature review and analysis</p>	
	Material	<p>Benhabib, Seyla. 2004. “The Right to Have Rights: Hannah Arendt on the Contradictions of the Nation-State,” in: <i>The Rights of Others: Aliens, Residents and Citizens</i>. Cambridge: Cambridge University Press. 49-69.</p> <p>Motha, Stewart. <i>The Redundant Refugee</i>. Friday November 6, 2015 (Critical Legal Thinking) (http://criticallegalthinking.com/2015/11/06/the-redundant-refugee/)</p>	**No Tutorial**
	Due In-class: February 6	LITERATURE REVIEW WORKSHOP PREP EXERCISE	
6.	Topic	<p style="text-align: center;">February 13</p> <p style="text-align: center;">Democracy Dies in Darkness: Human rights in the climate of uncertainty</p> <p style="text-align: center;">**In-class lecture**</p> <p>“It Can’t Happen Here,” which came out in 1935, was a frightening book written for frightening times. Sinclair Lewis published the novel as Adolf Hitler was making Germany great again, violating the Treaty of Versailles by establishing the Wehrmacht. Benito Mussolini invaded Ethiopia. The book which imagines the improbable election of an authoritarian is frighteningly similar to the rise of Donald Trump and other similar demagogues globally. We will look into some aspects of what impact does this have on human rights today?</p>	
	Material	<p>Nazaryan, Alexander. <i>Getting Close to Fascism with Sinclair Lewis’s “It Can’t Happen Here”</i>. Wednesday October 19, 2016 (The New Yorker) https://www.newyorker.com/culture/culture-desk/getting-close-to-fascism-with-sinclair-lewiss-it-cant-happen-here</p> <p>Dahbour, Omar. (2012) National Rights, Minority Rights, and Ethnic Cleansing. In: Cheng G. (eds) <i>Nationalism and Human Rights</i>. Palgrave Macmillan, New York.</p>	**In-class Tutorial**
	Due In-class: February 13	<u>DUE: February 13 FIRST ASSIGNMENT (LITERATURE REVIEW AND ANALYSIS)</u>	
	Complete by February 19	Quiz 2	

		February 19-23 Mid-Term Break No Classes Office hours (11.00-13.00 Monday or by appointment)	
7.	Topic	<p style="text-align: center;">February 27</p> <p style="text-align: center;">Humanitarianism as a condition of life and identity: The implications on rights protection</p> <p style="text-align: center;">**In-class lecture**</p> <p>We will explore the dynamics of long-term humanitarianism, looking particularly at the politics of living within a humanitarian space. What happens as humanitarianism moves from crisis response to a condition of life? How are people and communities shaped by this transformation and by living, long-term, in a humanitarian condition? With increasingly exclusionary policies enacted by states amidst the threat of “radical Islamic terrorism” what have the implications been on humanitarian practice and human rights, more specifically concerning refugees? This will segue into next week’s topic on torture and detention.</p>	
	Material	<p>Feldman, Ilana. 2012. The humanitarian condition: Palestinian refugees and the politics of living. <i>Humanity: An International Journal of Human Rights, Humanitarianism, and Development</i> 3 (2): 155-72.</p> <p>Agier, Michel. 2010. Humanity as an Identity and Its Political Effects (A Note on Camps and Humanitarian Government)*. <i>Humanity: An International Journal of Human Rights, Humanitarianism, and Development</i> 1 (1): 29-45.</p>	**In-class Tutorial**
8.	Topic	<p style="text-align: center;">March 6</p> <p style="text-align: center;">Post-9/11 Human Rights Conceptualizations: Torture, War Crimes, Indefinite Detention – What is Happening to Rule of Law with the resurgence of the radical right?</p> <p style="text-align: center;">**In-class lecture**</p> <p>This week we will analyze the legitimacy of practices employed in dealing with terror suspects by the US and other countries. Arguments on the idea of exceptionalism, as employed in practices that regulate individuals captured in the process of the ‘global war on terror’, are intriguing. Offshore detention and extraordinary rendition of terror suspects could represent a legal black hole. We will look at the ‘global war on terror’ within the ambit of Humanitarian Law. Are terror suspects ‘unlawful combatants’? What is the role of Guantánamo Bay in the global war on terror? What is a ‘state of exception’?</p>	

	Material	Waldron, Jeremy. Torture and Positive Law: Jurisprudence for the White House <i>Columbia Law Review</i> 105, no. October (2005): 1681- 1750. Scheuerman, William. Carl Schmitt and the Road to Abu Ghraib, <i>Constellations</i> 13, no.1 (2006): 108-124.	**In-class Tutorial**
	Complete by March 14	Quiz 3	
9.	Topic	March 13 The Global War on Terror and treatment of 'terror' suspects: 'State of Exception' and Human Rights **In-class lecture** We will continue to disentangle the questions around terrorism and terror suspects. Are terror suspects 'unlawful combatants'? What is the role of Guantánamo Bay in the global war on terror? What is a 'state of exception'? What is the difference between 'rule of law' and 'rule by law'? To what extent do states have the ability to suspend the regular functionalities of the rule of law in light of emergencies? What do these emergencies entail?	
	Material	Aradau, Claudia and Van Munster, Rens. Exceptionalism and the 'War on Terror': Criminology Meets International Relations, <i>British Journal of Criminology</i> 49, no. 5 (2009): 686-701. Johns, Fleur. Guantanamo Bay and the Annihilation of the Exception. <i>European Journal of International Law</i> 16, no. 4 (2005): 613-635.	**In-class Tutorial**
10.	Topic	March 20 Human rights perspectives from the Global South: Case studies of India and Venezuela **In-class lecture** Having looked at some issues of human rights across the world, this week will be spent trying to understand the radical right in the Global South. Focusing on India and Venezuela specifically, we will try to conceptualize populism from the perspective of radical ethnoreligious and economic nationalism. Are we able to superimpose our understanding of human rights in these contexts? Do we need to employ a different perspective?	
	Material	Hawkins, Kirk A. "Responding to Radical Populism: Chavismo in Venezuela." <i>Democratization</i> 23, no. 2 (2016): 242-262. Desai, Radhika. "A Latter-Day Fascism?." <i>Economic and Political Weekly</i> 49 (35) (2014): 48-58.	**In-class Tutorial**

11.	Topic	<p style="text-align: center;">March 27</p> <p style="text-align: center;">Are human rights <i>The Last Utopia</i> or have we reached the <i>Twilight of Human Rights</i>?</p> <p style="text-align: center;">**In-class discussions**</p> <p>We will engage in some discussions on Sam Moyn's and Eric Posner's arguments on what human rights represent today. While Moyn paints an optimistic picture of human rights, albeit cautiously, Posner argues that states' inability to enforce human rights mechanisms continue to result in violations and lack of protection of the same and hence represents an incomplete/ineffective regime. We will cap off the course with some lively discussions on human rights with the help of some insights provided by these scholars, and involving the current political climate.</p>	
	Material	<p style="text-align: center;">Selected chapters from:</p> <p style="text-align: center;">Moyn, Samuel. <i>The Last Utopia: Human Rights in History</i>. Cambridge, Mass: Belknap Press of Harvard University Press, 2010.</p> <p style="text-align: center;">Posner, Eric A. <i>The Twilight of Human Rights Law</i>. Oxford University Press, 2014.</p>	**In-class Tutorial**
12.	Topic	<p style="text-align: center;">April 3</p> <p style="text-align: center;">WORKSHOP: How to write a research essay?</p> <p style="text-align: center;">**In-class discussions**</p>	**No Tutorial**
	Complete by April 9	Quiz 4	
	Due In-class: April 3	RESEARCH ESSAY WORKSHOP PREP EXERCISE	
13.	Topic	<p>DUE: APRIL 10 FINAL ASSIGNMENT</p>	
	Material	NO LECTURE / NO TUTORIAL	
	Due completed by	**NO QUIZ**	